Missouri Educator
Gateway Assessments

MoPTA Task 4 Non-Video Webinar

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October 15, 2015

Agenda

- Welcome/Introductions
- Task 4 Requirements
- Task 4 Rubrics
- Submission Schedule
- Customer Support
- Resources
- Library of Examples
- Permission Forms
- Score Requirements
- Score Report/Resubmission
- Tips on the submission process

Task 4 Requirements

Task 4: Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

- In this task, you will demonstrate your ability to plan and implement a sequence of lessons within a unit using standards-based instruction. You will also show how you are able to analyze data and adjust instruction for the whole class as well as for individual students within the class. Finally, you will demonstrate an understanding of reflective practice.

Task 4 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
- Identify two Focus Students who reflect different learning needs
- A sequence of lessons within a unit of study that include 3 significant assessments or assignments that are developmentally appropriate for your students
- Maximum of 42,000 character count (approximately 10 pages)

Task 4 Requirements

What you need to do for this task –
Total Artifacts (14)

Artifact

- Representative pages of a standards-based unit plan 4 pages 4.1.1
- Representative pages of baseline data for the whole class 2 pages 4.1.1

For the First Assessment or Assignment:

- Representative pages of the assessment or assignment 2 pages 4.2.1
- Representative pages of the rubric or scoring guide 2 pages 4.2.1
- Representative pages of the completed student work (with feedback) for Focus Student 1 2 pages 4.2.1
- Representative pages of the completed student work (with feedback) for Focus Student 2 2 pages 4.2.1

Task 4 Requirements

What you need to do for this task –

Artifact
For the Second Assessment or Assignment:

- Representative pages of the assessment or assignment
  2 pages 4.2.2
- Representative pages of the rubric or scoring guide
  2 pages 4.2.2
- Representative pages of the completed student work (with feedback) for Focus Student 1
  2 pages 4.2.2
- Representative pages of the completed student work (with feedback) for Focus Student 2
  2 pages 4.2.2

Task 4 Requirements

What you need to do for this task –

Artifact

For the Third Assessment or Assignment:

- Representative pages of the assessment or assignment 2 pages 4.2.3
- Representative pages of the rubric or scoring guide 2 pages 4.2.3
- Representative pages of the completed student work (with feedback) for Focus Student 1 2 pages 4.2.3
- Representative pages of the completed student work (with feedback) for Focus Student 2 2 pages 4.2.3

- Note: Feedback can include but is not limited to a brief written summary of oral feedback provided to the student (transcript)

Task 4 Rubric

- They help faculty and students come to a shared understanding of the explicit expectations of the tasks.
- The basic structure of the rubric
  - Holistic Statement
    - This is what we expect the teacher candidate to demonstrate at each step level
    - Preponderance of evidence
  - Analytic Part – directly connected to each of the guiding prompts within a task
    - These are the specific pieces of evidence that a rater will look for. (The skills, knowledge, and/or behavior to be demonstrated)
  - Four Point Scoring model (Levels of Mastery)

Task 4 Rubric

Response for Textbox 4.1.1

Response provides evidence that includes the following:

Score of 1

- an *inappropriate* identification of Missouri and national standards and learning goal(s), with *little or no* explanation for the appropriateness of the choices or for the use of students' prior knowledge and background information to influence planning

Score of 2

- a *cursory* identification of appropriate Missouri and national standards and learning goal(s), with a *partial* explanation for the appropriateness of the choices and for the use of students' prior knowledge and background information to influence planning

Score of 3

- an *informed* identification of appropriate Missouri and national standards and learning goal(s), with an *informed* explanation for the appropriateness of the choices and for the use of students' prior knowledge and background information to influence planning

Score of 4

- a *significant* identification of appropriate Missouri and national standards and learning goal(s), with an *in-depth* explanation for the appropriateness of the choices and for the use of students' prior knowledge and background information to influence planning

Notice that each "bullet point" on the rubric represents the criteria evaluated for each Guiding Prompt.

Task 4 Rubric

Response for Textbox 4.1.1

Response provides evidence that includes the following:

Score of 1

- an *inappropriate* identification of Missouri and national standards and learning goal(s), with *little or no* explanation for the appropriateness of the choices or for the use of students' prior knowledge and background information to influence planning

Score of 2

- a *cursory* identification of appropriate Missouri and national standards and learning goal(s), with a *partial* explanation for the appropriateness of the choices and for the use of students' prior knowledge and background information to influence planning

Score of 3

- an *informed* identification of appropriate Missouri and national standards and learning goal(s), with an *informed* explanation for the appropriateness of the choices and for the use of students' prior knowledge and background information to influence planning

Score of 4

- a *significant* identification of appropriate Missouri and national standards and learning goal(s), with an *in-depth* explanation for the appropriateness of the choices and for the use of students' prior knowledge and background information to influence planning

The criteria is the same across the four performance levels; but the expectation changes

Task 4 Rubric

Student Teachers should –

- Read your response to a textbox and compare it to the relevant part of the rubric
- Question if the response has addressed all aspects of the guiding prompts within the textbox including,
  - Evidence
  - Rationales/Examples
- Ask to what degree does the artifact support conclusions

Task 4 Rubric

Then ask -

- What evidence could be added to the response to make it stronger
- What connections to the artifact could be added within the response
- Are there any statements, not directly related to the guiding prompts in this textbox, that could be deleted

Task 4 Rubric

Make use of the Library of Examples

- Actual submissions
- Represents different candidate work at each Step
- Provides an exemplar at the “meeting standard” level and at the “below standard” level

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
- Task 4 Deadline: November 6th 22 days away!
- Resubmission Window: November 19th-December 3rd

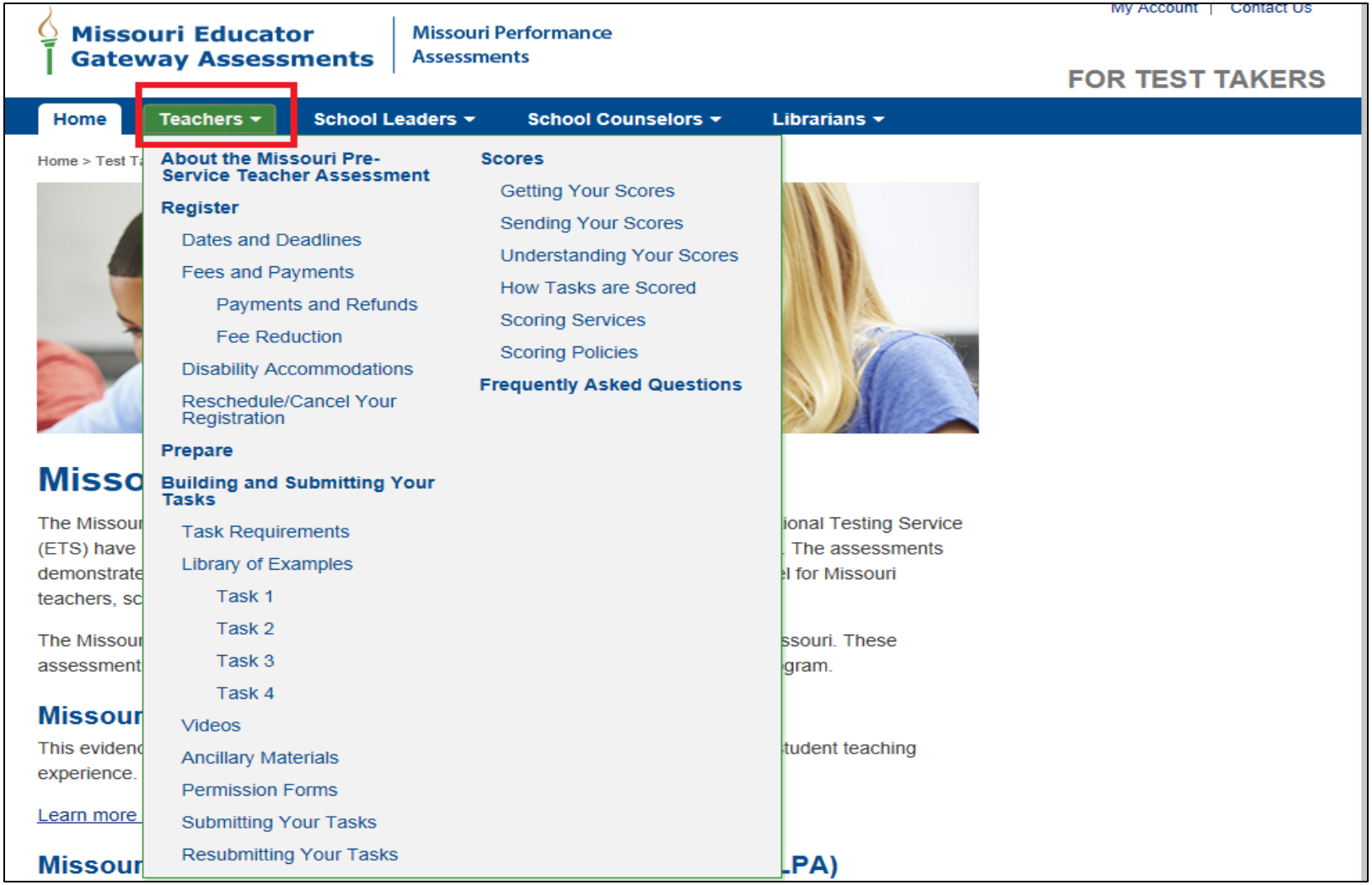
Enter and submit your work early.

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

Missouri Educator Gateway Assessments

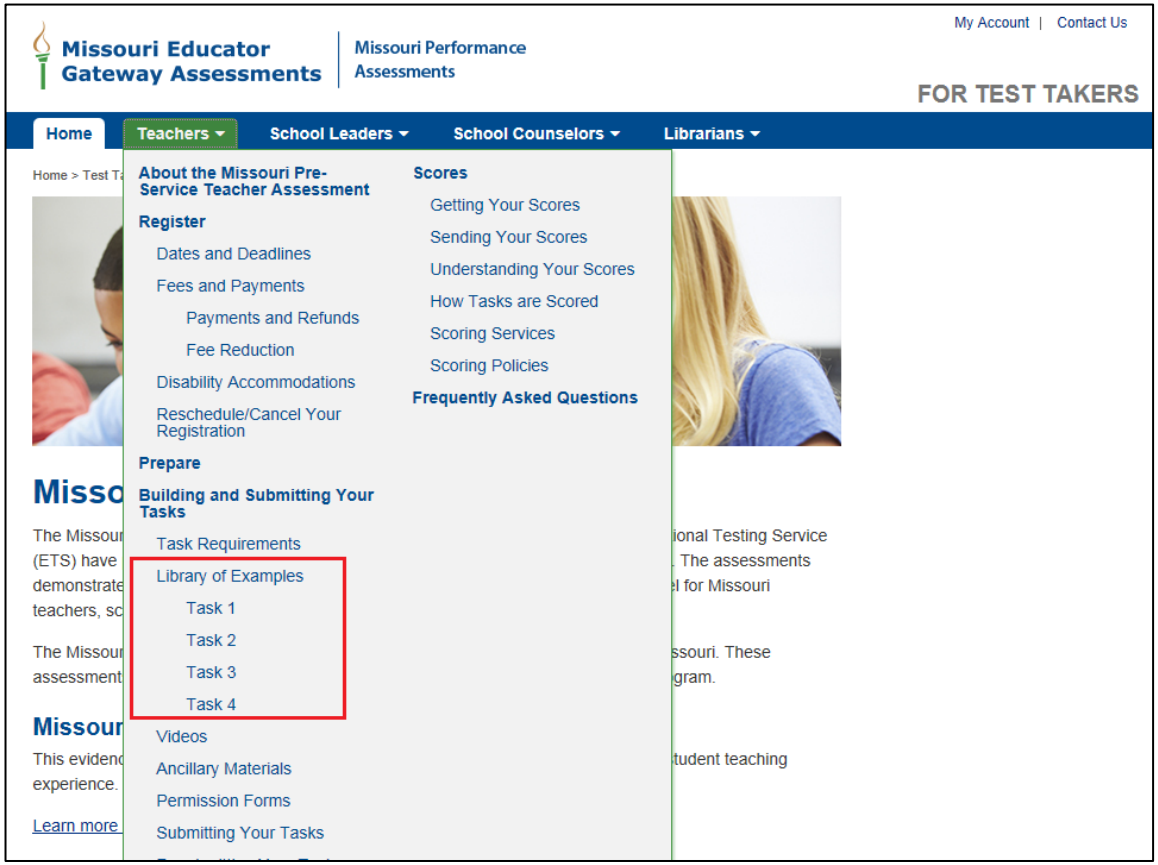
Website/Submission Site Resources



Library of Examples

- Collection of excerpts taken from actual submissions
- Taken from a variety of candidates, which 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

Missouri Educator Gateway Assessments



Missouri Educator Gateway Assessments | Missouri Performance Assessments

Task 4: MoPTA Library of Examples

Note: Please choose the test below to see appropriate examples.

MoPTA with Video (MoPTA-V)

Contextual Information (PDF)

Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Step 1: Planning

- Textbox 4.1.1: Goals and Student Background (PDF)
- Textbox 4.1.2: Instructional Strategies (PDF)
- Textbox 4.1.3: Lesson Activities (PDF)

Step 2: Implementing the Plan

- Textbox 4.2.1: Instructional Strategies (PDF)
- Textbox 4.2.2: Interacting with the Students (PDF)
- Textbox 4.2.3: Classroom Management (PDF)

Step 3: Student Work

- Textbox 4.3.1: Student Work (PDF)

Step 4: Reflecting

- Textbox 4.4.1: Reflection (PDF)

Missouri Pre-Service Teacher Assessment (MoPTA)
Library of Examples – Task 4

Example Task 4, Step 1, Textbox 4.1.1

Below are two examples of written responses to Textbox 4.1.1 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
Textbox 4.1.1: Goals and Student Background
Met/Exceeded Standards Level

The following are the state standards that I have identified in my lesson plan for my students:

Environment and Ecology

- Ecology
  - 4.1.3. A: Differentiate between the living and non-living components in an environment.
  - 4.1.3. C: Identify sources of energy.
  - 4.1.3. D: Identify organisms that are dependent on one another in a given ecosystem.
- Define habitat and explain how a change in habitat affects an organism.
  - 4.1.3. E: Identify changes in the environment over time.
- Agriculture and Society
  - 4.4.3. C: Use scientific inquiry to investigate what animals and plants need to grow.

4.1.1

Ask yourself:

Where is the evidence from the candidate that explains how the selected standards and learning goal(s) are appropriate for the students?

Where is there evidence that shows how the candidate used students' prior knowledge and background information to influence the planning process?

Why is the evidence *clear*?

Permission Forms

Permission Forms

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

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 Educator Gateway Assessments

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 Educator Gateway Assessments

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

MoPTA Requirements

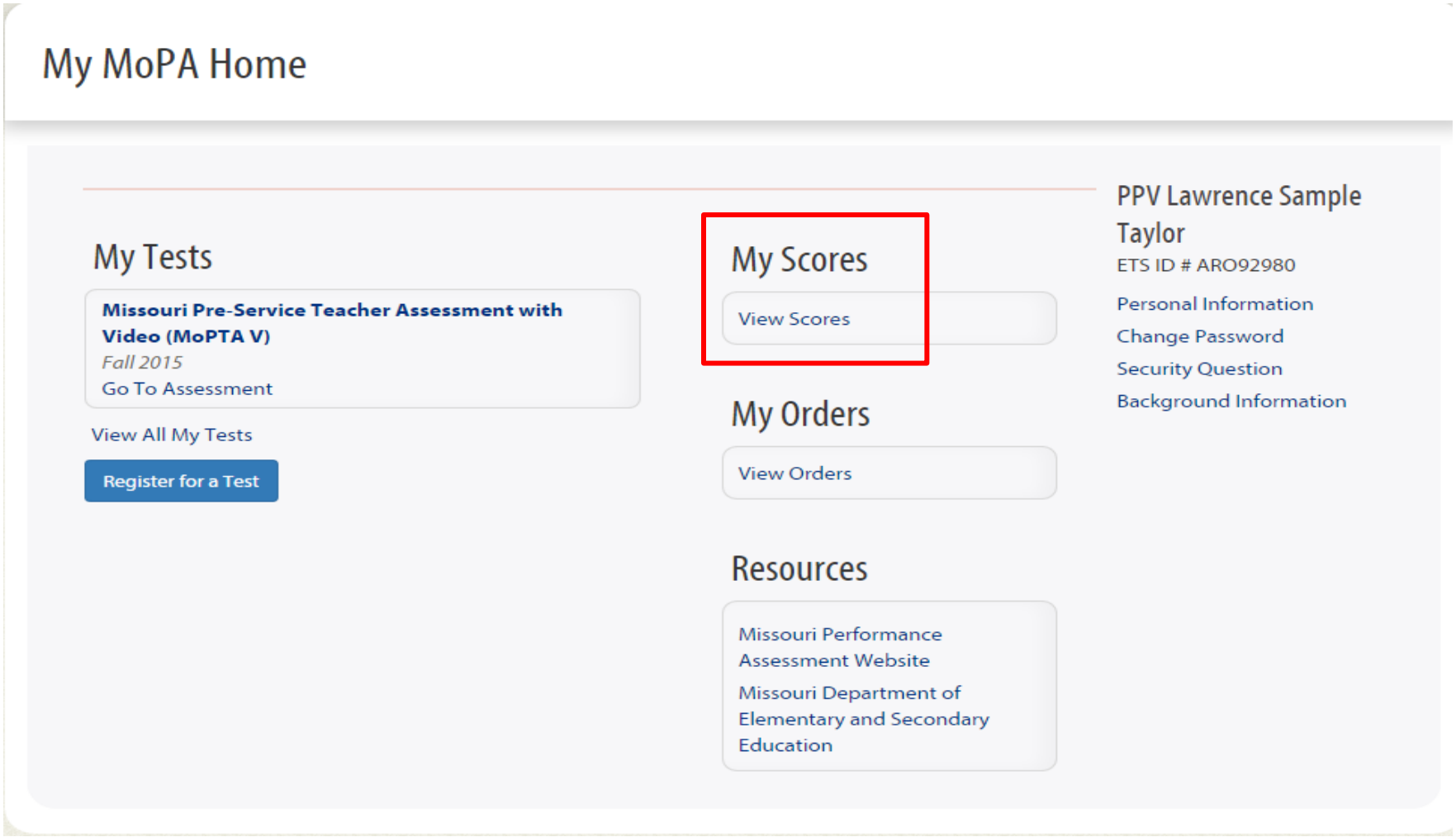
In order to pass the assessment for the 2015/2016 submission window, students must:

- respond to the outlined activities and guiding prompts for each task
- include artifacts to support their responses
- link their artifacts to designated textbox responses
- 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

Score Report and Resubmission

Missouri Educator Gateway Assessments

Select **View Scores** under the “My Scores” section on Home page



Select the **View Score** link

View Scores

Show Scores in: Past 6 months ▾ Test Title ALL ▾

Appointment Number	Test Information	Submission Window	Action/Status
306071715	Missouri Pre-Service Teacher Assessment Non Video (MoPTA NV)	Fall 2015	View Score

Go to My Home Page

Score Report

- Provides step, task, and total score
- Provides Score Report Feedback (also available online, “Understanding Your Scores”)

Missouri Educator Gateway Assessments

Score Report Summary Page

Missouri Performance Assessments

Test-Taker Score Report

John Black
Rosedale Road
Princeton, NJ 64093

ETS ID#: WHF99511

Missouri Pre-Service Teacher Assessment
Submission Window: Fall 2015
Report Date: August 24, 2015
Educator Preparation Program: UNIV OF CENTRAL MO EDUCATION (6090)

Your Score Summary

Task	Date Submitted	Your Score
Task 2	August 06, 2015	6.00 out of 12
Task 3	August 06, 2015	10.00 out of 16
Task 4	August 10, 2015	23.32 out of 32

Cumulative Score for All 3 Tasks

Your Score	Did You Pass?
39 out of 60	Yes

Missouri Educator Gateway Assessments

Task Score Detail

Missouri Performance Assessments

Test-Taker Score Report

John Black
ETS ID#: WHF99511

Missouri Pre-Service Teacher Assessment
Report Date: August 24, 2015

Detailed Feedback on Your Scores

The score range for each step is 1–4, with 4 being the highest. A "0" means that the evidence was either missing or did not address the rubric.

For more information, or to see feedback for all score points for this assessment, see the "Understanding Your Scores" page of the Missouri Performance Assessments website at **http://mega.ets.org/test-takers/mopta/scores/understand/**.

Task 2

Submitted: August 06, 2015

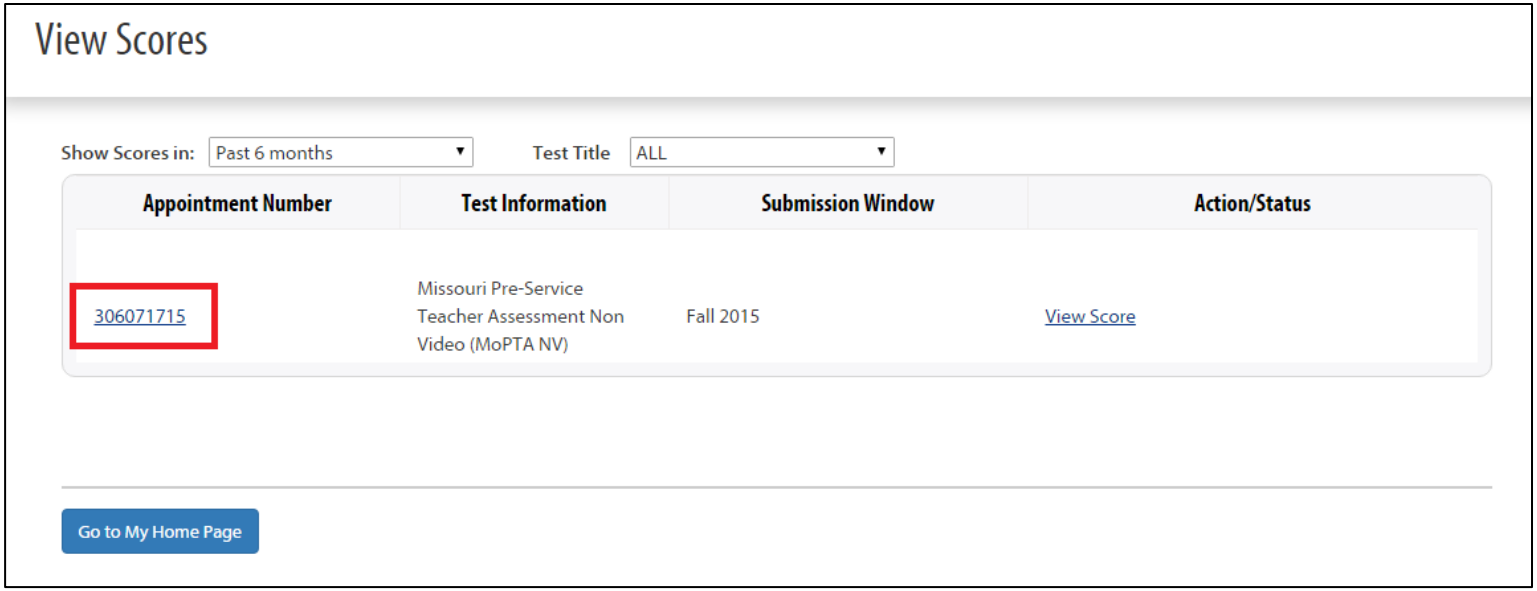
Assessment and Data Collection to Measure and Inform Student Learning		Your Score
Step 1: ***Planning the Assessment***	There are three kinds of writing required in this task: descriptive, analytic, and reflective writing. Often, a response assigned a score at score level 1 provides little or no analysis and/or reflection. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts. When a guiding prompt requests a rationale, think about the evidence you could submit to support your choices and/or decisions. Also consider the comments below. Your response at score level 1 on this step may provide little or no detail to support a choice of an assessment that connects to standards, learning goals, or students' needs. There may be little evidence of data used to establish a baseline for measuring student growth related to the learning goal(s). There may be little or no evidence of communication of the rubric or scoring guide to the students. There may be evidence of a plan for data collection, but the plan may be described with little detail; the rationale may be missing. 2.1.1 The student activity and grouping may be loosely connected to the assessment. If the evidence of materials, resources, and technology is there, it is may not be connected to the assessment. 2.1.2 There may be evidence identifying the learning needs of only one Focus Student, or the two chosen Focus Students may be very similar in terms of learning needs. Evidence that shows how knowledge of each Focus Student informed the modification of the assessment may be missing. 2.1.3	**1.00** out of 4

Resubmission

- May resubmit one, two, or three task responses (same cost)
- The higher task score will always be the final score
- Only students that don’t meet the passing requirement may resubmit

Register for Resubmission

From the “View Scores” page, select the appointment number



Missouri Educator Gateway Assessments

From the “Appointment page”, select **Resubmit Appointment**

Print

Appointment Confirmation

Confirm Your Personal Information

Last, First M.I.	Customer Type	Date of Birth	Gender	Address	Contact Information
Black, Joseph	General Customer	February 17, 1985	Male	Rosedale Road Princeton, New Jersey 63141	Primary Phone : Email:

Appointment Information

Appointment Number: 841564115

Test Title: Missouri Pre-Service Teacher Assessment Non Video (MoPTA NV)

Submission Window: Fall 2015

Submissions Accepted Jun 4, 2015 thru Aug 10, 2015

Educator Preparation Program

Resubmit Appointment

View Score

Go to Assessment

All Tasks Available for Entry After Resubmission Registration

Your original submission tasks are available in read only format.

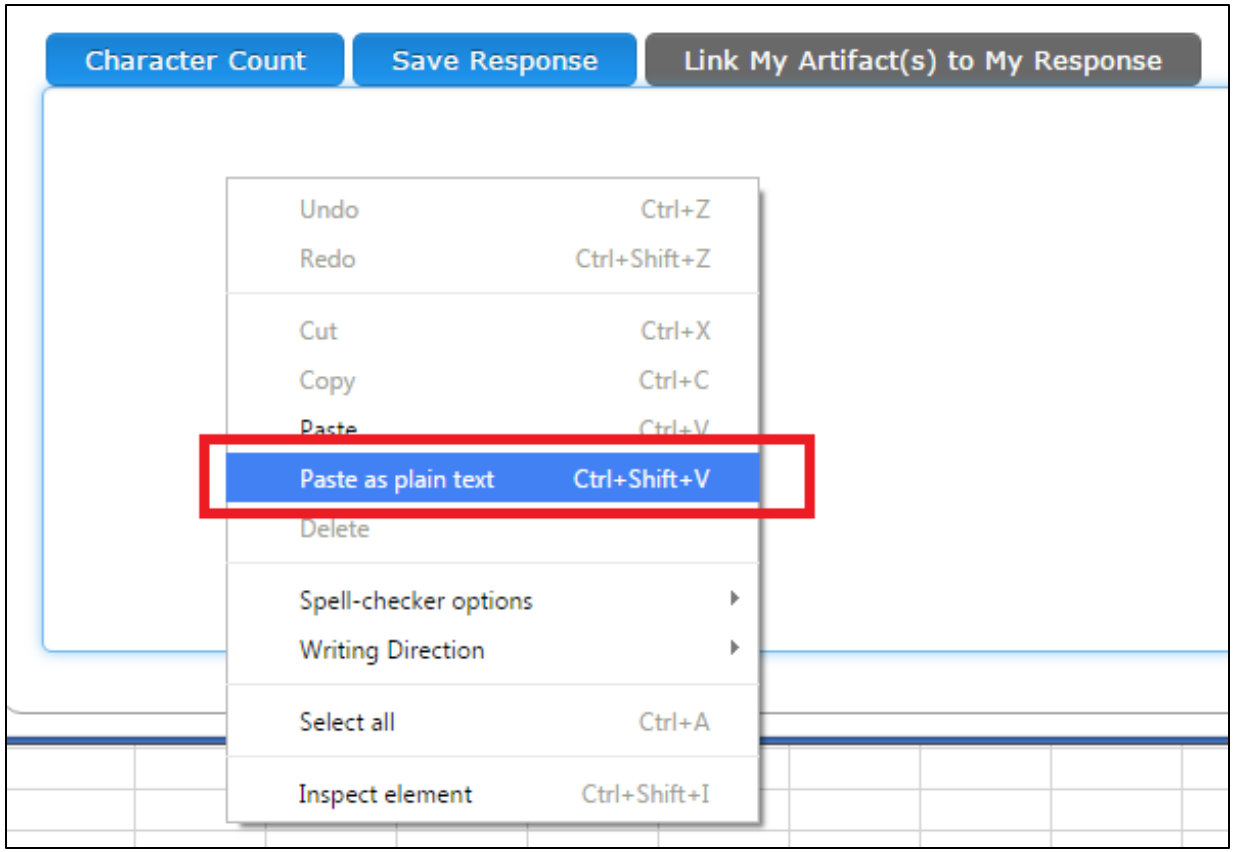
Fall 2015 Submissions accepted June 01, 2015 - October 10, 2015

Upload Permission Forms

Task	Description	Last Saved	Submission Deadline	Submission Status
Task 2 - Resubmission	Task 2: Assessment and Data Collection to Measure and Inform Student Learning		August 26, 2015	Not Started
Task 3 - Resubmission	Task 3: Designing Instruction for Student Learning		August 26, 2015	Not Started
Task 4 - Resubmission	Task 4: Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning		August 26, 2015	Not Started
Task 1	Task 1: Knowledge of Students and the Learning Environment	June 8, 2015	June 8, 2015	Submitted
Task 2	Task 2: Assessment and Data Collection to Measure and Inform Student Learning	June 9, 2015	June 9, 2015	Submitted
Task 3	Task 3: Designing Instruction for Student Learning	June 9, 2015	June 9, 2015	Submitted
Task 4	Task 4: Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning	June 9, 2015	June 10, 2015	Submitted

Tips on Submission Process

Copy and paste written commentary into textbox



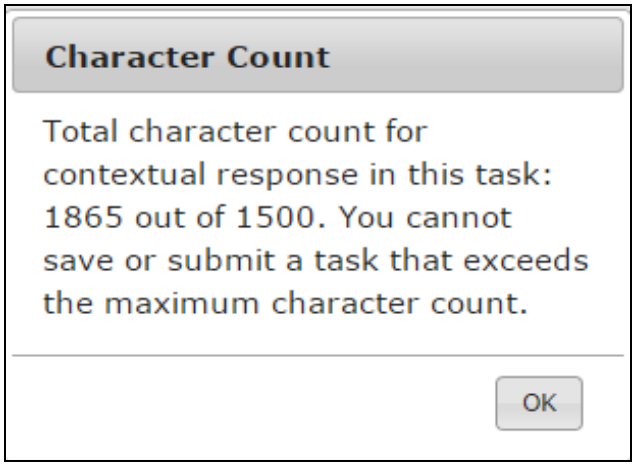
Character Count

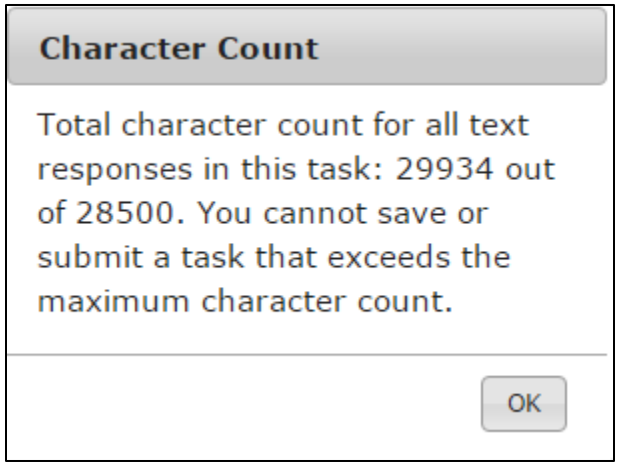
Track your character count whether working on your response in the system or outside the system.

The system will allow you to enter text that exceeds the maximum allowed, but it will NOT save.

If you select Save and receive a Character Count message box, that means your response is over the character count maximum. Your response must be reduced in order to Save.

Allow time when entering your response to resolve validation errors you may encounter.





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

Learning for the Whole Class

This step allows you to demonst

Activity 1: Administering and

You will administer the selected

your baseline data to determine

data compared with

Guiding Prompts

a. Based on your baseline dat

student learning. What evid

b. How did you share both sets

examples from the data to s

o determine the amount of

ng goal(s)? Provide specific

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

Link to Artifact

My Library of Artifacts

	Artifact Name	Date Uploaded
○	Contextualfactors.doc	09/23/2015
◉	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.

Link Artifact | Cancel

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

Th[__e evidence gathere__]d about the students

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

Questions?