

PPAT® Assessment

Library of Examples – Music

Task 2, Step 1, Textbox 2.1.1: Selecting a Single Assessment

Below are two examples of written responses to Textbox 2.1.1 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 Prompt for Task 2, Textbox 2.1.1

- Provide an in-depth description of the assessment. Provide a rationale for choosing or designing the assessment based on its alignment with the standards and learning goal(s) that meet the students' needs.
- What data did you use to establish a baseline for student growth related to this lesson's learning goal(s)?
- Describe the rubric or scoring guide you have selected or designed. How does it align to your learning goal(s)? How will you communicate its use to your students?
- What evidence of student learning do you plan to collect from the assessment? How will you collect the data? Provide a rationale for your data-collection process.

Example 1: Met/Exceeded Standards Level

- The learning goals for this assessment are aligned with the South Carolina Department of Education's Academic Standards for the Visual and Performing Arts for Instrumental music, specifically MIH1-1.10: perform scales and literature with the level of difficulty comparable to the third year method book or at a level of 3 or 4 on a scale of 1 to 6. The portion of this standard that this assessment focuses on is the performing of scales. Given that acceptable performance of scales requires several musical skills and knowledge of multiple music components, I have broken this down into three separate learning goals: 1) Students can identify key signatures in their given clef and pitch for their respective instrument, 2) students can notate the pitches of each scale on the music staff (either treble or bass clef based off what instrument they play), and 3) The students will be able to perform the South Carolina Band Director's Association (SCBDA) Clinic Region Band scales from memory alone.

- b. To collect baseline data from the class, I administered a pre-assessment. This pre-assessment was very similar to the assessment itself, but not identical. I was able to gather my data from both the written and playing portions of the assessment. Overall, there was a wide range of scores in the last column (44% to 76%). I also noted that students did better on Note Accuracy as opposed to Overall Skill Level (4 of the 15 scored well at 17 or above while the rest scored from 15 to 6.) Students also did well on the Written Portion. This told me I needed to be a bit more focused on helping students with their skill level. I took the initial scores from the pre-assessment and was able to compare them to the actual assessment to measure student growth. This pre-assessment data was an excellent tool to see exactly where my students were at and what they needed the most help with.
- c. The students will be required to play each of the nine scales as dictated by the SCBDA from memory and will be assessed using a rubric. The designated rubric will be broken down into two portions: scale accuracy and overall skill. In note accuracy, there will be five categories that a student can fall into per scale: Exceeds expectations, meets expectations, needs improvement, poor, and not attempted. There will also be an overall skill portion of the rubric; this will include items for rhythmic accuracy, tone, breathing, and tempo. These will be graded on the same expectations as the note accuracy was, but with a different point value. The rubric will be explained to the students prior to the assessment and broken into two parts reflecting the makeup of the assessment. One at a time, students will be asked to come to the band office and will be required to play their scales for both myself and another band director. When the assessment is completed, we will share the results with each student using a copy of the rubric, and we will emphasize those areas of the rubric that the student needs to be aware of.
- d. The assessment itself is a two-part assessment. The first portion of the assessment is written and will consist of eighteen test questions. The first nine questions are related to student learning goal number one as stated above. In these questions the students will need to see a key signature and be able to identify what key it is as well as be given a key signature description and complete the appropriate number of sharps and/or flats for the given key. This will demonstrate the student's ability to identify key signatures. The second set of nine question will require the students to plot out the notes of each scale on their staff as it relates to their instrument. Not only will the students have to complete the actual notes on the staff, but they will also be asked to fill in the names of the notes under each note they write. This set of questions relates directly to learning goal number two. It is important that the students are able to notate these in order to properly visualize these patterns when they play the scales on their instrument. This will also assist the students in memorizing the patterns of the note names. This makes the playing of scales much easier. The last portion of the assessment will be a scales playing test. For the second part of the assessment, the students will perform all 9 major scales for two evaluators.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

In the candidate's description of selecting the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline date used

- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process

Why is the candidate's response detailed and tightly connected?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The assessment I designed is one to measure how well kindergarten and first grade students learn the song "Hot Cross Buns." Students may or may not have prior knowledge of the song, but the lesson and rubric are designed for students who have little or no knowledge of the subject matter. This rubric will measure how accurately the students can mimic and sing back the song "Hot Cross Buns" with the correct pitches, rhythms, and in time. The students can score a possible 2 out of 2 points for singing the song and rhythms with zero errors and on a steady beat. They will earn 1 point if they sing and chant the rhythms with one or more errors and without being on a steady beat.
- b. Data collecting was efficient through the making of a checklist of the standards the children are required to fulfill as well as the performance levels on which they are expected to perform. The students are expected to be able to imitate melodic and rhythmic patterns on pitched and un-pitched instruments (or voice) as well as sing on pitch (chant) in rhythm while applying steady macro or micro-beats.
- c. The rubric designed lists the standards that the students are expected to perform. The students are expected to imitate rhythmic patterns on pitched or un-pitched instruments (or voice) as well as sing on pitch (chant) in rhythm while applying a steady beat. They are expected to do this with little to no errors. I will explain to the students that it isn't about passing or failing or being in a contest; however, it is a way for me to measure their growth and musical learning in my classroom. The students can earn a total of 2 points one for chanting the melody and rhythms with 0 errors and another for singing the melody and rhythms while maintaining a steady beat.
- d. I plan to use this rubric to assess how effective my teaching style is when teaching a song and rhythms as well as measure how well the students learn the material in an efficient fashion. This rubric will allow me to measure how effective my lessons are and how well the students actually learn the concepts. It will also allow me to assess whether or not I need to reteach or spend more time on a certain subject matter.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.1 and ask yourself:

In the candidate's description of selecting the assessment, where is there evidence of the following?

- The standards, learning goals, and student needs
- The baseline date used
- The rubric or scoring guide and its alignment to the standards and learning goals
- Communication of the rubric to the students
- How the student learning will be collected
- The rationale for the data collection process

Why is the candidate's response partial?

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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