



MoPTA Webinar

Ethan Taylor
Jean Reckage



Agenda

- Introductions
- Task 2 Requirements & Questions
- Task 3 Requirements & Questions
- Customer Support/Schedule/Score Requirements
- Resources/Permission Forms/Library of Examples
- Tips on the submission process



Task 2 Requirements

Task 2: Assessment and Data Collection to Measure and Inform Student Learning

- In this task, you will demonstrate your understanding, analysis, and application of assessment and data collection to measure and inform student learning.

If Elementary Level - Must select Literacy as your focus for Task 2.



Task 2 Requirements

What you need to do for this task –

- Respond to all parts of the guiding prompts
- Reference your artifacts in supporting your written evidence
- Describe, analyze, and reflect on your evidence
- Artifacts (6)
 - Representative pages of a baseline data document (2)
 - Representative pages of a selected assessment (2)
 - Representative page of the rubric/Scoring guide (1)
 - Representative page reflecting a graphic representation of the collected data (2)
 - Student work sample from focus student 1 (1)
 - Student work sample from focus student 2 (1)
- Maximum of 22,500 character count (approximately 7 pages)



Task 2 Questions

- Is the rubric/scoring guide used for scoring the students on their final assessment that I administer? **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.**
- 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? **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.**



Task 2 Questions

- 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? 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.
- In reference to **Task 2, 2.2.1**, what kind of artifact should be used for the baseline data? 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).



Task 2 Questions

- For elementary majors, Task 2 must be about reading literacy. Does this include all English and Language Arts or just Reading in specific? **Literacy is the content focus of this task. Therefore, this includes all aspects of language arts and is not limited to reading.**
- If we do not obtain permission slips from every student in the class, are we still allowed to use their scores on pre and post-test graphics? **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 use only first names, or refer to them as Student A, Student B, etc.**
- What type of assessment do you expect for reading/literacy in task 2? Do you want comprehension, grammar, spelling, fluency, etc? **The assessment that you choose has to be able 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.**



Task 2 Questions

- . Is this the correct sequence of events required by Task 2? If not, please describe the correct sequence.
 - * Collect baseline data 2.1.1
 - * Plan a lesson that responds to students' needs (as indicated by baseline data), and then teach the lesson. 2.1.1
 - * Plan an assessment (selected or designed) that aligns with the lesson. 2.1.1
 - * Determine (and explain rationale for) learning activities, grouping, materials, resources, and technology to use during assessment. 2.1.2
 - * Identify 2 focus students and determine how assessment will be modified for these students. 2.1.3
 - * Administer the planned assessment. 2.2.1
 - Collect the assessment data. 2.2.1
 - * Record the assessment data and transform it into a graphic representation. 2.2.1
 - * Analyze the baseline data and the assessment data in order to draw evidence-based conclusions about student learning. 2.2.1
 - * Share both the baseline data and the assessment data with the students and use the data to support what students are told about their progress. 2.2.1
 - * Determine (and explain rationale for) modifications that should be made to the assessment's learning activities, grouping, materials, resources, and technology, and data collection. 2.2.2
 - * Describe, using evidence, the progress made by each of the Focus Students. 2.2.3
 - * Determine the impact, using evidence, of modifying the assessment for each of the Focus Students. 2.2.3
 - * Share the baseline and the assessment data with the Focus Students and use the data to support what they are told about their progress. 2.2.3
 - * Reflect on the assessment process by identifying an aspect that was successful and explain why. 2.3.1
 - * Explain how the assessment data will inform instruction for the whole class. 2.3.1
 - * Explain how a different type of assessment than the one used would allow students to further demonstrate their learning. 2.3.1
 - * Identify one successful aspect of the modification made for each Focus Student and explain why it was successful. 2.3.2
 - * Explain the modifications you would make in the future regarding activities, groupings, materials, resources, technology for each Focus Student, Explain your rationale. 2.3.2
 - * Explain how the analysis of each Focus Student's data informs instruction for him/her. 2.3.2
- This is the sequence that should be followed.



Task 2 Questions

- “Evidence” is often used as a synonym for “assessment data,” right? 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.
- The graphic representation is supposed to depict only the assessment data—rather than the change over time from baseline data to assessment data, right? See the explanation to the 4th question.
- How is the “data-collection” method different than the “assessment?” 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.



Task 2 Questions

- Are the Focus Students' work samples supposed to be what they produce as a result of the modifications in the assessment? **Yes.**
- What should our baseline data document look like? What does it consist of? **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).**
- Is the baseline data document the pre-test that we administer to our students? **Correct.**
- Can the pre and post test be identical so that it measures accurate data? **Yes.**
- Is the graphic representation of the collected data for the pre and post test scores? **See the answer to the 4th question.**



Task 3 Requirements

Task 3: Designing Instruction for Student Learning

- In this task, you will demonstrate your ability to develop instruction, including the use of technology, to facilitate student learning.

Elementary Level - Must select Mathematics as your focus for Task 3.



Task 3 Requirements

What you need to do for this task –

- Respond to all parts of the guiding prompts
- Reference your artifacts in supporting your written evidence
- Describe, analyze, and reflect on your evidence
- Identification of two focus students who reflect different learning needs
- Artifacts (7)
 - Representative pages of your lesson plan (2)
 - Representative page of a differentiated lesson plan for focus student 1 (1)
 - Representative page of a differentiated lesson plan for focus student 2 (1)
 - Representative page of a teacher instructional artifact (1)
 - Work sample from a student other than the two focus students (1)
 - Work sample from focus student 1 (1)
 - Work sample from focus student 2 (1)
- Maximum of 22,500 character count (approximately 8 pages)



Task 3 Questions

- Is it ok for my lesson plan to be 3 days, since we only have 45 minute classes? **Yes, your lesson plan may span across more than one day – many lesson plans do, depending on the time requirements/constraints and the amount of teaching and learning that must go into the particular lesson. The key is that it is indeed a lesson plan with a focused learning goal(s), instructional strategies, learning activities, and materials and resources. This should not be a multiple lesson plan or a unit plan.**
-
- The provided lesson plan template we can choose to use (posted on Sakai) is 4 pages alone. However, the artifact we upload for Task 3 on ETS says the “representative pages of your lesson plan” can only be a maximum of 2 pages. How is that possible if the template alone is 4 pages? **The key term is “representative.” The teacher candidate should submit a maximum of 2 representative pages of their lesson plan – not everything in it needs to be submitted. The responses to the prompts within the Written Commentary will provide other corroborating evidence of an effective lesson plan.**



Task 3 Questions

- The provided lesson plan template asks me to provide Standards/Quality Indicators/Skills for the lesson. Is this section referring to both the standards that my math lesson addresses (according to Common Core) and ALL the standards (#1-9) and related indicators that I am getting graded on based on the "Teacher Candidate Formative Assessment" scoring guide? **This section is only referring to the student academic content standard(s) , such as the Common Core or NGSS, addressed in your lesson.**
- We have to have a representative page of a differentiated lesson plan for focus student 1 & 2 (max of 1 page each). Does this mean we have to create 2 entirely new lesson plans for each focus student? Or, do we just need to tweak the lesson plan in a manner that fits the differing needs of the 2 focus students? **You just need to tweak, re-write, or substitute for the portions of the lesson plan you have developed/adapted for the whole class that meet the learning needs of your two Focus Students. There is no need to create an entirely new lesson plan. Just make sure that your differentiated lesson plan addresses the learning needs of the 2 Focus Students vis a vis the learning goal(s) of the lesson.**
- What is the teacher instructional artifact referring to (**textbox 3.3.1**)? **A teacher instructional artifact referred to would be something that the teacher prepared ahead and then used during the lesson that connects to the learning goal(s) of the lesson to move student learning forward; e.g., a student worksheet, a quiz, a rubric, a sample response from a previous student.**



Task 3 Questions

- The Work Samples submitted as artifacts seem to be a form of assessment that provides evidence of student learning, right? How much information about the assessment should students include? **The student work samples that you submit can be a form of assessment but need not be. They could also be such things as notes from a small-group scientific investigation, a paragraph of persuasive writing, the outline of a 3-D art work, or a description of the 5 Platonic solids. And, yes, the key is to provide evidence of student learning related to the learning goal(s) for the lesson.**
- Can you be more explicit about the distinction between instructional strategies and learning activities? **Instructional strategies are approaches used by the teacher candidate in the classroom to best meet the learning goal(s) and needs of the students and to engage them in the content – basically, instructional strategies are things the teacher does during instruction to actively engage students with the content; e.g., setting up learning stations around the classroom or arranging for a think/pair/share. Learning activities are experiences provided to students that support and facilitate their learning – basically, learning activities are things the students do during an instructional experience to move their learning forward; e.g., evaluating a peer’s work using a rubric or arguing with evidence during a whole-class discussion.**



Task 3 Questions

- Can you be more explicit about the distinction between materials and resources? **Materials** are the spectrum of educational materials that teacher candidates use in the classroom to support specific learning goals, as set out in lesson plans; e.g., copies of a scientific journal article or pastel paints. **Resources** are tools and personnel used by the teacher candidate to provide additional support to meet the learning goal(s) and needs of the students; e.g., a local weatherman coming into the classroom to discuss weather patterns or a computer simulation.
- Does our lesson plan have to be the MoPTA formatted lesson plans that are on the site? **No – candidates may submit a plan of their own.**



Task 3 Questions

- Does the differentiated lesson plans for focus students 1 & 2 have to be an additional page to our lesson plans? **Yes, the differentiated lesson plans for the Focus Students are meant to be separate artifacts submitted during Step 2 of the task. However, these differentiated lesson plans may be devised/adapted from copied and pasted portions of the lesson plan submitted in Step 1 for the whole class.**
- What is a teacher instructional artifact? **See the answer to the 5th question.**
- Will Task 2 and Task 3 both be due on the same day when this test is given in the future and why? **Yes, but this is because you may respond to Tasks 2 and 3 in either order, depending on your preference. So, although they technically are due on the same day, they should be completed at different times within the response window provided. And they both must be completed and submitted on or before that due date before Task 4 becomes activated.**



Support

- 24/7 access to submission/authoring site
- Website – mega.ets.org
- Call Center
 - Monday–Friday, 8 a.m.–6:45 p.m. CT
 - Email: mega@ets.org
 - Phone 1855-856-3714
- Technical support





Submission Window

Fall 2015 Key Dates

- Registration Opened: July 15th
- Registration Closes: September 3rd
- Submission Opened: August 13th
- Task 1 Deadline: September 10th
- Task 2 & 3 Deadline: October 8th **15 days away!**
- Task 4 Deadline: November 6th
- Resubmission Window: November 19th-December 3rd



MoPTA Requirements

In order to pass the assessment for the 2015/2016 submission window, students must:

- respond to the outlined activities and guiding prompts for each task
- include artifacts to support their responses
- link their artifacts to designated textbox responses
- **MoPTA-V test takers only:** include a video for Task 4 per the requirements
- obtain a minimum score of 1 for every step within each task
- obtain a minimum overall score of 11 for all three tasks



Website/Submission Site Resources

The screenshot displays the website's navigation and content. At the top right, there are links for "My Account" and "Contact Us". The main header includes the "Missouri Educator Gateway Assessments" logo and the text "Missouri Performance Assessments". A dark blue navigation bar contains the following menu items: "Home", "Teachers" (highlighted with a red box), "School Leaders", "School Counselors", and "Librarians".

Below the navigation bar, the "Teachers" dropdown menu is open, listing the following categories and links:

- About the Missouri Pre-Service Teacher Assessment**
- Register**
 - Dates and Deadlines
 - Fees and Payments
 - Payments and Refunds
 - Fee Reduction
 - Disability Accommodations
 - Reschedule/Cancel Your Registration
- Prepare**
- Building and Submitting Your Tasks**
 - Task Requirements
 - Library of Examples
 - Task 1
 - Task 2
 - Task 3
 - Task 4
 - Videos
 - Ancillary Materials
 - Permission Forms
 - Submitting Your Tasks
 - Resubmitting Your Tasks
- Scores**
 - Getting Your Scores
 - Sending Your Scores
 - Understanding Your Scores
 - How Tasks are Scored
 - Scoring Services
 - Scoring Policies
- Frequently Asked Questions**

On the left side of the page, there is a section titled "Missouri" with text: "The Missouri (ETS) have demonstrate teachers, sc". Below this is another "Missouri" section with text: "The Missouri assessment". A "Learn more" link is provided. At the bottom left, another "Missouri" section is partially visible.

On the right side, there is a section titled "FOR TEST TAKERS" and a "National Testing Service" section with text: "The assessments for Missouri". Below this is a "Missouri. These gram." section and a "student teaching" section. At the bottom right, the text ".PA)" is visible.



Permission Forms

Permission Forms

- Are required for –
 - Student Work Samples
 - Photographs of Students or Adults
 - Video
 - Observations, Letters, and other materials
- Student Release
- Student 18+ Release
- Adult Release
- Must be uploaded to ETS - **by the time you are submitting Task 4**



Library of Examples

- Collection of excerpts taken from actual submissions
- Taken from a variety of candidates, they reflect a variety of writing styles and modes of presentation
- Show how well the evidence addresses the guiding prompts and the rubric specific to each task
- Each pair of excerpts provides a stronger and weaker response to the same textbox
- Used only for comparison purposes
- May be used by the candidate or the instructor





Home > Test Taker Home > MoPTA > Building and Submitting Your Tasks > Library of Examples > Task 2

Task 2: MoPTA Library of Examples



Task 2: Assessment and Data Collection to Measure and Inform Student Learning

[Contextual Information \(PDF\)](#)

Step 1: Planning the Assessment

- [Textbox 2.1.1: Selecting a Single Assessment \(PDF\)](#)
- [Textbox 2.1.2: Teaching Strategies and Student Activities \(PDF\)](#)
- [Textbox 2.1.3: The Focus Students \(PDF\)](#)

Step 2: Administering the Assessment and Analyzing the Data

- [Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class \(PDF\)](#)
- [Textbox 2.2.2: Modifications to the Assessment \(PDF\)](#)
- [Textbox 2.2.3: Analysis of the Assessment Data and Student Learning for the Two Focus Students \(PDF\)](#)

Step 3: Reflecting

- [Textbox 2.3.1: Reflecting on the Assessment for the Whole Class \(PDF\)](#)
- [Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students \(PDF\)](#)



Task 2, Step 1, Textbox 2.1.1

Missouri Pre-Service Teacher Assessment (MoPTA) Library of Examples – Task 2

Example Task 2, Step 1, Textbox 2.1.1

Below are two examples of written responses to Textbox 2.1.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Did Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

Step 1: Planning the Assessment
Textbox 2.1.1: Selecting a Single Assessment
Met/Exceeded Standards Level

- a) The assessment aligns with the standards for this lesson as all questions on the assessment are driven by a Common Core English Language Arts standard. The standards for this lesson are as follows:
- CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
 - CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of

2.1.1

Ask yourself:

In the candidate's description of selecting/designing and planning the assessment, where is there evidence of the following?

- The alignment of the standards, learning goals, the lesson you are teaching, and student needs
- The data used to establish a baseline for student growth
- The description of the rubric or scoring guide and how it will be communicated to students
- How evidence of student learning will be collected from this assessment
- How this evidence will be collected
- The rationale for the data collection process



Test-Taker Performance Assessment Account Home
Page

My MoPA Home

My Tests

Missouri Pre-Service Teacher Assessment with Video (MoPTA V)
Fall 2015
[Go To Assessment](#)

[View All My Tests](#)

[Register for a Test](#)

My Scores

[View Scores](#)

My Orders

[View Orders](#)

Resources

[Missouri Performance Assessment Website](#)
[Missouri Department of Elementary and Secondary Education](#)

PPVJohn SampleSmith
ETS ID # RRQ36196

[Personal Information](#)
[Change Password](#)
[Security Question](#)
[Background Information](#)



Test-Taker MoPTA Home Page

My Missouri Pre-Service Teacher Assessment with Video

My Resources

- Ancillary Forms/Documents
- Dates and Deadlines
- Library of Examples
- MOPTA Candidate and Educator Handbook
- Missouri Teacher Standards
- Permission Forms
- Scores
- Submission System User Guide
- Task 1 Contextual Factors Chart
- Task 1 Instructional and Support Resources Chart
- Task 4 Video
- Task Requirements and Rubrics

Overview

This evidence-based assessment is designed for teacher candidates completing their student teaching experience. A video is required.

Task responses must be submitted by 11:59 pm Eastern Time on the Submission Deadline date.

Tasks are accessible and submitted in a specified order. As you submit a task, you will be able to access the next task.

Task 1 must be submitted first

Tasks 2 and 3 must be submitted (in any order) after Task 1 but before Task 4

Task 4 must be submitted last

To upload artifacts to support your task responses, select the "Upload/Manage My Artifacts" button below, upload your artifacts, then link the artifacts to your response within the tasks. Do not upload your video file to your Library of Artifacts. See Task 4, Step 5 to upload your video.

To upload permission forms to support your task responses, select the "Upload Permission Forms" button below.

You cannot view or enter task responses until the submission window begins.

[Upload / Manage My Artifacts](#)

Fall 2015 (Submissions accepted Aug 13, 2015 - Dec 3, 2015)

[Upload Permission Forms](#)

| Task | Description | Last Saved | Submission Deadline | Submission Status |
|------------------------|--|------------|---------------------|-------------------|
| Task 1 | Task 1: Knowledge of Students and the Learning Environment | | September 10, 2015 | Not Started |
| Task 2 | Task 2: Assessment and Data Collection to Measure and Inform | | October 8, 2015 | Not Started |



Test-Taker MOPTA Home Page (continued)

Fall 2015 (Submissions accepted Aug 13, 2015 - Dec 3, 2015)

Upload Permission Forms

| Task | Description | Last Saved | Submission Deadline | Submission Status |
|------------------------|---|--------------------|---------------------|-------------------|
| Task 1 | Task 1: Knowledge of Students and the Learning Environment | September 23, 2015 | September 24, 2015 | Submitted |
| Task 2 | Task 2: Assessment and Data Collection to Measure and Inform Student Learning | | October 8, 2015 | Not Started |
| Task 3 | Task 3: Designing Instruction for Student Learning | | October 8, 2015 | Not Started |
| Task 4 | Task 4: Implementing and Analyzing Instruction to Promote Student Learning | | November 6, 2015 | Not Started |



Uploading Permission Forms

- Task Requirements and Rubrics

To upload permission forms to support your task responses, select the "Upload Permission Forms" button below.

You cannot view or enter task responses until the submission window begins.

[Upload / Manage My Artifacts](#)

Fall 2015 (Submissions accepted Aug 13, 2015 - Dec 3, 2015)

[Upload Permission Forms](#)

| Task | Description | Last Saved | Submission Deadline | Submission Status |
|------------------------|---|--------------------|---------------------|-------------------|
| Task 1 | Task 1: Knowledge of Students and the Learning Environment | September 23, 2015 | September 24, 2015 | Submitted |
| Task 2 | Task 2: Assessment and Data Collection to Measure and Inform Student Learning | | October 8, 2015 | Not Started |
| Task 3 | Task 3: Designing Instruction for Student Learning | | October 8, 2015 | Not Started |
| Task 4 | Task 4: Implementing and Analyzing Instruction to Promote Student Learning | | November 6, 2015 | Not Started |



Missouri Pre-Service Teacher Assessment with Video

My Permission Forms ([File Requirements](#))

You are required to obtain and submit signed permission forms for the artifacts that you submit as evidence. Upload your permission forms below. Permission forms cannot be deleted after uploading.

Select files to upload

permission-form.pdf [Cancel](#)

Confirm to Upload

No Permission Forms to show.

Close



Missouri Pre-Service Teacher Assessment with Video

My Permission Forms ([File Requirements](#))

You are required to obtain and submit signed permission forms for the artifacts that you submit as evidence. Upload your permission forms below. Permission forms cannot be deleted after uploading.

Select files to upload

permission-form.pdf 0.1MB

| File Name | File Size | Uploaded On |
|-------------------------------------|-----------|---------------------|
| permission-form.pdf | 0.13 MB | 07-24-2015 10:47 AM |

Close



Uploading Permission Forms

- Task Requirements and Rubrics

To upload permission forms to support your task responses, select the "Upload Permission Forms" button below.

You cannot view or enter task responses until the submission window begins.

[Upload / Manage My Artifacts](#)

Fall 2015 (Submissions accepted Aug 13, 2015 - Dec 3, 2015)

[Upload Permission Forms](#)

| Task | Description | Last Saved | Submission Deadline | Submission Status |
|------------------------|---|--------------------|---------------------|-------------------|
| Task 1 | Task 1: Knowledge of Students and the Learning Environment | September 23, 2015 | September 24, 2015 | Submitted |
| Task 2 | Task 2: Assessment and Data Collection to Measure and Inform Student Learning | | October 8, 2015 | Not Started |
| Task 3 | Task 3: Designing Instruction for Student Learning | | October 8, 2015 | Not Started |
| Task 4 | Task 4: Implementing and Analyzing Instruction to Promote Student Learning | | November 6, 2015 | Not Started |



Upload Artifacts



[My Assessments](#) > [Missouri Pre-Service Teacher Exit Assessments](#) > [Task 1: Knowledge of Students and the Learning Environment](#) > [My Artifacts](#)

Missouri Pre-Service Teacher Exit Assessments

My Library of Artifacts

Upload artifacts (files that support your task responses) to your Library of Artifacts. Artifacts may be linked to any task in this assessment.

- To link an artifact to your response, go to your task page, highlight the words you want to link to, then use the Link button to select and link the artifact.
- Highlighted words can only contain letters, numbers, spaces and - , . : ; () [] { } ' and "
- Each artifact must be in doc, docx, pdf, ppt, pptx, xls, xlsx, jpg, jpeg, gif, rtf, txt or png format and cannot exceed 1 MB.
- Artifacts that have been linked to submitted tasks cannot be removed or replaced.

[Upload Artifact](#)

| Artifact Name | Action | Date Uploaded |
|---------------|--------|---------------|
|---------------|--------|---------------|

[Back](#)



Accessing Task 2

button below.

You cannot view or enter task responses until the submission window begins.

[Upload / Manage My Artifacts](#)

Fall 2015 (Submissions accepted Aug 13, 2015 - Dec 3, 2015)

[Upload Permission Forms](#)

| Task | Description | Last Saved | Submission Deadline | Submission Status |
|------------------------|---|--------------------|---------------------|-------------------|
| Task 1 | Task 1: Knowledge of Students and the Learning Environment | September 23, 2015 | September 24, 2015 | Submitted |
| Task 2 | Task 2: Assessment and Data Collection to Measure and Inform Student Learning | | October 8, 2015 | Not Started |
| Task 3 | Task 3: Designing Instruction for Student Learning | | October 8, 2015 | Not Started |
| Task 4 | Task 4: Implementing and Analyzing Instruction to Promote Student Learning | | November 6, 2015 | Not Started |



Task 1 Feedback Acknowledgement

You cannot view or enter task responses until the submission window begins.

Feedback Acknowledgment ✕

Before proceeding to this task, please acknowledge whether you have received feedback from your professor or cooperating teacher on your response to task 1.

| | | Measure and Inform Student Learning | | | deadline | Submis |
|--|------------------------|--|--|--|------------------|----------|
| | Task 3 | Task 3: Designing Instruction for Student Learning | | | 2015 | Submitt |
| | Task 4 | Task 4: Implementing | | | 5 | Not Star |
| | | | | | October 8, 2015 | Not Star |
| | | | | | November 6, 2015 | Not Star |



Task Page

Missouri Pre-Service Teacher Assessment Non Video

Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Review the Task Overview and each collection of guiding prompts below to obtain an understanding of what is required for the task.

Be sure to save your work before navigating away from any page within the tasks or you may lose your work.

Text Responses

Enter your responses to the guiding prompts in the textboxes provided. Use the Character Count feature above each response textbox as you are entering your written commentary to ensure that your responses do not exceed the maximum character count for the entire task.

Artifacts

The instructions below the guiding prompts identify which responses require a linked artifact. To link an artifact:

- first upload your file to your Library of Artifacts by clicking Upload/Manage My Artifacts below.
- then return to this task, highlight the appropriate sentence within your response and use the Link button above each response textbox to select and link to your artifact.

Permission Forms

You are required to obtain and submit signed permission forms for the artifacts that you submit as evidence. Upload your permission forms by clicking Upload Permission Forms below.

Submitting Tasks

Before you submit this task, make sure you have responded to all prompts, uploaded and linked all required artifacts, uploaded all necessary permissions forms, and saved all your work.

Your Content Area : [Select Content Area](#)

[Upload Permission Forms](#) [Upload / Manage My Artifacts](#) [\[Expand All\]](#) [\[Collapse All\]](#)

- Task Overview
- Contextual Information
- Step 1: Planning the Assessment - Textbox 2.1.1: Selecting a Single Assessment
 - Textbox 2.1.2: Teaching Strategies and Student Activities
 - Textbox 2.1.3: The Focus Students
- Step 2: Administering the Assessment and Analyzing the Data - Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class
 - Textbox 2.2.2: Modifications to the Assessment
 - Textbox 2.2.3: Analysis of the Assessment Data and Student Learning for the Two Focus Students
- Step 3: Reflecting - Textbox 2.3.1: Reflecting on Your Assessment



Content Area Selection

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Task 2: A

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Your Content

Task Overview

Contextual Information

Content Area

Select the area that best identifies your student teaching assignment and which you will be using as your focus for completing this assessment.

Select..

- Select..
- Agriculture
- Art (K - 12)
- Business Education (includes Marketing and Co-op Education)
- Chinese (Mandarin) (K - 12)
- Early Childhood
- Elementary Education (all subjects)
- English Language Arts - Middle and Secondary (includes English, Journalism, Reading, Speech)
- English Language Learner (K - 12)
- Family & Consumer Sciences
- French (K - 12)
- German (K - 12)
- Gifted Education (all levels)
- Industrial/Technical Education
- Latin (K - 12)
- Library and Library Media (K-12)
- Math - Middle and Secondary (includes Algebra, Geometry, Trigonometry, Calculus)
- Music (K - 12)
- Performing Arts (K - 12) (includes Dance, Theatre)
- Physical Education/Health (K - 12)



Permission Forms

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Submitting Tasks

Before you submit this task, make sure you have responded to all prompts, uploaded and linked all required artifacts, uploaded all necessary permissions forms, and saved all your work.

Your Content Area : Elementary Education (all subjects)

[Upload Permission Forms](#)

[Upload / Manage My Artifacts](#)

[\[Expand All\]](#)

[\[Collapse All\]](#)

Task Overview

Contextual Information

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Textbox 2.1.3: The Focus Students

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Textbox 2.2.2: Modifications to the Assessment

Textbox 2.2.3: Analysis of the Assessment Data and Student Learning for the Two Focus Students

Step 3: Reflecting - Textbox 2.3.1: Reflecting on Your Assessment

Textbox 2.3.2: Reflecting on the Assessment for the Two Focus Students

[Back](#)



Contextual Information Textbox

Contextual Information

This step allows you to provide a picture of your class to give the rater a better understanding of your instruction and decision-making skills.

Overview

Many factors can affect teaching and learning; these include community, district, and/or individual school/classroom/student factors.

The information you gather about your teaching and learning context and about your individual students will help give a perspective to the rater who will be scoring your submissions.

This part of your submission will not be scored, but the information you include should reflect implications regarding your instructional choices.

Your response must be limited to 1,500 characters (approximately one-half typed page). No artifacts can be attached to this Contextual Information textbox.

- Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.
- Describe any physical, social, behavioral, and developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, and health considerations that may also impact teaching and learning.
- Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

Enter your response in the textbox below.

Character Count

Save Response

Link My Artifact(s) to My Response

Save Response Failed

You have exceeded the total character count allowed for your Contextual Information response: 1507 out of 1500. Please edit your response.

OK



Textbox Sample

Step 2: Administering the Assessment and Analyzing the Data - Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class

This step allows you to demonstrate your ability to administer an assessment and collect, record, and analyze the data.

Activity 1: Administering and Analyzing an Assessment

You will administer the selected assessment and then collect, record (in a graphic representation), and analyze the resulting data compared with your baseline data to determine student growth. Then respond to the guiding prompts below.

Guiding Prompts

- Based on your baseline data and the resulting data shown in your graphic representation, analyze the assessment data to determine the amount of student learning. What evidence did you gather about the students' progress toward the learning goal(s)?
- How did you share both sets of the data with the whole class to help students understand their progress toward the learning goal(s)? Provide specific examples from the data to support your description.

Enter your response in the textbox below.

Required artifact for this textbox:

- representative pages reflecting a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data (maximum of two pages)

To include the artifact(s) with your response, see the "Artifacts" instructions at the top of this page.

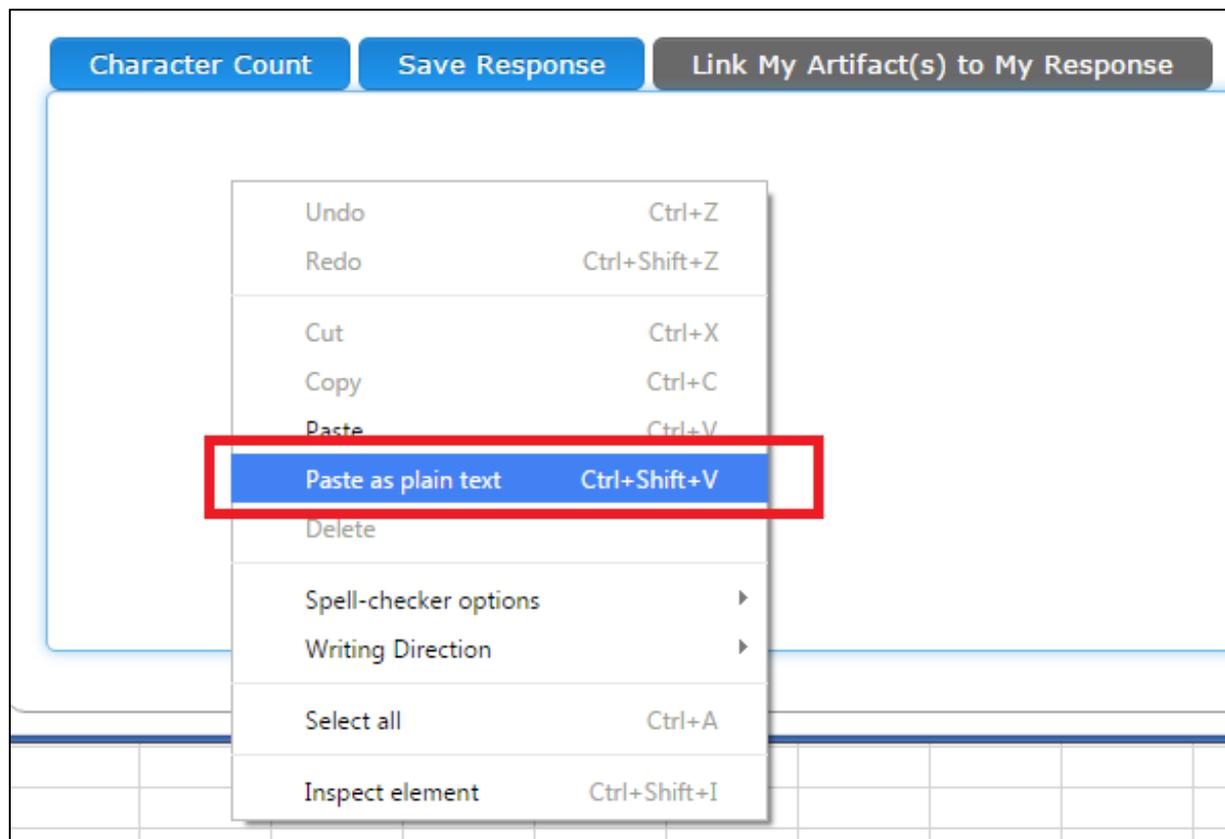
Character Count

Save Response

Link My Artifact(s) to My Response



Copy and paste written commentary into textbox





Linking Artifacts Within a Textbox

Enter your response in the textbox below.

Required artifact for this textbox:

- representative pages reflecting a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data (maximum of two pages)

To include the artifact(s) with your response, see the "Artifacts" instructions at the top of this page.

Character Count

Save Response

Link My Artifact(s) to My Response

The evidence gathered about the students



Selecting Artifact to Link

Contextual Information

Step 1: Planning the Assessment - Te

Textbox 2.1.2: Teaching Strategies an

Textbox 2.1.3: The Focus Students

Step 2: Administering the Assessm

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Activity 1: Administering and A

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your baseline data to determine

Guiding Prompts

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To include the artifact(s) with your response, see the "Artifacts" instructions at the top of this page.

Character Count **Save Response** **Link My Artifact(s) to My Response**

The evidence gathered about the students

Link to Artifact

My Library of Artifacts

| | Artifact Name | Date Uploaded |
|----------------------------------|-----------------------|---------------|
| <input type="radio"/> | Contextualfactors.doc | 09/23/2015 |
| <input checked="" type="radio"/> | Datacollected.xlsx | 09/23/2015 |

To upload an artifact, click "Cancel." Be sure to **Save All Responses**, then click "Upload / Manage My Artifacts" near the top of the page and return to this task after uploading.



Artifact Linked to Response

Enter your response in the textbox below.

Required artifact for this textbox:

- representative pages reflecting a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data (maximum of two pages)

To include the artifact(s) with your response, see the "Artifacts" instructions at the top of this page.

Character Count

Save Response

Link My Artifact(s) to My Response

Th[e evidence gathere]d about the students



View or Remove a Linked Artifact

Enter your response in the textbox below.

Required artifact for this textbox:

- representative pages reflecting a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data (maximum of two pages)

To include the artifact(s) with your response, see the "Artifacts" instructions at the top of this page.

Character Count

Save Response

Link My Artifact(s) to My Response

View Link

Remove Link

The evidence gathered about the students



Save All Responses

Permission Forms

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Submitting Tasks

Before you submit this task, make sure you have responded to all prompts, uploaded and linked all required artifacts, uploaded all necessary permissions forms, and saved all your work.

Your Content Area : Elementary Education (all subjects)

[Change Content Area](#)

[Upload Permission Forms](#)

[Upload / Manage My Artifacts](#)

[\[Expand All\]](#) | [\[Collapse All\]](#)

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[Back](#)



[Save All Responses](#)

[Submit Responses](#)



Note: When you click the "Submit Responses" button, you will be asked to confirm your submission and agree to terms and conditions. After submitting, you will not be able to edit your responses.



Submission Terms

Submit Responses

▲ Before submitting your task response, check to see that you have:

- addressed all guiding prompts and questions
- linked all artifacts within your response
- compared your responses to the required evidence listed in the rubrics
- uploaded the signed permission forms

Once you submit your task, you will not be able to make any modifications.

Submission Terms

By checking this box,

- I agree to comply with the terms of the Missouri Pre-Service Teacher Assessment (MoPTA) Candidate & Educator Handbook;
- I understand that I am submitting my own responses and artifacts associated with this task, and I agree not to share any of my responses and artifacts with future test-takers;
- I understand the role of professional ethics and that my ability to complete my institution's teacher preparation program and my ability to earn a Missouri Teacher's Certificate will be jeopardized if I violate the privacy of my students and/or co-workers by posting any responses, and artifacts without appropriate permission from students, parents, and co-workers;
- I certify that the submission represents the work that I completed and that I have submitted to ETS all signed Student and Adult Release forms required by the assessment.
- I understand that the responses and artifacts that I submit will be evaluated by educators, raters, or other appropriate individuals, and I understand that I will not be able to make any modifications once I submit my task responses;
- I further give permission for all parts of my submission to be used by the Missouri Department of

Yes, Submit Now

Cancel



Task List Updated with Submission Status

Fall 2015 (Submissions accepted Aug 13, 2015 - Dec 3, 2015)

[Upload Permission Forms](#)

| Task | Description | Last Saved | Submission Deadline | Submission Status |
|------------------------|---|--------------------|---------------------|-------------------|
| Task 1 | Task 1: Knowledge of Students and the Learning Environment | September 23, 2015 | September 24, 2015 | Submitted |
| Task 2 | Task 2: Assessment and Data Collection to Measure and Inform Student Learning | September 23, 2015 | October 8, 2015 | Submitted |
| Task 3 | Task 3: Designing Instruction for Student Learning | | October 8, 2015 | Not Started |
| Task 4 | Task 4: Implementing and Analyzing Instruction to Promote Student Learning | | November 6, 2015 | Not Started |



Questions?