PPAT® **Assessment**

Library of Examples – Music

Task 3, Step 2, Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction

Below are two examples of written responses to Textbox 3.2.1 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 3, Textbox 3.2.1

Focus Student 1:

   a. Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.

   b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 1 meet the learning goal(s) of the lesson. Provide a rationale.

   c. What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2:

   a. Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.

   b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 2 meet the learning goal(s) of the lesson. Provide a rationale.

   c. What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

Example 1: Met/Exceeded Standards Level

   a. Focus student 1 has high ability in music identification and knows the content we are studying well. However, he is blind and can only see enlarged print at a very close range. This lesson will be beneficial to him due to the audio playback and the students clapping through each rhythm all together, another example of auditory learning. However, going

up to the interactive white board may be a challenge if the symbols in the game are not big enough.

b. Focus student 1 will be placed close to the board during the first activity, so as to see the board a little more clearly, and will receive assistance in recognition of note values. If he is unable to successfully use the interactive white board, he will tell me his rhythm pattern orally and I will enter it into the program. For rehearsal, he has enlarged music, and has been successful learning it primarily by ear, which is the case for many of the students who do not read music.

c. I will be collecting Focus Student 1's rhythm pattern that he created in class to show proof that he understands the concepts covered in class. I have used informal assessment throughout the nine weeks, listening and ensuring that he is vocally at par with the rest of his classmates.

d. For Focus student 2, an auditory approach will be best as well. He knows his content, but needs a push in understanding the questions presented to him, and with his ADHD along with dyslexia, going up in front of the class can turn into a performance of showing off and being funny in front of his peers, rather than a learning experience. He also struggles with reading the lyrics in the music during rehearsal, and standing still throughout the pieces.

e. Focus Student 2 will be in the front of the classroom, where he is in close proximity to me and will have less room to goof off. He will be given specific, thoroughly explained instructions that will allow no room for messing around or misunderstanding. I will be next to him at the board, as asking questions in front of the class makes him nervous and is one of the reasons he seldom asks for clarification. If there are questions during the rehearsal, or I hear a lot of mistakes coming from him, I address the entire bass section, re-explaining what I want, and not pointing him out directly. There are several boys on IEP'S in the section, so taking the time helps several in shot. If there are other issues, Focus student 2 stays after class to discuss those with me.

f. I will be collecting Focus Student 2's rhythm pattern that he created in class to show proof that he understands the concepts covered in class. I have used informal assessment throughout the nine weeks, listening and ensuring that he is vocally at par with the rest of his classmates.

Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction effective?

Example 2: Did Not Meet/Partially Met Standards Level

a. Focus Student 1 has only one strength. This is continually correct posture. His weaknesses include articulation and breath support. B. I will use real world examples so that he can relate to music in unique and specific methods. These will include modeled dynamics (Forte=speaking loudly, Piano= speaking so softly that they can barely hear me). C.

Student progress will be shown by spreadsheets, rubric scores (both pre-test and post-test), and informal and formal assessments.

b. Focus student 2 shows signs of correct posture and correct hand positions. Her weaknesses are breath support, pitch accuracy, and tempo. B. Some examples that will help this focus student is tapping on their shoulder to emphasize correct beat. My most important analogy is that she must blow out a lit candle three miles away from her to simulate fast, cold air. C. Student progress will be like focus student 1 which contained excel spread showing pre-test, post-test, and overall average.

Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.

- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?

- Why is the analysis of the plan to differentiate instruction 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.