

## PPAT® Assessment

### Library of Examples – Music

#### Task 2, Step 3, Textbox 2.3.1: Reflecting on the Assessment for the Whole Class

Below are two examples of written responses to Textbox 2.3.1 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 2.3.1

- a. How will your data analysis inform or guide future instruction for the whole class?
- b. What modifications to the data-collection process would you make for future use? Provide a rationale.
- c. What modifications to the assessment would you make for future use? Provide a rationale.
- d. In what ways would an assessment that is different from the type used in this task allow students to further demonstrate their achievement of the learning goal(s)?

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

- a. The data analysis shows that with consistent review and motivation for a good grade, the students are able to achieve exponentially higher grades than they do with base knowledge from previous classes. Further assessments will have extensive review before hand and more extensive accommodations for the students on IEPs, specifically the students with learning disorders.
- b. The modification to the data collection process I would make would be to have several smaller assessments based on aural and written processes and record them throughout the nine weeks rather than JUST a pre-test and one final post-test.
- c. A modification I would make to this assessment in the future is to take away the opportunity for them to use notes. The students are not used to having quizzes and assessment in choir, as it is not typically an environment where written assessment is regularly used, so I allowed them to use their notes both as a transition into a potential

test that they would need to study for in the future, and as accountability to keep them attentive and taking notes during board work.

- d. An assessment that is different from the written quiz I used for this task that I would like to attempt in the future is a singing test. Rather than written board work, we would learn patterns using solfege (Do Re Mi Fa Sol La Ti Do) to increase pitch accuracy and matching. The students would then have a day that would include a singing test, in which the students would come up in groups of four and have to sing one of the assigned patterns that they learned and sing it back to me accurately as a group. The small group size allows me to more accurately hear each student's progress and ability, and allows the student the opportunity to sing without the fear of singing alone. This would be a chance to more accurately measure the aural learning goals in the choral classroom.

**Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:**

In the candidate's reflection on the assessment for the whole class, where is there evidence of the following?

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals

Why is the candidate's reflection substantive?

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

- a. The data that I extracted from this assessment will enable me to rationalize what worked and what didn't work as far as with teaching the lesson. It will show me how the students progressed and that will be the determining factor in how I will develop my next lesson. Based on the data in the assessment, I will know how effective the lesson was and if that is a lesson I could repeat and use in the future based on its efficiency and effectiveness.
- b. Since the data-collection process is so simple, I probably would not make many, if any modifications to it. Maybe I would do a bar graph or an excel chart, but it would all depict the same data. I think that I would seek advice and counsel from veteran music educators and see what they think about the types of data modifications that I should make based on my lesson and assessment.
- c. For the assessment, I sought advice from a veteran music educator with more than 10 years in the teaching profession so I don't think I would make any changes to it. The assessment is also based on the same types of assessments used in my Music Education classes in college and by many other music teachers.
- d. There are many types of assessments. Based on the students' level of knowledge and proficiency on instruments or in singing, another type of assessment that could be used would be a piece of sheet music. As an educator, I could use a simple piece of sheet music to measure the level of proficiency of a student on a particular instrument or voice. For example, instead of using the assessment that I used for measure how well a student

can imitate the teacher, I could give a student a piece of music and have them play it for me and measure their proficiency in that manner. This assessment, however, would be more geared toward older students who have learned the basics of voice or an instrument.

**Refer to the [Task 2 Rubric](#) for Textbox 2.3.1 and ask yourself:**

In the candidate's reflection on the assessment for the whole class, where is there evidence of the following?

- How the data analysis will inform future whole-class instruction
- A rationale for how the data analysis will inform future whole-class instruction
- Necessary modifications to the data-collection process in the event that the assessment is administered again
- A rationale for the modifications to the data-collection process
- Consideration of a different assessment that will allow students to demonstrate their achievement of the same learning goals

Why is the candidate's reflection 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.