

Spring 2016 – Submission Schedule

DEADLINE	DATE
Task 2 & 3 Submission Open	Completion of Task 1
Task 2 & 3 Submission Close	March 3, 2016
Task 2 & 3 Score Reporting to Candidates	March 31, 2016 – Completion of Task 2 and 3
Task 4 Submission Open	March 31, 2016
Task 4 Submission Close	April 29, 2016
Overall Composite Scores Released to Candidates	May 27, 2016
Overall Composite Scores Available to EPP	May 31, 2016
<i>Task Resubmission Window</i>	
Resubmission Registration Window	May 27, 2016 – June 17, 2016
Resubmission Window	May 27, 2016 – June 17, 2016
Resubmission Scores Released to Candidate	July 11, 2016
Resubmission Scores Available to EPP	July 12, 2016

Task 2 – FAQs:

Student and Parent Questions:

Q: Will a candidate fail if he/she fails to follow the directions related to Task 2 and Task 3?

A: Candidates must follow these guidelines. Supervisors, faculty members, and cooperating teachers are in the best position to prevent this from occurring. Scoring leaders will be asked to monitor the submissions. The scoring leader will return the submission to the candidate to rectify the situation. The task will not be scored until submitted according to the directions.

Q: If we have placed students in some schools that use "scripted" classrooms (i.e. scripted texts such as Saxon, etc.) that allow little leeway in creating lessons or assessments, should we consider alternative schools so that our students are given opportunities to create authentic lessons/assessments or does that matter (particularly with Task #2 and Task #3)?

A: No. The four tasks required in the MoPTA encourage the use of three kinds of writing: descriptive, analytic, and reflective. The evidence that you select as representative of your practice for the purposes of this assessment should provide raters with a view of not only what is happening in your classroom but also of your rationale for those events and processes and your view regarding the significance of the results of your teaching. What matters for Task 2, is that the selected lesson will allow the candidate to demonstrate his or her ability to understand, analyze and apply assessment

and data collection to measure and inform student learning. What matters for Task 3, is that the selected lesson will allow the candidate to demonstrate his or her ability to develop instruction, including the use of technology, to facilitate student learning.

Q: On Task 2, please explain in further detail what is expected on the artifact labeled "assessment." We know it is not the same as the rubric or scoring guide. Do they want an assignment sheet that explains the assessment or something else entirely?

A: The candidate needs to submit a representative sample (artifact) of the actual assessment being used and referred to in this task.

Q: If we are not interpreting the summative piece correctly where can we find more information on this?

A. Students and faculty can access the Rubrics and the MoPTA Candidate and Educator Handbook.

Q: So results of task 2 & 3 will not be available until after task 4 is submitted and scored to determine if the full assessment was passed, and thus not able to resubmit task 2 or 3 until after submission and scoring?

A: Task 2 and 3 scores will be reported to the student before the deadline for submitting Task 4. A student will not be able to resubmit any of the assessment until after the final assessment score is reported and they have not met the passing requirement.

Q: Is the rubric/scoring guide used for scoring the students on their final assessment that I administer?

A: Task 2 focuses on an assessment used to evaluate the learning of your students based on the lesson you have taught. The rubric/scoring guide is the document that you will use to evaluate this assessment. In this task, you are creating an assessment tool to meet the needs of your students and the learning goal(s) of your lesson. This document needs to be sharable with your students.

Q: In reference to ETS Textbox 2.1.2, I have a final assessment on the last day of my lesson (Day 3) that I want the students to take, but I also have assessments during the progress of my 3 day lesson in which I use groupings and technology. Can I refer to those assessments in the prompt or does it have to refer to the final assessment only?

A: The activities, groupings, materials, and technology are those used DURING the assessment that is the focus of your Task 2 response. It is not what you used in lessons or formative assessments that led up to this point, but what is used DURING the actual assessment that is the focus of this task.

Q: It says to make modifications to the assessment for 2 focus students (Textbox 2.2.2 and 2.2.3). Do I actually give/administer the modified assessment to the focus students since my lesson will be over by then?

A: In 2.1.3, you are to take the assessment that you have created/chosen for the whole class to assess your lesson's goal(s) and modify it for each of the two Focus Students that

you have chosen/described (based on the learning needs of each student). Then you are to administer those modified assessments and collect, analyze and record the data produced. In textbox 2.2.3, this task is asking you to now think (analyze) about the overall progress that the focus students were able to demonstrate in these modified assessments that you just gave. So, yes, you DO administer the modified assessments to your two focus students to assess their understanding and achievement of the lesson's goals.

Q: In reference to Task 2, 2.2.1, what kind of artifact should be used for the baseline data?

A: In 2.2.1 this activity states that you are to administer the assessment, collect, record and analyze the data and compare it to the baseline data to determine student growth. The artifact for this textbox is of the graphic representation of this collected data from the assessment. But, there is no reason not to include both data sources on your graphic representation to show student growth. (Remember, you do have a baseline artifact from 2.1.1 of your baseline data.) Whatever you decide to use (for example, a pie chart, a table, or some sort of spread sheet), this graphic representation should be constructed so that it is easily understandable and that you can share with your class to help them understand their progress toward the lesson's learning goal(s).

Q: If we do not obtain permission slips from every student in the class, are we still allowed to use these scores on pre and post-test graphics?

A: All scores should be represented in your pre and post- test graphics. Since no last names are to be included, there is no need for permission forms to be submitted. Please refer to them as Student A, Student B, etc.

Q: What type of assessment do you expect for reading/literacy in task 2? Do you want comprehension, grammar, spelling, fluency, etc?

A: The assessment chosen has to evaluate the lesson's goal(s) that you have established. So, whatever lesson focus you have should dictate the type of assessment that you will be choosing to use. Make sure that the lesson that you choose to highlight and then assess for Task 2 is robust enough to produce the data that you need to do a thorough analysis and reflection.

Q: "Evidence" is often used as a synonym for "assessment data," right?

A: Based on the MoPTA Glossary, provided for your use, you will find the definition of 'Evidence' as any information produced and submitted by a teacher candidate or by a student that documents the teacher candidate's teaching performance and can be linked to the Missouri Teacher Standards and Quality Indicators. Evidence should be included in the written commentary and artifacts, including the video.

Q: How is the "data-collection" method different than the "assessment?"

A: Based on the MoPTA Glossary, provided for your use, you will find the definition of data collection as a method of gathering data that will allow the teacher candidate to

analyze student progress and then plan for future instruction. So, task 2 is asking you to talk about that method you used in order to acquire data of the students' learning. In 2.1.1, this task wants the candidate to think about what method would best produce evidence of student learning and allow the candidate to collect this data. So, it is the type of assessment that is chosen to produce the best data. An example would be: A teacher wants to assess the students' ability play and understand the rules of basketball. Here the assessment/data collection method that would be best would be a performance assessment rather than a paper and pencil test. Again in 2.2.2, this task is asking you if you would make any modifications to this data-collection method. In other words were you able to assess and collect the data that you intended to collect by this chosen method.

Q: Are the Focus Students' work samples supposed to be what they produce as a result of the modifications in the assessment?

A: Yes.

Q: What should our baseline data document look like? What does it consist of?

A: This artifact will look different based on the context of the lesson you have chosen to assess. This document should depict where the student are at the very beginning in relation to the goals selected. Based on the MoPTA Glossary, provided for your use, you will find the definition of data needed for baseline purposes as information, facts, and statistics gathered to measure student learning. This information may include both quantitative data and qualitative data (e.g., anecdotal notes).

Q: Is the baseline data document the pre-test that we administer to our students?

A: Correct.

Q: Can the pre and post-test be identical so that it measures accurate data?

A: Yes.

Q: Do my two focus students for Task 2 need to be 1 high student and 1 low student? Or can I have one student focused on fluency and the other on phonics?

A: This needs to be different learning needs.

Q: For Task 2, I have 5 questions for both the pre and post-test. For these questions, should I have a graph, comparing both the pre-test and post-test for each question?

A: You will need representative pages of the selected assessment (maximum of 2 pages).

Q: We are unclear about prompt 2.1.2a. What does "during assessment" encompass? Is this the final summative assessment or does it refer to the entire task as the assessment?

A: This refers to both. Assessment should reflect activities, grouping, materials, resources and technology utilized to assess the students. This is based on the materials or resources that you mentioned and explained as part of your assessment.

Q: Can the word “modify” in 2.1.3 be used the same as the word “accommodate”?

A: This can be used as the word, “accommodate”. You need to address this in the very beginning when you are explaining your situation to the raters during your documentation.

Q: For Textbox 2.1.3 it states, “Based on their specific needs, how will you modify assessment for each of the 2 focus students?” What does this mean?

A: The word modify can be used as accommodate as well. You are to identify two focus students who reflect different learning needs. Therefore, the assessment would need to differentiate as well or demonstrate accommodation, depending on the needs of these focus students. Explain what you are doing in the very beginning, so this is understood by the raters.

Q: For Task 2, do we have to create an actual assessment or are we allowed to use an assessment from our school?

A: As indicated, there should be two focus students who reflect different learning needs and an assessment needs to be created that demonstrates that.

Q: Will Task two and three be opened to the students once they submit Task 1 or will they open once the University Supervisor grades it?

A: Yes, Task 2 & 3 are available to the student within the ETS submission system the moment they submit Task 1 regardless if they have or have not received feedback on Task 1.

Q: Why do candidates working toward certification Elementary Education have to focus on Reading Instruction in Task 2?

A: The Department wanted to have some indication about a candidate’s performance in teaching reading. Task 2 of the MoPTA was chosen instead of requiring candidates take a separate reading test.

Q: Is it only Elementary or is it SPED and ECE as well?

A: Elementary candidates must select literacy as the content focus for Task 2 and must select numeracy as the content focus for Task 3. Early Childhood and Mild-Moderate Cross-Categorical candidates are encouraged to use literacy and numeracy activities for Task 2 and Task 3 as well.

Q: If SPED candidates are placed in an elementary school, are they required to follow the guidelines for elementary candidates for Tasks 2 and 3?

A: Candidates who are completing SPED and ECE are encouraged, not required to focus on literacy for Task 2 and numeracy for Task 3.

Q: Are candidates student teaching in a departmentalized elementary setting for science and/or social studies required to focus on literacy for Task #2 and numeracy for Task #3?

A: Yes. Candidates working toward elementary education certification are required to meet this requirement. For example, a candidate teaching social studies in an elementary school departmentalized setting would teach a literacy lesson and numeracy within the context of social studies. The candidate would clarify this when discussing the context of the lesson.

Q: Will Music Education follow same instructions for SPED and ECE on the literacy focus for Task 2 and numeracy for Task 3?

A: The MoPTA is designed to and will work with all grade level and certification areas. Candidates working toward elementary education certification MUST use literacy for Task #2 and numeracy for Task #3. Candidates working toward certification in Early Childhood Education, Early Childhood Special Education; and Mild-Moderate Elementary or Middle Level/ Secondary Education are encouraged to use literacy in Task #2 and numeracy in Task #3. Candidates working toward certification in other areas should be using lessons that are developmentally appropriate for their content area. These decisions should be driven by the student's IEP and if all possible should focus on literacy for Task 2 and numeracy for Task 3.

Q: For elementary majors, Task 2 must be about reading literacy. Does this include all English and Language Arts or just Reading in specific?

A: Literacy is the content focus of this task. Therefore, this includes all aspects of language arts and is not limited to reading.

Q: As an elementary education major, can I assess and teach a language arts topic for Task 2, or does it have to specifically be literacy?

A: This includes all aspects of Language Arts

Q: For elementary majors, Task 2 must be about reading literacy. Does this include all English and Language Arts or just Reading in specific?

A: Literacy is the content focus of this task. Therefore, this includes all aspects of language arts and is not limited to reading.

Q: Is it permissible for elementary teachers to use the same assessment for baseline and summative assessment? This is the cooperating school's practice.

A: You may use the same assessment for baseline and summative. Since this is the cooperating school's practice, be sure that information is included when you are addressing your situation that you are in.

Q: What is the alternative that Special Education candidates use since individuals who are working in that setting do not have to use reading for task 2 and math for task 3?

A: Individuals in Special Education do not have to use literacy for task 2 and math for task 3. That is not a requirement. However, they are “encouraged to do it that way. These decisions should be driven by the student’s IEP and if all possible should focus on literacy for Task 2 and numeracy for Task 3.

Q: Are there alternative writing prompts that can be used for special education, since academic work is conducted on a 1:1 basis?

A: You cannot use alternative writing prompts for the assessment. You will need to utilize the prompts presented and work with them. Do your best to fit your students to these prompts and explain you situation from the very beginning.

Q: Are candidates working toward Early Childhood, Mild-Moderate Cross-Categorical and/or the other Special Education Certification areas required to focus Task 2 on Reading and Task 3 on Mathematics?

A: No. When appropriate, Early Childhood and Mild-Moderate Cross-Categorical candidates are encouraged to use literacy and numeracy activities for Task 2 and Task 3. These decisions should be driven by the student’s IEP and if all possible should focus on literacy for Task 2 and numeracy for Task 3.

Q: What are some examples of instructional strategies?

A: Teaching strategies could be such things as cooperative learning, lecture, wait time. Learning activities could be such things as having students complete a Venn diagram or a worksheet, or have a discussion (see the handbook for further discussion). When students respond to guiding prompts, it might be helpful if they treat each prompt as a thesis proof essay and restate the prompt and use examples and rationales to support the topic sentence. It would also be helpful to have the rubric nearby and check to see if all points have been addressed.

Q: What are some examples of learning activities?

A: Within the MoPTA Glossary on the website, learning activities are the design of the learning environment and the experiences provided to students that support and facilitate their learning. Some examples of learning strategies are charts and graphs; diagrams; or teams work to solve a problem or analyze a reading.

Q: What is the difference between an objective and an outcome on the suggested lesson plan?

A: On the Lesson Plan form this section is listed as Learning Objectives/Goals – The lesson’s objectives and intended learning outcomes appropriate for meeting curricular and student needs. A lesson’s objectives (goals) are the learning that students should master, based on the standards and curriculum, as a result of instruction; and, the lesson’s outcome should be a statement that describes the learning that students have accomplished and can reliably demonstrate. Learning outcomes may include knowledge, skills and dispositions and are more specific than goals.

Q. What will be accepted as teaching strategies and learning activities for the MoPTA prompts?

A. Teaching strategies could be such things as cooperative learning, lecture, and wait time. Learning activities could be such things as having students complete a Venn diagram or a worksheet, or have a discussion (see the handbook for further discussion). When students respond to guiding prompts, it might be helpful if they treat each prompt as a thesis proof essay and restate the prompt and use examples and rationales to support the topic sentence. It would also be helpful to have the rubric nearby and check to see if all points have been addressed.

Q: For special education teachers, I do not collect tests or grades for my students. However, I have a lot of data that is collected over student IEP goals. Would a data sheet be considered a student work sample?

A: That would work for that, especially in the case of an early childhood special education classroom. Just be sure that your situation is explained in the contextual part.

Q: If we are student teaching in a special education classroom and do not have 3 weeks to collect 3 different assessment/assignments, how will I complete the task?

A: You will need to back up to that 3 week time period and explain how your classroom operates in order to complete the task. You should be constantly collecting data during the student teaching process.

Q: Can candidates resubmit their Tasks 2 and/or 3 if they wish to, prior to finding out how they did on the assessment?

A: No, they may not resubmit. The system will lock them out once they submit.

Faculty and Supervisor Questions:

Q: If we have placed students in some schools that use "scripted" classrooms (i.e. scripted texts such as Saxon, etc.) that allow little leeway in creating lessons or assessments, should we consider alternative schools so that our students are given opportunities to create authentic lessons/assessments or does that matter (particularly with Task #2 and Task #3)?

A: No. The four tasks required in the MoPTA encourage the use of three kinds of writing: descriptive, analytic, and reflective. The evidence that you select as representative of your practice for the purposes of this assessment should provide raters with a view of not only what is happening in your classroom but also of your rationale for those events and processes and your view regarding the significance of the results of your teaching. What matters for Task 2, is that the selected lesson will allow the candidate to demonstrate his or her ability to understand, analyze and apply assessment and data collection to measure and inform student learning. What matters for Task 3, is that the selected lesson will allow the candidate to demonstrate his or her ability to develop instruction, including the use of technology, to facilitate student learning.

Q: How will the ETS Raters know which students should follow these guidelines?

A: Raters will be trained to score the assessment based on these requirements. Candidates will identify their responses by content preparation area and student teaching focus. The rater will be aligned to that same content area and apply scoring guidelines accordingly.

Q: Can we get access to the Permission Forms?

A: Yes. The MoPTA-V and MoPTA-NV forms are available on the MoPTA website. The link is: <http://mega.ets.org/test-takers/mopta/build-submit-tasks/permission-forms>.

Q: Whose responsibility is it to store the permission forms for the video and student work? Is it the EPP or the candidate or both?

A: The candidate must submit their permission forms to ETS. They should also retain copies for their records. School district partners and educator preparation programs are also welcome to maintain copies.

Q: Are these uploaded into the ETS system anywhere?

A: Yes, the permission forms are uploaded in a folder within the submission system by the candidate.

Q: How long do these need to be kept?

A: ETS will retain the responses and video for no more than one year without the permission of the candidate.

Q: By scanning and uploading permission slips, students and schools are easily identified instead of remaining anonymous. How do we ensure that students' artifacts will remain unidentifiable and reassure parents of this so that they will sign permission forms?

A: The permission slips are kept in different files and will not be seen when candidates submit their documents.

Q: Do ETS personnel understand the huge burden that these release forms are placing on the student teacher?

A: Educational Testing Service and the Department is fully aware of the efforts required to secure, send, and retain the permission forms.

