

PPAT® Assessment

Library of Examples – Music

Task 2, Step 1, Textbox 2.1.2: Preparing Learners for the Assessment

Below are two examples of written responses to Textbox 2.1.2 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 2, Textbox 2.1.2

- a. What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment?
Provide a rationale for your choices.

Example 1: Met/Exceeded Standards Level

- a. The assessment learning activity requires students sing the B section of Jubilate Deo on solfege while accompanied by a recording of the piano accompaniment. They record themselves on the computer's app recorder individually in the choir office. This activity provides students the ability to demonstrate their mastery of the learning goals being assessed. Students also have the opportunity to rerecord themselves if they are not successful on their first recording, resulting in a more authentic assessment with a true representation of their current performance level. My students will perform the assessment activity individually. This allows for assessment of the part independence learning goal, demonstrating a student's mastery of Missouri standard PP1D912: Performing one on a part in a various two or more voice part arrangement with accompaniment. An individual assessment also allows me to hear each student's performance despite vocal characteristics. Determining which student sang incorrectly is difficult with multiple voices; a less confident student's voice could be hidden by one of a more assertive student. Grouping students into three part trios would demonstrate part independence, but one student's mistake could derail the assessment for the other two. This grouping would be fine for an advanced class, but my students will be more

successful taking class factors such as poor confidence and their basic music literacy/solfege skills into account.

- b. The materials necessary for this assessment are the student's copies of Jubilate Deo. My rationale is that it provides each student the chance to write notes from the lesson and their solfege syllables into their music, and then use them during the assessment to contribute to their confidence and success. The class resource accompanist was recorded playing the piano accompaniment for Jubilate Deo on a hand held recorder for the assessment. A modification will be made for one focus student, and the track from the pre-assessment of the three vocal parts played by the accompanist will be used instead. My rationale for utilizing the the accompanist resource in this manner is to use our time efficient with her (she is present twice a week). Recording her playing removes the need for her in the office for each student's assessment, so she is then available to play for the whole class (students can be assessed in her absence). In addition, the accompaniment is played at ensemble's final performance tempo, making the assessment more viable. The recorder with the accompaniment track is plugged into a soundboard with speakers in the choir office to play the track for the assessment. App recorder, an audio recording program on the laptop, records the students singing along with the track. The rationale for using this technology is the ability for students to adjust the volume of the track on the soundboard to an ideal volume for their voice. The program also saves each student's recording as an mp3; this file can be accessed to grade at a later time so I do not loose valuable instruction time. There is also little disruption to instruction because students only leave the classroom for approximately two minutes at a time. A technology modification will be made for Student A due to a leg injury; she will record herself using a voice memo application on her phone in class to minimize unnecessary physical movement.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rational for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The class will be assessed by individuals however the entire class as a whole is exposed to the same material. The learning activity includes utilizing the interactive whiteboard and music software Music notation software in order to perform various rhythms for student assessment.
- b. The students will be provided a paper handout of all the rhythms (with the errors in the rhythms), in this way they have a visual representation of both their rhythm and their

peers. The technology being utilized will be a interactive whiteboard, a connected PC, and the music notation program Music notation software. This will allow students to become more familiar with how music notation is done digitally and using the SmartBoard as a display so the other students may watch what their peers do while utilizing the program.

Refer to the [Task 2 Rubric](#) for Textbox 2.1.2 and ask yourself:

In the candidate’s description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate’s response 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.