

PPAT® Assessment

Library of Examples – Music

Task 4, Step 3, Textbox 4.3.1: Understanding the Two Focus Students

Below are two examples of written responses to Textbox 4.3.1 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 4.3.1

Focus Student 1

- Identify Focus Student 1's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2

- Identify Focus Student 2's learning strengths and challenges.
- What data did you use to establish a baseline to measure this student's growth?
- What evidence will you collect to show his or her progress toward the learning goal(s)?

Example 1: Met/Exceeded Standards Level

- 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.
- 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 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Focus student one is a student with special needs. Focus student one is very smart but also has time struggling. The student loves music class and is always actively involved with my lessons. He also sings very well and wants to be in choir one day. Singing and his love for music being his strength, he struggles with reading sheet music and positioning of his fingers on the recorder.
- b. Before we play recorders I always do a basic music review to see each and every one of the kids levels and abilities. From this music review/assessment I used data to establish a baseline to measure this students growth.
- c. I will use evidence from his playing test and music theory test to show his progress towards the learning goal.

- d. Focus student two is a student with a 504 plan. The student doesn't really enjoy music and is a constant behavior problem in class. He is very good at reading sheet music, but struggles at playing the recorder and playing the rest for the correct values.
- e. I always do a basic music review to see each and every one of the kids' levels and abilities. From this music review/assessment I used data to establish a baseline to measure this student's growth.
- f. I will use evidence from his playing test and music theory test to show his progress towards the learning goal.

Refer to the [Task 4 Rubric](#) for Textbox 4.3.1 and ask yourself:

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student and how each student's progress toward the learning goal(s) will be determined.
- What makes the evidence cursory?

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.