# Phase II Textbook Adoption Rubric for Music

**Course/Grade** Eighth Music

**Textbook Name** Spotlight on Music

**Publisher** Macmillan/McGraw-Hill

| Part I - Standards Alignment | | |
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| **Does this textbook align with Indiana Academic Standards?** | | **No** |

**If no, please explain.**
Indiana Standard 7.8.3 does not cover the basic anatomy of the ear, etc. Pages sited do not address these issues.

**PUBLISHER RESPONSE:**
We did not list page numbers for this standard, but rather a URL. We had received a question about this during the review process, and had told the reviewer who contacted us (Vicky Schmidt) that a specific resource was being posted to our web site. Please see the resource posted on this URL: http://spotlightonmusic.macmillanmh.com/assets/extras/0001/4420/Ear_Physiology_and_Safe_Listening.pdf

| Part II | | | |
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| ***Work Students Do*** | ***1*** | ***2*** | ***3*** |
| **Engaging Prior Knowledge:**<br>Review to determine the extent to which the instructional materials include strategies that help students to:<br>• Think about their current understanding and functional knowledge as it relates to a core concept<br>• Build on previously learned skills across music topic areas (i.e. more than one application of a skill) | | | Exceeds |
| **Metacognition**<br>Instructional materials include strategies that help students to:<br>• Recognize the goals of the chapter/unit as well as their own learning goals<br>• Assess their own learning<br>• Reflect, over time, on *what* and *how* they have learned | | | Exceeds |
| **Concept Development**<br>*The development of the concepts, or functional knowledge, for each topic area is essential so that students will achieve the musical outcomes for the selected music topic areas.* | | | Exceeds |

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| Review textbook material to generally determine if:<br>• Sufficient information is provided for students to be able to demonstrate competency in each concept (Providing sufficient information contributes directly to a student's achievement of the musical outcomes for that music topic area)<br>• Illustrations, graphs, charts, and demonstrations are current, correlated, and accurate and presented in a variety of formats<br>• Textbook provides objectives as well as review and reinforcement of concepts and vocabulary<br>• Glossaries, bibliographies, indices, appendices, and tables of content are included, comprehensive, and easy to use<br>• Essential questions are included in the chapter or lesson to guide students in recognizing "big ideas" in dance<br>• Learning objectives are included in chapters or lessons to guide students in recognizing what they should be able to demonstrate<br>• The textbook materials provide guidance to the student regarding practicing, applying and rehearsing the skill using real-life scenarios<br>• The textbook materials provide rigorous exercises that ask students to apply concepts to similar or new situations | | | |
| **Skill Development**<br>**Note that every lesson/chapter may not address each of the standards/skills. Review to assure that all standards/skills are addressed throughout the book at some time.*<br><br>Review textbook materials to generally determine if:<br>• The textbook materials provide information to the students about the skills needed to meet each standard<br>• The textbook materials provide one or more opportunities or activities for students to practice the skills needed to meet the standard<br>• The textbook materials provide opportunities for students to assess their own skill progress, such as personal check lists<br>• The instructional strategies use interactive, experiential methods that actively engage students in learning to help them personalize the information, such as cooperative learning, group discussions, problem solving, demonstrations and role playing<br>• Textbook provides objectives as well as review and reinforcement of skills and vocabulary<br>• The textbook materials provide literacy supports for students following the Common Core State Standards Reading and Writing Standards for Literacy in Technical Subjects<br>• Textbook provides opportunities to interact with complex informational text related to music | | | Exceeds |
| **Accessibility**<br>Instructional materials accessible to students address/consider:<br>• Developmentally appropriate information<br>• Varied learning abilities/disabilities<br>• Special needs (e.g. auditory, visual, physical, speech, emotional) | | | Exceeds |

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| • English language proficiency<br>• Different learning styles | | | |
| **Digital Curriculum for Students**<br>Review digital curricular textbook materials to generally determine if:<br>• There are robust digital resources for student learning, practice and assessment<br>• Digital materials provide content that enhances the textbook<br>• Digital materials provide differentiated access to content<br>• Digital materials are intuitive and engaging<br>• Digital materials provide opportunities for meaningful, interactive experiences<br>• Digital materials reflect the range of multi-modal content delivery | | | Exceeds |
| ***Assessment*** | ***1*** | ***2*** | ***3*** |
| **Assessment System**<br>Documentation includes a description of the overall system or approach to assessment and includes:<br>• Description of alignment with national/state standards and research on assessment practices<br>• Guidance for teachers in the use of the assessments<br>• Evidence that assessments within the textbook materials were field-tested and/or evaluated | | | Exceeds |
| **Quality Assessment**<br>High quality assessments:<br>• Include a variety of student assessment strategies<br>• Are linked to relevant objectives/standards<br>• Provide students with opportunities to demonstrate their understanding of key music concepts and apply learned skills to real-life or diverse situations (i.e., what students know and are able to do in new or different situations)<br>• Provide criteria for students regarding learning targets and assessment criteria (e.g., rubric, performance checklist), and allow continuous access to evidence of progress<br>• Incorporate multiple measures over time | | | Exceeds |
| **Multiple Measures**<br>Examples of assessment include:<br>• Selected response items (e.g., multiple choice, matching, true and false)<br>• Performance assessments (e.g., posters, skits, role plays, PSAs, surveys, journals, letters to the editor, actual performance-based assessments)<br>• Quiz and test assessments<br>• Project-based tasks<br>• Portfolios | | | Exceeds |
| **Use of Assessments**<br>Instructional materials include assessments that provide ways to modify instruction, including:<br>• Assessments used for purposes other than determining student grades<br>• Assessments designed to focus on learning core concepts, mastering skills, as well as evaluation<br>• Student work informs the design or redesign of teaching strategies or sequences | | | Exceeds |

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| **Accessibility**<br>The three key characteristics of accessible assessments:<br>• Free from bias (e.g., gender, cultural)<br>• Provide accommodations for individual and cultural differences<br>• Provide accommodations for differences in learning styles and language proficiency | | | Exceeds |
| ***Work Teachers Do*** | ***1*** | ***2*** | ***3*** |
| **Instructional Model**<br>*The textbook's instructional model is described in the teacher's materials and supports the teacher to implement the model to organize and sequence learning experiences. Effective instructional models provide opportunities for teaching and demonstrating music skills, concepts and information (essential concepts).*<br><br>Review the materials to determine if:<br>• Clear procedures are provided to assist in implementation of materials<br>• Continuity exists between learning experiences that clearly reinforce adopting and maintaining specific musical skills<br>• Provide opportunities for students to extend, apply and evaluate what they have learned<br>• Content, methodology, and teaching strategies are consistent with the curriculum's philosophies, values, and goals<br>• Teacher's edition provides suggestions for evaluation, assessment, remediation, acceleration, feedback, and motivational techniques<br>• The textbook materials provide guidance to the teacher regarding practicing, applying and rehearsing the skill using real-life scenarios<br>• The textbook materials provide rigorous exercises that apply concepts to similar or new situations<br>• Essential questions are included in chapters or lessons to guide teachers in recognizing "big ideas" in dance<br>• Learning objectives are included in chapters or lessons to guide teachers in recognizing what students should be able to demonstrate | | | Exceeds |
| **Effective Teaching Strategies**<br>Instructional materials support teacher's use of effective teaching strategies that prompt students to:<br>• Actively engage in learning to help themselves to personalize information, such as through cooperative learning, group discussions, problem solving, performances and role playing<br>• Provide feedback to their peers and reflect on their own learning<br>• Access prior knowledge and skill abilities to further develop functional knowledge and abilities to practice, perform and demonstrate musical skills<br>• Participate and benefit from activities that expand learning opportunities outside of the classroom, such as through family activities, investigative assignments, internet review assignments, concert and performance attendance and field trips | | | Exceeds |

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| **Skill Development**<br>Review textbook materials to generally determine if:<br>• The textbook materials provide guidance to help the teacher understand the steps required to learn and teach the skill<br>• The textbook materials provide guidance for the teacher to model the skill<br>• The textbook materials provide guidance to teachers for providing feedback and reinforcement following practicing of skills<br>• The textbook materials provide literacy development and supports for teachers following the Common Core State Standards Reading and Writing Standards for Literacy in Technical Subjects<br>• Textbook provides opportunities to instruct with complex informational text related to music | | | Exceeds |
| **Support for the Work Teachers Do:**<br>Instructional materials support the work teachers do by providing:<br>• Pertinent content background information and performances<br>• Examples of typical student conceptions and performances<br>• Explanations of specific instructional models and teaching strategies to improve student understanding<br>• Resources to assist and enhance instruction (e.g., transparencies, videos, DVDs, software, online website and/or resources)<br>• Essential learning materials, handouts, student and teacher text, and other instructional tools necessary to achieve the provided or indicated learning objectives<br>• Well-organized, easy to use and comprehensive teacher's edition<br>• Suggestions for integration across the curriculum | | | Exceeds |
| **Sequencing**<br>Textbook with a coherent sequence includes:<br>• Organization in a deliberate fashion to promote student understanding<br>• Building from and extends concepts and skills previously developed | | | Exceeds |
| **Accuracy Analysis**<br>Determine if the information in the textbook is factual, accurate and current.<br>• Terminology is accurate and appropriate<br>• Data and information is accurately shown in charts, graphs and written text<br>• Data, information and sources are current<br>• Facts and data are based on appropriate data<br>• Sources are clearly noted, credible and reputable<br>• Images used of an appropriate quality and related to the content | | | Exceeds |
| **Digital Curriculum for Teachers**<br>Review digital curricular textbook materials to generally determine if:<br>• There are robust digital resources for student learning, practice and assessment<br>• Digital materials provide content that enhances instruction and assessment<br>• Digital materials provide differentiated access to content<br>• Digital materials are intuitive and engaging | | | Exceeds |

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| • Digital materials provide opportunities for meaningful, interactive experiences<br>• Digital materials reflect the range of multi-modal content delivery<br>• Digital materials provide content supports for teachers to further develop expertise | | | |
| ***Total in Each Category*** | 0 | 0 | 54 |

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***Total Score for Part II: <u>54/54</u>***