

## PPAT® Assessment

### Library of Examples – Task 1 – Music

#### Example Task 1, Step 1, Textbox 1.1.2

Below are two examples of written responses to Textbox 1.1.2 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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

#### Step 1: Planning the Assessment

##### Textbox 1.1.2: Classroom Demographics and Knowledge of Students Met/Exceeded Standards Level

Classroom demographics factor- Diversity of relative musical skill and intelligence. One challenge in my classroom is the wide gap between my highest and lowest achieving students. There are two Gifted and Talented students, three with learning disabilities and one (diagnosed) with a behavior exceptionality. With the addition of three ELL students, scaffolding lessons becomes a challenge. A strategy I plan to implement is frontloading chunks of melody or rhythm from our selected songs. Like vocabulary is to an extended disciplinary text, these chunks or musical ideas form the basis of a musical composition. An activity I could use with a selected chunk is to model the process of decoding it by thinking aloud my count of the rhythm, or identifying melodic intervals and applying solfege to them. I can gradually release the responsibility of decoding to students, allowing advanced students to move to individual practice earlier. This will allow for recognition of higher achieving students and differentiation for struggling students. This activity also helps to meet the standards concerning skill, performance and music reading. Despite previous years of music classes, it seems very few of these students are at grade level (according to ADE Frameworks) in reading music, improvising, and other key areas of musical training.

My chosen knowledge of students factor is that most of my students are highly energetic. One instructional strategy that I can use is to have the students play their instruments from the moment that they walk into the class until the moment they leave. One learning activity that I can do is for the students is to give them one or more etudes which are fast and loud and intense pieces of music.

By planning to keep the students busy and playing the whole period, I can eliminate the possibility of them getting bored and acting out. Also, if I have the students focus their energy into an intense and difficult piece, then they will be actively engaged in the class and the lesson. I should do less talking in class and more playing and demonstrating so that they will be continuously engaged in the rehearsals.

**Refer to the Task 1 Rubric for Textbox 1.1.2 and ask yourself:**

- How does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity designed to enhance learning?
  - Classroom demographics
  - Knowledge of students
- Where does the candidate justify how each instructional strategy and activity furthers student learning?
- What evidence indicates that the candidate's analysis of classroom demographics and knowledge of students' factors are consistent?

**Step 1: Planning the Assessment**

**Textbox 1.1.2: Classroom Demographics and Knowledge of Students**

**Did not Meet/Partially Met Standards Level**

a) My chosen classroom demographic factor would be the two-thirds male classroom; there are 15 people in this class and 10 of them are male. For this class I would use the instructional strategy, SWAT. SWAT involves posting terms on a board, selecting a few students at a time, having them to turn their backs to the board, reading a definition or statement about a term, and the students turning to the board to hit the appropriate term. I would use a football game to help draw connections between a known and an unknown.

b) The chosen knowledge of students factor would be that all of the students enjoy music. To further their learning I would have them fill out an interest survey to see what different kinds of music they like. After finding out different artists and genres that the students are interested in I would create a unit dedicated to learning about each genre, with emphasis on particular artists from each genre, and teaching the students the history of the genre. This will help keep students interested in music but also teach them some history behind it as well.

**Refer to the Task 1 Rubric for Textbox 1.1.2 and ask yourself:**

- How does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity designed to enhance learning?
  - Classroom demographics
  - Knowledge of students
- Where does the candidate justify how each instructional strategy and activity furthers student learning?
- What evidence indicates that the candidate's analysis of classroom demographics and knowledge of students' factors are limited?

**Suggestions for Use**

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.