

## PPAT® Assessment

### Library of Examples – Music

#### Task 3, Step 4, Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.4.2 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 3.4.2

- a. How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Provide specific examples.

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

- a. Focus student 1 needs more time spent on the vocabulary words. I can work with them to create flashcards or some other study aid to make learning and understanding these words easier. As we rehearse music in class, I can be sure to bring up these terms time and time again so that there are many passes of this information. I would also provide this student with a metronome that flashes a light for the tempo so they could use that as an aid to connect the speed they are hearing with the speed they are seeing. Focus student 2 mentions rubato in their test answer, so I think the next step moving forward is talking about alterations to tempo. They have seemed to have mastered this content. I would have them serve as a model to the rest of the class and let him create his own musical examples to show rubato to the other students. He could first listen to some professional examples of soloistic playing that really uses rubato and then write his own solo, for maybe jazz, and then present this content to the class.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated instruction clear?

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

- a. My use of positive reinforcement for Student 2 worked fantastically during this lesson and I will continue to use it in future lessons. As long as she is on task, she works fantastically. If my positive attention can keep her on task, I will continue to use that for future lessons. For Student 1, I will continue working with him and his paraprofessional to determine the best way for him to receive instruction. Student 1 continues to thrive in movement activities and I will make sure to incorporate movement into all lessons so that he has the chance to experience music with the rest of the class.

### Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated 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.