

# Missouri Pre-Service Teacher Assessment (MoPTA)

## Task 1 Knowledge of Students and the Learning Environment

#### Rubric for Step 1: Knowledge of Students (textboxes 1.1.1 and 1.1.2)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides minimal evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity for a selected community, district, AND school factor; to identify one instructional strategy and learning activity for a selected classroom factor and knowledge of students factor that would further student learning; and to connect the selected factor to each instructional strategy and learning activity.	A response at the 2 level provides partial evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity for a selected community, district, AND school factor; to identify one instructional strategy and learning activity for a selected classroom factor and knowledge of students factor that would further student learning; and to connect the selected factor to each instructional strategy and learning activity.	A response at the 3 level provides effective evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity for a selected community, district, AND school factor; to identify one instructional strategy and learning activity for a selected classroom factor and knowledge of students factor that would further student learning; and to connect the selected factor to each instructional strategy and learning activity.	A response at the 4 level provides consistent evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity for a selected community, district, AND school factor; to identify one instructional strategy and learning activity for a selected classroom factor and knowledge of students factor that would further student learning; and to connect the selected factor to each instructional strategy and learning activity.
The preponderance of evidence provided by the teacher candidate is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.	The preponderance of evidence provided by the teacher candidate is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.	The preponderance of evidence provided by the teacher candidate is appropriate and connected throughout the response for Step 1.	The preponderance of evidence provided by the teacher candidate is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.



## Response for Textbox 1.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
<ul> <li>an inappropriate identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning</li> </ul>	a partial identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning	an effective identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning	a thorough identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning
<ul> <li>a minimal identification of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning</li> </ul>	a limited identification of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning	an effective description of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning	an in-depth explanation of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning
a minimal identification of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning	a limited identification of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning	an effective description of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning	an insightful explanation of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning



#### Response for Textbox 1.1.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
an ineffective description of an instructional strategy and a learning activity that are connected to the classroom demographics factor and could be used to further student learning	a partial description of an instructional strategy and a learning activity that are connected to the classroom demographics factor and could be used to further student learning	an effective description of an instructional strategy and a learning activity that are connected to the classroom demographics factor and could be used to further student learning	a consistent explanation of an instructional strategy and a learning activity that are connected to the classroom demographics factor and could be used to further student learning
an ineffective description of an instructional strategy and a learning activity that are connected to the knowledge of students factor and could be used to further student learning	a partial description of an instructional strategy and a learning activity that are connected to the knowledge of students factor and could be used to further student learning	an effective description of an instructional strategy and a learning activity that are connected to the knowledge of students factor and could be used to further student learning	a consistent explanation of an instructional strategy and a learning activity that are connected to the knowledge of students factor and could be used to further student learning



## Rubric for Step 2: Resources and Procedures (textboxes 1.2.1, 1.2.2, 1.2.3, and 1.2.4)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides	A response at the 2 level provides	A response at the 3 level provides	A response at the 4 level provides
minimal evidence that	partial evidence that demonstrates	effective evidence that	consistent evidence that
demonstrates the teacher	the teacher candidate's ability to	demonstrates the teacher	demonstrates the teacher
candidate's ability to identify	identify resources and describe	candidate's ability to identify	candidate's ability to identify
resources and describe how each	how each resource would support	resources and describe how each	resources and describe how each
resource would support student	student learning; to identify one	resource would support student	resource would support student
learning; to identify one selected	selected resource and one	learning; to identify one selected	learning; to identify one selected
resource and one particular	particular characteristic selected	resource and one particular	resource and one particular
characteristic selected from the	from the knowledge of students	characteristic selected from the	characteristic selected from the
knowledge of students factor and	factor, with a description of how	knowledge of students factor, with	knowledge of students factor, with
describe how the resource will	this resource will enhance student	a description of how this resource	a description of how this resource
enhance student learning; to use	learning; to use the compilation of	will enhance student learning; to	will enhance student learning; to
the compilation of whole-class	a whole-class inventory to help	use the compilation of a whole-	use the compilation of a whole-
inventory to help influence an	influence an instructional decision	class inventory to help influence	class inventory to help influence
instructional decision in the	in the classroom; to use one	an instructional decision in the	an instructional decision in the
classroom; to use one item from a	completed student interest	classroom; to use one item from a	classroom; to use one item from a
completed student interest	inventory for one student to	completed student interest	completed student interest
inventory for one student to	promote the specific student's	inventory for one student to	inventory for one student to
promote the specific student's	engagement and learning; to	promote the specific student's	promote the specific student's
engagement and learning; to	design and describe an	engagement and learning; to	engagement and learning; to
design and describe an	introductory communication with	design and describe an	design and describe an
introductory communication with	students and families that	introductory communication with	introductory communication with
students and families that	addresses awareness of	students and families that	students and families that
addresses awareness of	demographic differences in the	addresses awareness of	addresses awareness of
demographic differences in the	classroom; to identify how this	demographic differences in the	demographic differences in the
classroom; to identify how this	form of communication fosters	classroom; to identify how this	classroom; to identify how this
form of communication fosters	interactive communication among	form of communication fosters	form of communication fosters
interactive communication among	the teacher candidate, the	interactive communication among	interactive communication among
the teacher candidate, the	students, and their families; to	the teacher candidate, the	the teacher candidate, the
students, and their families; to	describe a classroom rule or	students, and their families; to	students, and their families; to
describe a classroom rule or	procedure, and analyze the	describe a classroom rule or	describe a classroom rule or
procedure and analyze the	implications of the rule or	procedure and analyze the	procedure, and analyze the



Score of 1	Score of 2	Score of 3	Score of 4
implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment; and to describe a technology rule or procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.	procedure for facilitating instruction, enhancing student learning, or impacting the learning environment; and to describe a technology rule or procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.	implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment; and to describe a technology rule or procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.	implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment; and to describe a technology rule or procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.
The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 2. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 2.	The preponderance of evidence for the 3-level criteria is appropriate and connected throughout the response for Step 2.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.

#### Response for Textbox 1.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
<ul> <li>an trivial identification of a resource to be used with students to support their learning</li> <li>an inappropriate selection of a resource to support the knowledge of students factor to enhance student learning</li> </ul>	<ul> <li>a partial identification of a resource to be used with students to support their learning</li> <li>a limited selection of a resource to support the knowledge of students factor to enhance student learning</li> </ul>	<ul> <li>an accurate identification of two resources to be used with students to support their learning</li> <li>an effective selection of a resource to support the knowledge of students factor to enhance student learning</li> </ul>	<ul> <li>an thorough identification of two resources to be used with students to support their learning</li> <li>an insightful selection of a resource to support the knowledge of students factor to enhance student learning</li> </ul>



#### Response for Textbox 1.2.2

	Score of 1	Score of 2	Score of 3	Score of 4
-	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
	<ul> <li>an ineffective description of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom</li> <li>a minimal description of how the results of one student's survey can be used to promote that student's engagement and learning</li> </ul>	<ul> <li>a partial description of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom</li> <li>a partial description of how the results of one student's survey can be used to promote that student's engagement and learning</li> </ul>	<ul> <li>an accurate explanation of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom</li> <li>an effective explanation of how the results of one student's survey can be used to promote that student's engagement and learning</li> </ul>	<ul> <li>a thorough analysis of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom</li> <li>a thorough analysis of how the results of one student's survey can be used to promote that student's engagement and learning</li> </ul>

## Response for Textbox 1.2.3

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
<ul> <li>an ineffective introductory form of communication to students and families that addresses the demographic differences within the classroom</li> <li>an ineffective use of the introductory form of communication to foster interactive communication among the candidate, students, and families</li> </ul>	<ul> <li>a partial introductory form of communication to students and families that addresses the demographic differences within the classroom</li> <li>a partial use of the introductory form of communication to foster interactive communication among the candidate, students, and families</li> </ul>	<ul> <li>an appropriate introductory form of communication to students and families that addresses the demographic differences within the classroom</li> <li>an effective use of the introductory form of communication to foster interactive communication among the candidate, students, and families</li> </ul>	<ul> <li>a tightly connected introductory form of communication to students and families that addresses the demographic differences within the classroom</li> <li>a significant use of the introductory form of communication to foster interactive communication among the candidate, students, and families</li> </ul>



#### Response for Textbox 1.2.4

	Score of 1	Score of 2	Score of 3	Score of 4
	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
4	<ul> <li>a minimal description of the implications of a classroom rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment</li> </ul>	a vague description of the implications of a classroom rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment	a relevant explanation of the implications of a classroom rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment	an insightful explanation of the implications of a classroom rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment
	<ul> <li>a minimal description of the implications of a technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment</li> </ul>	a vague description of the implications of a technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment	an effective explanation of the implications of a technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment	an insightful explanation of the implications of a technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment

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