

PPAT® Assessment

Library of Examples – Music

Task 4, Step 1, Textbox 4.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 4.1.2 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 Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

The work you submit as part of your response to each task must be yours and yours alone. Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

Guiding Prompts for Task 4, Textbox 4.1.2

- a. How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? 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 to promote student learning? Provide a rationale.

Example 1: Met/Exceeded Standards Level

- a. Academic content language would be used throughout the lesson in various ways. At the beginning of the lesson, the students will continue to work on their part writing rules song. For this assignment, I will ask them to come up with a song that will help them remember the main rules so they can recall the song to help them when they are part writing. Part of the assignment was to use the official terms such as tendency tones, parallel fifths, augmented seconds, and resolutions. In the previous lesson, we went over each part writing rule and defined each of these terms among many others. Have given out a sheet that had the rules written down and students took notes about the terms. In this lesson, I will have the students perform their song as a way of recalling the content language. Another exercise that I plan on including content language is where I write examples of part writing where one of the rules is broken. The students will have to figure out what rule is broken and discuss it using the academic content.

- b. Critical thinking will be used in two of the activities in the lesson. The exercise were the students identify the part writing mistake, they will have to think critically about what was wrong, what rule was broken, and how could the problem be fixed. The second exercise will engage the students in critical thinking as well. This exercise is a figured bass part writing exercise. The students will have to figure out what voice goes where with just a bass line and figured bass symbols. The questions I ask will set up critical thinking skills.
- c. The questions I ask will help direct the student to higher thinking and learning. Questions set up the lesson. The questions are useful for recalling past information and making connections between concepts. I will use questions to review the part writing rules we went over in the previous lesson. The questions will also be used to engage with the students. In a small class like this one, it's useful to ask each student to answer a question and see if they understand the concept. It also gives them an opportunity to ask questions themselves.
- d. Literacy would be used in this lesson in many ways. The song they write will allow them to use their writing skills as well as incorporate the academic content language. The part writing exercise will also allow the students to work on their music literacy, by writing in parts. The students can show their proficiency in reading and writing music, and demonstrate their understanding of the part writing rules they worked on with their own written song.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. In this lesson, accademic content language will be used throughout the rehearsal. Students will use terms like ritardando, fermata, dynamics, and tempo to help them improve in their playing abilities. These terms are consistently used throughout band from sixth grade up to the twelfth grade.
- b. To engage critical thinking, I'll have the students evaluate themselves at the beginning and end of rehearsal. The students will continually assess and review their playing as the class goes on. By having them pull attention to different aspects of music, dynamics, pitch, and tempo, they will need to think about qualities of playing an instrument like finger position, air stream, following the conductor, and individual sound in a group texture.
- c. Questioning skills are an essential aspect of this listen. Students will have to compare their performance at the beginning of rehearsal to their performance at the end of rehearsal. In order to answer the question, they will have to evaluate themselves personally as the rehearsal progresses.
- d. Students will have to read music symbols and understand musical terminology.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate’s plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence minimal?

Suggestions for Using These Examples

After writing your own rough draft response to the guiding prompts, ask the question, “Which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.

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