

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

a. Focus student 1 is a 6th grade flute player. She is a very strong player and is right on track with the rest of the class in terms of improvements that are being made, as well as understanding and execution of what is presently being asked. She is on an IEP for an unidentified reading disability. Her plan says that when any reading is involved she will likely need extra time, or if it's unfamiliar words/grammar, she will likely need to hear it aurally before understanding really sets in. To help with this learning challenge of hers I typically read more instructions out loud and have aural instructional methods ready at the planning of a lesson. Given that music classes typically entail a large amount of reading music I make sure to give her assignments ahead of time that she has that extra time that she needs to read through

everything. Sometimes, I also read aloud some passages or directions to her whenever the excerpt is extensive. Despite all that, she does have a number of learning strengths. As I said, she is a very strong player, her tone sounds great and she picks up on new concepts, especially pitch related ones, easily. She also is a strong participator in class. Whenever I pose questions to the class, she is never shy to raise her hand and attempt to answer even if she thinks she is wrong. This is very encouraging to the whole class as it reminds the other students that mistakes are okay in the band classroom.

b. The data that I used to establish a baseline for focus student 1 was the same worksheet pre-assessment that was assigned to the whole class. I kept this as the same as the rest of class simply to measure how well prior to the lesson the student is able to get a grasp on this concept. Like I said, the curriculum for her isn't modified in any way so I like to measure her progress with respect to the rest of the class. On her pre-assessment, she scored a 76%. This is slightly under the average for the class which was at 82%. While her score is slightly lower than the class average, it wasn't even that largest deviation from the mean in the class. Most of her missed points come from the new rhythm that hadn't yet been introduced, so I will make sure to monitor her during the lesson to make sure that she is understanding the new concept as it is being introduced.

c. The evidence that I will collect from focus student 1's progress towards the learning goal will be the same worksheet assigned to the rest of the class after the lesson. A small difference on this worksheet will be made for her in that she will not be required to do the composition part of the assignment. I made this differentiation since she has trouble with reading, I wanted to make sure that she was first able to read the rhythm properly before having her try and apply it. That being said, I will still compare her data for the first part of the assignment to the data for the rest of the class to see how her understanding of the new rhythm is going. Scoring higher on the post worksheet than the pre-worksheet will help me to gauge how her individual learning is going and how her rate of improvement is growing as a result.

Focus Student 2

a. Focus student 2 is a trombone player that is actually in 7th grade, but is enrolled in 6th grade band. There are a couple of other students that are in the same boat as focus student 2 as they either joined band class later than the rest of 6th grade band, or transferred in from another school as is the case with focus student 2. Because he is a year older than most of the students in the same class, he is basically gifted when it comes to band. He is not officially identified by the school as gifted, but in band class we try to make sure that his learning needs are still being met. A big learning challenge for him is simply being challenged in class. He often picks up on a new concept before the rest of the class is even introduced to it. This means that we are sometimes giving him extra work, concepts, or responsibilities within the class so that he is still being challenged. A learning strength of focus student 2, besides basically being gifted, is that he likes to act as a leader for the other trombones. We take this in stride and often have him help the other trombone students when we aren't always able to. This strength not only helps him to reinforce the material for himself, but also helps out the other students by getting another student's perspective on the material.

b. The data that I used as baseline evidence for focus student 2 was the same worksheet pre-assessment that was used for the rest of the class. On this pre-assessment, focus student 2 did very well and scored a 95%. This is much higher than the class average which again was 82%. This tells me that focus student 2 already understands the new concept and was able to basically figure it out on his own without me having to introduce it. From there I would like to measure just how accurately he is able to execute the rhythm.

c. The evidence that I will collect from focus student 2 is the same post-lesson worksheet that I will be collecting from the rest of the class. This is used not only to measure the student's understanding and growth towards this new concept, but also see how they are doing in

comparison to the rest of the class. Focus student 2 will be required to do both parts of the assessment to see how he reads the new rhythm as well as applies it to a composition of his own. This will help me to establish 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 effective?

Example 2: Did Not Meet/Partially Met Standards Level

Focus Student 1

a. Focus Student 1 learning strengths are that they can grasp concepts easily and are very interactive in the classroom. Focus Student 1 learning challenges are that they have attention difficulties and move around a lot compared to other students in the class.

b. The data that will be used to establish a baseline to measure Focus Student 1's growth is based on tempo used in the previous two lessons. The students had been able to apply changes in tempo when singing and moving to the music in the second lesson. The students had been learning about keeping a steady beat the first week. They would use different songs with different tempos, but each song kept the same tempo throughout the whole song. Now the students will use that same concept but with different speeds within the same song and responding to the changes.

c. Evidence that will be collected to show their progress toward the learning goal is by having them complete the assessment of "Danza de Los Viejitos." By doing this I will be able to identify who recognized how music is used in customs and traditions of various cultures. Another piece of evidence that will be collected to show their progress toward the learning goal is by observing the students when they are dancing to "El Trenecito" through formative assessment. This will help me determine if the student can apply changes in dynamics and tempo when singing and playing music.

Focus Student 2

a. Strengths that Focus Student 2 exhibits is that they are always eager to learn even if they know they make mistakes. Challenges that Focus Student 2 faces is the struggle to read when not in the presence of their homeroom teacher and they are currently going through speech services because of a language barrier.

b. The data that will be used to establish a baseline to measure Focus Student 1's growth is based on tempo used in the previous two lessons. The student had been able to apply changes in tempo when singing and moving to the music in the second lesson. The students had been learning about keeping a steady beat the first week. They would use different songs with different tempos, but each song kept the same tempo throughout the whole song. Now the student will use that same concept but with different speeds within the same song.

c. Evidence that will be collected to show their progress toward the learning goal is by having them complete the assessment of "Danza de Los Viejitos." By doing this I will be able to identify who recognized how music is used in customs and traditions of various cultures. Another piece of evidence that will be collected to show their progress toward the learning goal is by observing the students when they are dancing to "El Trenecito." This will help me determine if the student can apply changes in dynamics and tempo when singing and playing music through formative assessment.

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.

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