

Missouri Pre-Service Teacher Assessment (MoPTA)

Task 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.

Standards and Quality Indicators Measured in This Task

The following Missouri Teacher Standards and Quality Indicators represent the focus of this task. The evidence you submit needs to address and will be scored according to the following.

Standard 1, Quality Indicator 1C5
Standard 2, Quality Indicators 2C2, 2C5, and 2C6
Standard 3, Quality Indicators 3C1 and 3C3
Standard 7, Quality Indicators 7C1, 7C2, and 7C4
Standard 8, Quality Indicator 8C1

What Do You Have to Do for This Task?

If you are a candidate to teach at the elementary level (at least the four major subjects of mathematics, English/language arts, social studies, and science), you MUST select Literacy as your content focus for Task 2.

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 22,500 characters (approximately seven typed pages) that
 - responds to all parts of the guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence.
2. Identification of two Focus Students who reflect different learning needs
3. A maximum of six artifacts including

Artifact	Maximum Number of Pages	Textbox Location
Representative pages of a baseline data document	2	2.1.1
Representative pages of the selected assessment	2	2.1.1
Representative page of the rubric/scoring guide	1	2.1.1
Representative page reflecting a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data	2	2.2.1
Student work sample from Focus Student 1	1	2.2.3
Student work sample from Focus Student 2	1	2.2.3

How to Submit your Evidence (Refer to the Submission System User Guide for more details.)

- Upload your artifacts into your Library of Artifacts
- Refer to the artifacts in your Written Commentary
- Link the artifacts to your Written Commentary within the appropriate textbox

How to Compose your Written Commentary

This task has three steps with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address **all parts** of each of the guiding prompts.

Step 1: Planning the Assessment

Step 2: Administering the Assessment and Analyzing the Data

Step 3: Reflecting

Please read the entire task before responding to any guiding prompts. Use the textboxes located under the guiding prompts to compose your responses and attach your artifacts.

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.

- a. 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.
- b. 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.
- c. Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

Type your response in the textbox below.

Step 1: Planning the Assessment

This step allows you to demonstrate your knowledge of appropriate assessment tools to meet student needs and the learning goals. **This step should focus exclusively on planning for the assessment.**

Textbox 2.1.1: Selecting a Single Assessment

Activity: Developing an Assessment

Select/design an assessment from a lesson that you have developed and will teach to your class. Your assessment should

- assess state and/or national content standards,
- assess the learning goal(s) for the lesson, and
- include a rubric/scoring guide.

Your assessment should also be able to produce quantitative or qualitative data to be used for analysis. Once you select/design the assessment, respond to the guiding prompts below.

Guiding Prompts

- a. How does this assessment align with standards, learning goal(s), the lesson you are teaching, and student needs?
- b. What data did you use to establish a baseline for student growth related to this lesson's learning goal(s)?
- c. Describe the rubric/scoring guide you have selected/designed. How will you communicate its use to your students?
- d. What evidence of student learning will you collect from this assessment? How will you collect that data?
Provide a rationale for your data-collection method.

Required artifacts for this textbox:

- representative pages of the data used to establish a baseline (maximum of two pages)
- representative pages of the selected assessment (maximum of two pages)
- a representative page of the rubric/scoring guide (maximum of one page)

Type your response in the textbox below.

Textbox 2.1.2: Teaching Strategies and Student Activities

Guiding Prompts

- a. What learning activities and student groupings will you use during this assessment? Provide a rationale for your choices.
- b. What materials, resources, and technology will you use during this assessment? Provide a rationale for your choices.

Type your response in the textbox below.

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Textbox 2.1.3: The Focus Students

Guiding Prompts

- a. Choose and describe two Focus Students who reflect different learning needs and for whom you will modify this assessment.
- b. Based on their specific learning needs, how will you modify the assessment for each of the two Focus Students?

Type your response in the textbox below.

Step 2: Administering the Assessment and Analyzing the Data

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

Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class

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.

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)

Type your response in the textbox below.

Textbox 2.2.2: Modifications to the Assessment**Activity 2: Modifications**

As a result of your analysis of the data and student learning for the whole class, determine modifications that you would make to the assessment. Then respond to the guiding prompts below.

Guiding Prompts

- a. What modifications would you make to the learning activities and student groupings used during this assessment? Provide a rationale for your choices.
- b. What modifications would you make to the materials, resources, and technology? Provide a rationale for your choices.
- c. What modifications would you make to the data-collection method? If no modifications are needed, what is an alternative data-collection method that you could use?

Type your response in the textbox below.

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

Guiding Prompts

- a. What did you learn overall about the progress of each of the two Focus Students toward achieving the learning goal(s)? Cite evidence from the work samples and the baseline and graphic assessment data from each Focus Student to support your analysis.
- b. Based on the assessment data, both baseline and graphic, what impact did your modification of this assessment have on the demonstration of learning from each of the two Focus Students? Cite evidence to support your analysis.
- c. Describe how you shared the assessment data, both baseline and graphic, with both Focus Students to help them understand their progress toward the learning goal(s). Cite evidence to support your analysis.

Required artifacts for this textbox:

- a student work sample from Focus Student 1 (maximum of one page)
- a student work sample from Focus Student 2 (maximum of one page)

Type your response in the textbox below.

Step 3: Reflecting

This step allows you to reflect by providing evidence of student learning resulting from the baseline data and the administered assessment.

Textbox 2.3.1: Reflecting on Your Assessment

Activity: Reflecting on Your Assessment

You will reflect on the data you obtained from both the baseline data and the administered assessment and explain how it might inform your future instructional decisions for the whole class and for each of the two Focus Students. Then respond to the guiding prompts below.

Guiding Prompts

- a. Choose one successful aspect of the assessment plan. Provide a rationale for your choice.
- b. How will your data analysis inform or guide your instruction for the whole class?
- c. In what ways would an assessment different from the type used allow students to further demonstrate their achievement of the learning goal(s)?

Type your response in the textbox below.

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Textbox 2.3.2: Reflecting on the Assessment for the Two Focus Students**Guiding Prompts**

- a. Choose one aspect of the modification of the assessment that was successful for each of the Focus Students. Provide a rationale for your choice.
- b. What modifications for future use would you make in your choice of student activities and groupings and/or materials, resources, and technology for each Focus Student? Provide a rationale.
- c. How does this data analysis inform or guide the next steps of your teaching for each Focus Student?

Type your response in the textbox below.

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