

## PPAT® Assessment

### Library of Examples – Music

#### Task 2, Step 1, Textbox 2.1.3: The Two Focus Students

Below are two examples of written responses to Textbox 2.1.3 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 2.1.3

- Choose and describe two Focus Students who reflect different learning needs and for whom you will need to modify the assessment. Provide a rationale for selecting each of the students. Refer to them as Focus Student 1 and Focus Student 2 as you respond to the guiding prompts.
- What data did you use to establish a baseline for growth for these two Focus Students?
- Based on their specific learning needs, how will you modify the assessment for each of the two Focus Students? Provide a rationale for each decision.

#### Example 1: Met/Exceeded Standards Level

- Focus Student 1 is a high school sophomore with a weak background in music. She performs in the high school chorus, but does not have the same background knowledge that all of the band students came into the class already knowing. She is not very strong reader of music notation, and because of her lack of experience, the base knowledge that she should have is not automatic enough for her to learn new concepts as quickly as her peers. Focus Student 1 is an eager and willing student and is never disruptive or disrespectful in class. However, she is aware that it takes her longer to learn new concepts and she becomes frustrated with herself. She doubts her own ability to learn the content since she does not have the same background as the other students. The student was selected as a Focus Student because she requires more motivation and individual attention from the teacher in order for her to succeed at the same level as her peers. Focus Student 2 is a high achieving student. She excels in all of the assessments she has been given, and has begun helping a lower achieving student during independent work times within the classroom. The material challenges her when it is originally presented, but because of her strong background in music, she is able to pick up new concepts more

quickly than many of her peers. She was chosen as a Focus Student because she requires more material and more work in order to keep her challenged and engaged in learning within the classroom.

- b. The baseline data I used to determine the students' prior knowledge was the scores of the pre-assessment section of the review worksheet from the previous unit on triads and major scales. Included within that worksheet was a segment on seventh chords, which had not yet been discussed in class. With the data I received from the pre-assessment portion of that worksheet, I was able to construct a unit based on the amount of knowledge the students had prior to instruction. Both of the Focus Students were kept in mind while developing this unit, in that I sought to construct a unit that would foster the development of Focus Student 1, while still managing to challenge Focus student 2.
- c. I modified the assessment for Focus Student 1 by constructing the test with many questions that were appropriate for her particular level of content knowledge. The rest of the students in the classroom have much higher levels of musical training than this particular student, and she therefore, did not have the Circle of Fifths memorized. This student was most familiar with key signatures ranging from zero sharps and flats, up to four sharps and flats. Anything beyond that would have been extremely difficult for her. When constructing the assessment, I kept in mind this particular Focus Student's needs, and constructed the exam to only use key signatures ranging up to four sharps or flats. The assessment was modified for Focus Student 2 in that there was a particular focus on the construction of seventh chords, as opposed to identification. All of the students in class found it more challenging to construct these chords than to identify them. While I wanted the exam to be fair, I still wanted it to be challenging. The emphasis on construction gave the exam an extra level of difficulty, which would have kept Focus Student 2 engaged in and challenged by the assessment.

**Refer to the [Task 2 Rubric](#) for Textbox 2.1.3 and ask yourself:**

In the candidate's response, where is there evidence of the following?

- A description of Focus Student 1 and Focus Student 2
- The rationale for choosing Focus Student 1 and Focus Student 2
- A baseline for Focus Student 1 and Focus Student 2
- The modifications of the assessment for each focus student based on each focus student's particular needs
- A rationale for the modifications chosen for Focus Student 1 and Focus Student 2

Why is the candidate's analysis complete?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. My first focus student needs individual attention on pitch, rhythms, and simple articulations. The focus student demonstrates proper posture and weak breath support. The learner scored a 50% on the reassessment and achieved an 80% on the final assessment.
- b. I pre-assessed #39 "My Dreydl" from the essential elements of music book students were scored on the total number of correct answers over the total possible points. Students who scored below a 60% were chosen for tutoring.

- c. Student modification included that students' breath out loud and stomp their feet to internalize musical pulse. Focus student 1 will be able to finger musical examples out loud in place of performing on an instrument and Focus Student 2 will have the instructor tap on their shoulder to feel the musical pulse.

**Refer to the [Task 2 Rubric](#) for Textbox 2.1.3 and ask yourself:**

In the candidate's response, where is there evidence of the following?

- A description of Focus Student 1 and Focus Student 2
- The rationale for choosing Focus Student 1 and Focus Student 2
- A baseline for Focus Student 1 and Focus Student 2
- The modifications of the assessment for each focus student based on each focus student's particular needs
- A rationale for the modifications chosen for Focus Student 1 and Focus Student 2

Why is the candidate's response tangential?

**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.