

PPAT® Assessment

Library of Examples – Task 1 – Music

Example Task 1, Step 2, Textbox 1.2.2

Below are two examples of written responses to Textbox 1.2.2 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 2: Resources and Procedures

Textbox 1.2.2: Student Interest Inventory

Met/Exceeded Standards Level

Question 5 from my student inventory is, “Where or how do you discover new music?” Most students said they discovered new music on television, on a website that plays free music and on video sharing websites. Being a musician myself and teaching music to the next generation, I feel that it is important to pass on the importance of buying music. The students need to know where their money goes and who actually makes money when they purchase music. Since almost none of the students listed a source where new music can be purchased, I will provide an example of buying music in front of the class. Often in rehearsal, the class will listen to a particular piece that they are working on to give them a better idea of what the final product should sound like. This would be a perfect opportunity to hook my computer up to a projector and show the class how to buy music. I can also have a discussion with them about why it is important to buy the music instead of just listening to it for free from music streaming sites. I’d want to focus the discussion on how artists are dependent on royalties and how they get upfront advances against future royalties. It’s also important for the students to know that just because a video gets a lot of internet hits, it does not mean the artist is earning any money.

Using one student’s completed interest inventory, analyze how you would use one item from the inventory to promote the student’s engagement and learning.

In my survey, I asked the students what they liked least about band and many of the students said theory. One student in particular said that she knows theory helps her, but she learns better from a person, not a packet. The students learn theory by self-paced theory that has written descriptions of new concepts. After reading this, I think that many of the students who do not enjoy theory may have different learning styles that are not being accommodated for. I believe these students might have a greater appreciation if there were different teaching approaches other than written packets only.

I could assign independent or collaborative activities for students to find examples of the elements of theory in music they like. They could prepare short video or audio clips and explain where the theory is applied. This would engage students and promote learning because they would be applying the self-paced packet work to authentic examples,”

Refer to the Task 2 Rubric for Textbox 1.2.2 and ask yourself:

- Where does the candidate explain how the compilation of students' interest inventories could be used to design instruction that helps them achieve learning goal(s)?
- Where does the candidate describe how the results of one student's interest inventory could be used to promote that student's engagement and learning?
- What evidence indicates that this candidate's analysis of findings from the interest inventories and their impact on instructional decisions is moderate?

Step 2: Resources and Procedures

Textbox 1.2.2: Student Interest Inventory

Did not Meet/Partially Met Standards Level

The class student inventory shows that students' favorite part about music class over all is that they enjoy playing different instruments. This tells me that I should try to incorporate many hands on activities using instruments during the class.

One student's interest survey shows me that she enjoys rap and hip hop above all other kinds of music. I can use this to try to do lessons that incorporate this style of music. In particular rhythm activities could be used with rap songs.

Refer to the Task 2 Rubric for Textbox 1.2.2 and ask yourself:

- Where does the candidate explain how the compilation of students' interest inventories could be used to design instruction that helps them achieve learning goal(s)?
- Where does the candidate describe how the results of one student's interest inventory could be used to promote that student's engagement and learning?
- What evidence indicates that this candidate's analysis of findings from the interest inventories and their impact on instructional decisions is minimal?

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.