PPAT® **Assessment**

Library of Examples – Music

Task 3, Step 1, Textbox 3.1.3: Learning Activities

Below are two examples of written responses to Textbox 3.1.3 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 3, Textbox 3.1.3

a. What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.

b. How will these learning activities address students' strengths and needs?

c. How did your class demographics inform the design of the learning activities you chose?

Example 1: Met/Exceeded Standards Level

a. Students will play an online game which requires them to match the rhythm that is played to the rhythm displayed in the question. This is a fun competition where students try to answer as quickly as possible to gain points. The seventh-grade brass class is very competitive musically, so this activity should keep them engaged and excited to learn. I can monitor understanding using their scores on this game. Students will then work in groups with rhythm flashcards to create measures of 16th-note rhythms in 4/4 and they will play it as a group. Once it is mastered, students will mix up the cards and create a new measure to practice. I will float between groups, assisting students in playing the rhythms correctly. Students will be able to learn from their peers, and should be able to stay focused with this small-group activity. Finally, they will compose a short composition using sixteenth-note rhythms in order to be creative and use their knowledge of the rhythms to create a short new piece. I chose this activity because it will enable students to master the material by working at the highest DOK/Bloom's taxonomy level.

b. The online game activity will allow me to analyze students' performance on a single-question basis. Each question will use a different sixteenth-note rhythm, and I can see which questions students answered correctly or incorrectly. This will allow me to find which rhythms each student understands and which ones they need more help with. Also, students who need extra help or to play rhythms at a slower tempo will be placed

together in a group while advanced students will be challenged by playing rhythms at a faster tempo. I will use this opportunity to work with students who need more practice or need to have the material explained in a different way.

c. My students come from several communities and not every student in the class is familiar with each other. Using groups, students can work with classmates that they may not know well. This will create a sense of community in my classroom, raising morale and encouraging positive attitudes. I chose to use the online game activity due to the competitive nature of my class. Students in this classroom are driven by competition, and will work hard in situations where games are involved. Finally, I have several students in the class with ADD who do not work well in full-class situations. When they are able to work individually, they are able to stay focused. The individual compositions that I have students create will be good for these students. I chose a range of different activities due to various learning styles in the classroom. Auditory learners will benefit from being able to hear the rhythms first, and visual learners will benefit from seeing the rhythms. Those who are successful with written assignments will succeed in the composition part of the lesson.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities thorough?

Example 2: Did Not Meet/Partially Met Standards Level

a. I am implementing elements of lecture for review, rote learning of a new song, then opportunity for individual performance. I feel the scaffolding of new information will allow students to have the amount of practice needed to understand the objective of the lesson and be comfortable with performing the song.

b. The instructional strategies connect to the learning goals to facilitate student learning by allowing students many opportunities to hear the objective sung by the teacher and classmates. Individual performances will allow me as a teacher to understand clearly where every student is in relation to the learning goal.

c. This class consists of 23 students and only 30 minutes to the class period. I feel that this environment will be beneficial for the overall learning atmosphere by creating opportunities for students to perform for each other in a safe environment that can be the model for future classroom situations where more improvisation is expected.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities ineffective?

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.