

PPAT® Assessment

Library of Examples – Music

Task 4, Step 4, Textbox 4.4.2: Reflection on the Two Focus Students

Below are two examples of written responses to Textbox 4.4.2 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 Prompts for Task 4, Textbox 4.4.2

- a. Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?
- b. How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

Example 1: Met/Exceeded Standards Level

- a. Both Focus Students met the learning goals. Focus Student 1 showed vast improvement on differentiating between beat and how many sounds a rhythms makes. Focus Student 1 showed mastery of writing rhythmic notation staying within the guidelines and restrictions of what was given to them. The student's performance was noticeably improved. What the student performed was simpler than what was attempted in the past, but it was still following the guidelines. Focus Student 2 met all the learning goals that were set for the class as well. The student wrote their rhythms at standard and spoke them, but did not perform as well as they were capable of. Focus Student 2 wrote the rhythms correctly but did not allow any time to actually process what was written down.
- b. Giving the students a visual representation of the beat aided both focus students. This lesson shows me that both students are understanding the concepts and can demonstrate beat and different rhythms. For future lessons I will take more gradual steps for Focus Student 1. This student understands what is being asked is behind when it comes doing it alone, the student struggles. For focus Student 2, I will give this student more restrictions so that the student does not try to go beyond what they know. By giving the student more guidelines it will hopefully diminish the amount of showing off the student tries to

do. I will also give this student more time to process rhythms and beats so that they can perform at the level they are capable of.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student’s work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Each of the focus student one finished the whole assignment with all correct answers. He put in a lot of thought into the assignment and wrote rhythms to equal the 4/4 time signature. In the first question their second rewrite of the rhythm shows an advanced understanding of the assignment. Focus student two did not do the first two rewrites but did do question number two. She had one of the rewrites completely correct but still needs assistance in their rhythm rewrites. She also need assistance in understanding rhythmic durations. I did show that in my lesson and they might need one on one time with their assignment.
- b. My analysis of the student work samples will help me decide what to do next to further their musical knowledge. I will continue to review for tests because that showed improvement for focus student two. The other focus student got a perfect score on both assessments so in future lessons I will challenge him more.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student’s work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection 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.