**MISSOURI PRE-SERVICE TEACHER ASSESSMENT (MoPTA)**

**TASK FOUR NON-VIDEO (30,000 characters max – no more than 10 pages)**

**The content focus must have a literacy component.**

**Directions: Type answers under each prompt and undo the “bold” print on the answer.**

**Textbox 4.0: Contextual Information**

**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.**

**STEP 1: Planning the Sequence of Lessons within the Unit**

**Textbox 4.1.1: Standards, Goals, Student Background, and Content Focus for the Sequence of Lessons**

**Guiding Prompts**

**a) What is the content focus of the unit?**

**b) What are the Missouri or national standards for the sequence of lessons? Provide the number, title, and a short description of each standard that you list.**

**c) What are the learning goal(s) of the sequence of lessons, and why are they appropriate for your students?**

**d) Explain how you used students’ prior knowledge and background information to influence the planning process.**

**e) What whole class data did you use to establish a baseline to measure student growth?**

**Textbox 4.1.2: Instructional Strategies for the Sequence of Lessons**

**Guiding Prompts**

**a) How do you plan to use academic content language to promote student learning? Provide a rationale.**

**b) How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.**

**c) How do you plan to use questioning skills to promote student learning? Provide a rationale.**

**d) How do you plan to integrate literacy into the content you will teach? Provide a rationale.**

**Textbox 4.1.3: Learning Activities and Assessments for the Sequence of Lessons**

**(Refer to the four page lesson plan in these prompts.)**

**Guiding Prompts**

**a) What learning activities will be the main focus of the sequence of lessons? Provide a rationale for your choice(s).**

**b) What student learning needs do you anticipate, and how will the learning activities address those needs?**

**c) How do you plan to monitor student learning?**

**d) How will you use the data you collect from your assessments or assignments for formative purposes?**

**e) How will you use your rubrics/scoring guides with your students to promote self-regulated learning?**

**Textbox 4.1.4: Focus Students Who Reflect Different Learning Needs for the Sequence of Lessons**

**Guiding Prompts**

**Focus Student 1**

**a) Using baseline data, identify the learning needs of Focus Student 1.**

**b) What areas of growth will you target for this Focus Student for the sequence of Lessons? Why did you choose these areas of growth?**

**c) Explain how the three student work samples form the assessments or assignments from your plan will demonstrate the learning progress of this Focus Student.**

**Focus Student 2**

**a) Using baseline data, identify the learning needs of Focus Student 2.**

**b) What areas of growth will you target for this Focus Student for the sequence of Lessons? Why did you choose these areas of growth?**

**c) Explain how the three student work samples form the assessments or assignments from your plan will demonstrate the learning progress of this Focus Student.**

**STEP 2: Implementing the Sequence of Lessons within the Unit**

**Part 1: Results of the First Assessment or Assignment**

**Textbox 4.2.1: Results and Feedback for the First Assessment or Assignment**

**Guiding Prompts**

**Focus Student 1**

**a) Consider the results of the first assessment or assignment for Focus Student 1. What are the areas of strength and areas in need of improvement in the student’s learning? Cite examples from Focus Student 1’s work to support your analysis.**

**b) What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement of Focus Student 1? Cite examples from Focus Student 1’s work to support your analysis.**

**c) Based on the results and feedback, what steps did you take to help Focus Student 1 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?**

**d) How will the results of the first assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 1.**

**Focus Student 2**

**a) Consider the results of the first assessment or assignment for Focus Student 2. What are the areas of strength and areas in need of improvement in the student’s learning? Cite examples from Focus Student 2’s work to support your analysis.**

**b) What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement of Focus Student 2? Cite examples from Focus Student 2’s work to support your analysis.**

**c) Based on the results and feedback, what steps did you take to help Focus Student 2 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?**

**d) How will the results of the first assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 2.**

**Part 2: Results of the Second Assessment or Assignment**

**Textbox 4.2.2: Results and Feedback for the Second Assessment or Assignment**

**Guiding Prompts**

**Focus Student 1**

**a) How did the adjustments you made to your instruction following the first assessment or assignment impact the results of this assessment or assignment for Focus Student 1? Provide specific examples to support your analysis.**

**b) Consider the results of the second assessment or assignment for Focus Student 1. What are the areas of strength and areas in need of improvement in the student’s learning? Cite examples from Focus Student 1’s work to support your analysis.**

**c) What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement of Focus Student 1? Cite examples from Focus Student 1’s work to support your analysis.**

**d) Based on the results and feedback, what steps did you take to help Focus Student 1 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?**

**e) How will the results of the second assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 1.**

**Focus Student 2**

**a) How did the adjustments you made to your instruction following the first assessment or assignment impact the results of this assessment or assignment for Focus Student 2? Provide specific examples to support your analysis.**

**b) Consider the results of the second assessment or assignment for Focus Student 2. What are the areas of strength and areas in need of improvement in the student’s learning? Cite examples from Focus Student 2’s work to support your analysis.**

**c) What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement of Focus Student 2? Cite examples from Focus Student 2’s work to support your analysis.**

**d) Based on the results and feedback, what steps did you take to help Focus Student 2 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?**

**e) How will the results of the second assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 2.**

**Part 3: Results of the Third Assessment or Assignment**

**Textbox 4.2.2: Results and Feedback for the Third Assessment or Assignment**

**Guiding Prompts**

**Focus Student 1**

**a) How did the adjustments you made to your instruction following the second assessment or assignment impact the results of this assessment or assignment for Focus Student 1? Provide specific examples to support your analysis.**

**b) Consider the results of the third assessment or assignment for Focus Student 1. What are the areas of strength and areas in need of improvement in the student’s learning? Cite examples from Focus Student 1’s work to support your analysis.**

**c) What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement of Focus Student 1? Cite examples from Focus Student 1’s work to support your analysis.**

**d) Based on the results and feedback, what steps did you take to help Focus Student 1 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?**

**e) How will the results of the third assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 1.**

**Focus Student 2**

**a) How did the adjustments you made to your instruction following the second assessment or assignment impact the results of this assessment or assignment for Focus Student 2? Provide specific examples to support your analysis.**

**b) Consider the results of the third assessment or assignment for Focus Student 2. What are the areas of strength and areas in need of improvement in the student’s learning? Cite examples from Focus Student 2’s work to support your analysis.**

**c) What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement of Focus Student 2? Cite examples from Focus Student 2’s work to support your analysis.**

**d) Based on the results and feedback, what steps did you take to help Focus Student 2 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?**

**e) How will the results of the third assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 2.**

**STEP 3: Analyzing the Sequence of Lessons within the Unit**

**Textbox 4.3.1: Analyzing Instructional Strategies for the Whole Class**

**(You can refer to the Focus Students’ work samples in these prompts.)**

**Guiding Prompts**

**a) How did your use of academic content language promote student learning? Provide specific examples from your instruction and/or from Focus Student work samples where this is evident.**

**b) How did the strategies you used to engage the students in critical thinking promote student learning? Provide specific examples from your instruction and/or from Focus Student work samples where this is evident.**

**c) How did your use of questioning skills promote student learning? Provide specific examples from your instruction and/or from Focus Student work samples where this is evident.**

**d) How did your integration of literacy into the content you taught promote student learning? Provide specific examples from your instruction and/or from Focus Student work samples where this is evident.**

**STEP 4: Reflecting on the Sequence of Lessons within the Unit**

**Textbox 4.4.1: Reflection for the Whole Class**

**Guiding Prompts**

**a) To what extent did your students reach the learning goal(s) for the sequence of lessons? Cite evidence from your baseline data, instruction, and/or student work that supports your conclusions.**

**b) If you were to teach this sequence of lessons in the future, what revisions would you make? Why would you make these revisions? Cite evidence from your baseline data, instruction, and student work that supports your conclusions.**

**Textbox 4.4.2: Reflection for Each Focus Student**

**a) Reflect on the steps you took to have Focus Student 1 understand his or her progress toward the learning goal(s). How would you revise these steps to help this student better understand his or her progress?**

**b) Reflect on the steps you took to have Focus Student 2 understand his or her progress toward the learning goal(s). How would you revise these steps to help this student better understand his or her progress?**