

PPAT® Assessment

Library of Examples – Music

Task 3, Step 3, Textbox 3.3.2: Analyzing the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.3.2 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 3.3.2

- a. To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite examples to support your analysis.
- b. How did your differentiation of specific parts of the lesson help each of the two Focus Students meet the learning goal(s)? Cite examples to support your analysis.

Example 1: Met/Exceeded Standards Level

- a. Focus Student A achieved the learning goals set in place for the class and went well beyond. They were able to complete the normal questions pertaining to the lesson and a majority of the challenge questions. Their composition on the worksheet showed an advanced understanding of some of the concepts learned previously in class. FSA understood the concepts well enough that they were able to act as a peer tutor to the other students, helping them to understand and achieve the goals for this lesson. Focus Student B did not quite reach the learning goal, but still demonstrated a basic knowledge of the concept. They became more confident in their classroom interactions, but still had trouble with the idea of the dotted quarter note. Their performance during the game showed an understanding of how long to hold the note, but on the worksheet they had trouble actually identifying the length of the note.
- b. Allowing Focus Student B to utilize the online theory resources helped them to better understand the content leading to the learning goal, as they were able to read in their native language. Working with a peer tutor during instructional times also offered them the support and guidance needed to stay on track with the rest of the class. Modifying their worksheet to give them helpful hints clearly helped their achievement and understanding of the concept. Focus Student A's utilization of the online sources allowed

them to pursue more difficult concepts and further their learning. They were also able to solidify their knowledge through the tutoring of their peers. Modifying their worksheet and offering more difficult questions and opportunities for higher thinking let them utilize their knowledge to really show what they could do. It gave them more of a challenge to do better.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.2 and ask yourself:

- What evidence does the candidate provide to show the extent to which each Focus Student achieved the learning goal(s), including the impact of the differentiation(s) planned for each student?
- Why is the analysis of the differentiated instruction clear?

Example 2: Did Not Meet/Partially Met Standards Level

Focus Student 1 made great improvement from the pre-test to the post-test. While keeping the modifications for this student in mind while listening to their playing, they made a great improvement. This is the student where I wanted him to play the correct positions, at a steady tempo, and attempt the articulation that was being taught. Focus Student 2 made a slight improvement in a couple of categories and regressed as well. While this student mostly played the right notes, they didn't really play at a steady tempo, and their rhythms were a little askew. The students were able to work with me personally and have me giving them pointers along the way on ways that they could improve helped them. Both Focus Students, were able to work by themselves and with me to give them a little bit of a push.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.2 and ask yourself:

- What evidence does the candidate provide to show the extent to which each Focus Student achieved the learning goal(s), including the impact of the differentiation(s) planned for each student?
- Why is the analysis of the differentiated instruction limited?

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.