

PPAT® Assessment

Library of Examples – Music

Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 Prompts for Task 4, Textbox 4.1.1

- What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- What whole-class data did you use to establish a baseline to measure student growth?
- How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

- The state standards that I identified for my lesson is part of the Oklahoma Academic Standards for 7th and 8th grade General Music. The first standard I identify is Standard Language of Music: "Responding." This standard states that "the student meaningfully engages with the art form through reading, notating, and/or interpreting music." The first subsection states that the student should be able to "define and use correct terminology to identify and discuss the elements of music, including melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five - tone scale], intervals, and major and minor scales)." The second standard that I identify is Standard 3: Music Expression: "Performing." This standard states that "the student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills." The second subsection of this standard states that the student is able to "demonstrate the ability to read music from basic notation." The first standard fits my lesson over solfege because I will be discussing melodic terms such as steps, leaps, and scales. One of my learning objectives is that the students will be able to distinguish between stepwise motion and leaps when provided with solfege syllables and hand signs or with a written example, with 80% accuracy. The second standard is applicable to my lesson because I

will be discussing how the solfege syllables function as notes on the staff for sight reading. One of my learning activities will focus on determining the correct solfege syllable based on a given note's relation to the Do note. Students will also sight-sing examples in small groups for the class.

- b. To establish baseline data, I administered a pre-assessment that focused on the recognition of solfege hand-signs, the correct order of syllables that makes up a scale, the recognition of the Do note based on the given key, recognizing steps and leaps, and recognizing where Mi and Sol are on the staff in relation to a given Do note. The assessment contained 19 questions. The scores that the student's received were the number of questions they answered correctly over 19. After grading each assessment, I created a grade distribution chart as a visual representation of my baseline data. After administering a post-assessment that measures the same concepts, I will create a second grade distribution chart to measure the growth of my students.
- c. The prior knowledge demonstrated by my students influenced how much time I allotted for teacher certain concepts in my lesson. Almost every student was able to recognize the correct order of solfege syllables that made up a major scale, so I did not have to allot a large amount of time or create a mnemonic device to help them remember the order. None of the students, however, were able to recognize and match all of the hand-signs to the correct solfege syllable. I knew that I would need to allot a larger amount of time to go over the different hand-signs.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

Example 2: Did Not Meet/Partially Met Standards Level

- a. For this class I set two specific learning goals. The first goal I set is that the students can play a song on recorder at a steady tempo. The 2nd learning goal that I set is that the students can recall that a metronome helps musicians keep a steady beat. These learning goals are aligned with the SC Music Standards 1, 3, and 4. These standards are also aligned with the NAFME standards 1,2,5,6. These learning goals are appropriate for my lesson because they will fully assess my students on their retention of the material I would teach them. My students play their recorders at a proficient level but they struggle with keeping tempo so this lesson fits their needs perfectly.
- b. Before we learned steady beat I tested the kids previous knowledge on what we learned earlier in the year. From there I established a baseline for student growth.
- c. My first week while I observed my mentor teacher teaching I noticed that the kids loved playing the recorder. For the most part the majority of the class understood note names, but they struggled with keeping a steady tempo. With that knowledge I then knew that the students didn't understand what steady beat. So that prior knowledge helped me influence my planning process

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence 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.

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