Missouri Pre-Service Teacher Assessment (MoPTA)

Task 1 Knowledge of Students and the Learning Environment

**Rubric**

<table>
<thead>
<tr>
<th>Score of 1</th>
<th>Score of 2</th>
<th>Score of 3</th>
<th>Score of 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response at the 1 level provides <em>minimal</em> 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.</td>
<td>A response at the 2 level provides <em>partial</em> 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.</td>
<td>A response at the 3 level provides <em>effective</em> 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.</td>
<td>A response at the 4 level provides <em>consistent</em> 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.</td>
</tr>
</tbody>
</table>
### Step 1: Knowledge of Students (textboxes 1.1.1 and 1.1.2)

<table>
<thead>
<tr>
<th>Score of 1</th>
<th>Score of 2</th>
<th>Score of 3</th>
<th>Score of 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The preponderance of evidence provided by the teacher candidate is <strong>minimal</strong> and/or <strong>ineffective</strong> throughout the response for Step 1. Evidence may also be missing.</td>
<td>The preponderance of evidence provided by the teacher candidate is <strong>limited</strong> and/or <strong>vague</strong> throughout the response for Step 1.</td>
<td>The preponderance of evidence provided by the teacher candidate is <strong>appropriate</strong> and <strong>connected</strong> throughout the response for Step 1.</td>
<td>The preponderance of evidence provided by the teacher candidate is <strong>insightful</strong> and <strong>thoroughly connected</strong> throughout the response for Step 1.</td>
</tr>
</tbody>
</table>

For **textbox 1.1.1**, a response with a score of 1 provides evidence that includes the following:
- an **incomplete** 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 **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
- a **minimal** identification of an instructional strategy and a learning activity that are connected to the school factor

For **textbox 1.1.1**, a response with a score of 2 provides evidence that includes the following:
- 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
- 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
- a **limited** identification of an instructional strategy and a learning activity that are connected to the school factor

For **textbox 1.1.1**, a response with a score of 3 provides evidence that includes the following:
- 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
- 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 **effective** description of an instructional strategy and a learning activity that are connected to the school factor

For **textbox 1.1.1**, a response with a score of 4 provides evidence that includes the following:
- 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
- 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
- an **insightful** explanation of an instructional strategy and a learning activity that are connected to the school factor
### Step 1: Knowledge of Students (textboxes 1.1.1 and 1.1.2)

<table>
<thead>
<tr>
<th>Score of 1</th>
<th>Score of 2</th>
<th>Score of 3</th>
<th>Score of 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>and could be used to further student learning</td>
<td>and could be used to further student learning</td>
<td>and could be used to further student learning</td>
<td>and could be used to further student learning</td>
</tr>
</tbody>
</table>

For **textbox 1.1.2**, a response with a score of 1 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
- 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

For **textbox 1.1.2**, a response with a score of 2 provides evidence that includes the following:
- 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
- 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

For **textbox 1.1.2**, a response with a score of 3 provides evidence that includes the following:
- 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
- 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

For **textbox 1.1.2**, a response with a score of 4 provides evidence that includes the following:
- 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
- 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
### Step 2: Resources and Procedures (textboxes 1.2.1, 1.2.2, 1.2.3, and 1.2.4)

<table>
<thead>
<tr>
<th>Score of 1</th>
<th>Score of 2</th>
<th>Score of 3</th>
<th>Score of 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response at the 1 level provides <em>minimal</em> evidence that demonstrates the teacher candidate’s ability to identify resources and describe how each resource would support student learning; to identify one selected resource and one particular characteristic selected from the knowledge of students factor and describe how the resource will enhance student learning; to use the compilation of whole-class inventory to help influence an instructional decision in the classroom; to use one item from a completed student interest inventory for one student to promote the specific student’s engagement and learning; to design and describe an introductory communication</td>
<td>A response at the 2 level provides <em>partial</em> evidence that demonstrates the teacher candidate’s ability to identify resources and describe how each resource would support student learning; to identify one selected resource and one particular characteristic selected from the knowledge of students factor, with a description of how this resource will enhance student learning; to use the compilation of a whole-class inventory to help influence an instructional decision in the classroom; to use one completed student interest inventory for one student to promote the specific student’s engagement and learning; to design and describe an introductory communication</td>
<td>A response at the 3 level provides <em>effective</em> evidence that demonstrates the teacher candidate’s ability to identify resources and describe how each resource would support student learning; to identify one selected resource and one particular characteristic selected from the knowledge of students factor, with a description of how this resource will enhance student learning; to use the compilation of a whole-class inventory to help influence an instructional decision in the classroom; to use one item from a completed student interest inventory for one student to promote the specific student’s engagement and learning; to design and describe an introductory communication</td>
<td>A response at the 4 level provides <em>consistent</em> evidence that demonstrates the teacher candidate’s ability to identify resources and describe how each resource would support student learning; to identify one selected resource and one particular characteristic selected from the knowledge of students factor, with a description of how this resource will enhance student learning; to use the compilation of a whole-class inventory to help influence an instructional decision in the classroom; to use one item from a completed student interest inventory for one student to promote the specific student’s engagement and learning; to design and describe an introductory communication</td>
</tr>
</tbody>
</table>

Rubric — Task 1 Knowledge of Students
### Step 2: Resources and Procedures (textboxes 1.2.1, 1.2.2, 1.2.3, and 1.2.4)

<table>
<thead>
<tr>
<th>Score of 1</th>
<th>Score of 2</th>
<th>Score of 3</th>
<th>Score of 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>with students and families that addresses awareness of demographic differences in the classroom; to identify how this form of communication fosters interactive communication among the teacher candidate, the students, and their families; to describe a classroom rule or procedure and analyze the 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.</td>
<td>with students and families that addresses awareness of demographic differences in the classroom; to identify how this form of communication fosters interactive communication among the teacher candidate, the students, and their families; to describe a classroom rule or procedure, and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</td>
<td>communication with students and families that addresses awareness of demographic differences in the classroom; to identify how this form of communication fosters interactive communication among the teacher candidate, the students, and their families; to describe a classroom rule or procedure and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</td>
<td>communication with students and families that addresses awareness of demographic differences in the classroom; to identify how this form of communication fosters interactive communication among the teacher candidate, the students, and their families; to describe a classroom rule or procedure, and analyze the implications of the rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</td>
</tr>
<tr>
<td>Score of 1</td>
<td>Score of 2</td>
<td>Score of 3</td>
<td>Score of 4</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Step 2: Resources and Procedures (textboxes 1.2.1, 1.2.2, 1.2.3, and 1.2.4)</strong></td>
<td>The preponderance of evidence for the 1-level criteria is <em>minimal</em> and/or <em>ineffective</em> throughout the response for Step 2. Evidence may also be missing.</td>
<td>The preponderance of evidence for the 2-level criteria is <em>limited</em> and/or <em>vague</em> throughout the response for Step 2.</td>
<td>The preponderance of evidence for the 3-level criteria is <em>appropriate</em> and <em>connected</em> throughout the response for Step 2.</td>
</tr>
</tbody>
</table>

For **textbox 1.2.1**, a response with a score of 1 provides evidence that includes the following:
- an *incomplete* identification of a resource to be used with students to support their learning
- an *incomplete* selection of a resource to support the knowledge of students factor to enhance student learning

For **textbox 1.2.2**, a response with a score of 1 provides evidence that includes the following:
- an *incomplete* description of

For **textbox 1.2.1**, a response with a score of 2 provides evidence that includes the following:
- a *partial* identification of a resource to be used with students to support their learning
- a *limited* selection of a resource to support the knowledge of students factor to enhance student learning

For **textbox 1.2.2**, a response with a score of 2 provides evidence that includes the following:
- a *partial* description of how the

For **textbox 1.2.1**, a response with a score of 3 provides evidence that includes the following:
- an *accurate* identification of two resources to be used with students to support their learning
- an *effective* selection of a resource to support the knowledge of students factor to enhance student learning

For **textbox 1.2.2**, a response with a score of 3 provides evidence that includes the following:
- an *accurate* explanation of how the

For **textbox 1.2.1**, a response with a score of 4 provides evidence that includes the following:
- an *accurate* identification of two resources to be used with students to support their learning
- an *insightful* selection of a resource to support the knowledge of students factor to enhance student learning

For **textbox 1.2.2**, a response with a score of 4 provides evidence that includes the following:
- an *thorough* analysis of how the

Rubric — Task 1 Knowledge of Students
<table>
<thead>
<tr>
<th>Score of 1</th>
<th>Score of 2</th>
<th>Score of 3</th>
<th>Score of 4</th>
</tr>
</thead>
</table>
| how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom  
  - a minimal description of how the results of one student’s survey can be used to promote that student’s engagement and learning | compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom  
  - a partial description of how the results of one student’s survey can be used to promote that student’s engagement and learning | the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom  
  - an effective explanation of how the results of one student’s survey can be used to promote that student’s engagement and learning | compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom  
  - a thorough analysis of how the results of one student’s survey can be used to promote that student’s engagement and learning |

For **textbox 1.2.3**, a response with a score 1 provides evidence that includes the following:

- an ineffective introductory form of communication to students and families that addresses the demographic differences within the classroom  
- an ineffective use of the introductory form of communication to foster interactive communication among the candidate, students, and families

For **textbox 1.2.3**, a response with a score 2 provides evidence that includes the following:

- a partial introductory form of communication to students and families that addresses the demographic differences within the classroom  
- a partial use of the introductory form of communication to foster interactive communication among the candidate, students, and families

For **textbox 1.2.3**, a response with a score 3 provides evidence that includes the following:

- an appropriate introductory form of communication to students and families that addresses the demographic differences within the classroom  
- an effective use of the introductory form of communication to foster interactive communication among the candidate, students, and families

For **textbox 1.2.3**, a response with a score 4 provides evidence that includes the following:

- a thoroughly connected introductory form of communication to students and families that addresses the demographic differences within the classroom  
- a highly effective use of the introductory form of communication to foster interactive communication among the candidate, students, and families
### Step 2: Resources and Procedures (textboxes 1.2.1, 1.2.2, 1.2.3, and 1.2.4)

<table>
<thead>
<tr>
<th>Score of 1</th>
<th>Score of 2</th>
<th>Score of 3</th>
<th>Score of 4</th>
</tr>
</thead>
</table>
| **For textbox 1.2.4,** a response with a score of 1 provides evidence that includes the following:  
- *a minimal* description of the implications of a classroom rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment  
- *a minimal* description of the implications of a technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment |  |  |  |
| **For textbox 1.2.4,** a response with a score of 2 provides evidence that includes the following:  
- *a vague* description of the implications of a classroom rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment  
- *a vague* description of the implications of a technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment |  |  |  |
| **For textbox 1.2.4,** a response with a score of 3 provides evidence that includes the following:  
- *a targeted* explanation of the implications of a classroom 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 |  |  |  |
| **For textbox 1.2.4,** a response with a score of 4 provides evidence that includes the following:  
- *an insightful* 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 technology rule or procedure on facilitating instruction, enhancing student learning, or impacting the learning environment |  |  |  |