

**Illinois State Board of Education
General Music Example**

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	General Music
Grade Level(s)	Grade 1
Interval of Instruction	9/1/15 – 2/15/16

Timeline

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15
Midcourse Check-In Notes: No changes were made at the midpoint check-in.	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	Students will demonstrate their ability to keep a steady beat at slow, medium, and fast tempos using body percussion.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	25.A.1C Music: Identify differences in elements and expressive qualities.
<input type="checkbox"/> Describe the student population.	The student population includes 50 first grade students. In addition, Robert and Lisa have IEPs for specific learning disabilities in reading, and Maxwell is categorized as an English Learner.
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	Meter will be taught through a three stage approach called whole/part/whole that is integrated into each lesson and unit of instruction. Students experience the concept of steady beat as a whole through classroom activities such as chanting, moving, dancing, playing instruments, playing games, and performing. Students then respond by themselves and in a group to steady beat modeled by the teacher in different tempos. Finally, content and skill are integrated to provide understanding and comprehension of steady beat.

Discussion Questions

- What “big idea” is supported by the learning goal?
- How does the learning goal support students’ development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students’ understanding of the learning goal.	A steady beat assessment will be administered throughout the school year to evaluate students developing understanding and comprehension. A rubric will be used to evaluate student performance on the assessment. In addition, formative assessment will be used to regularly check for student understanding. See Example Steady Beat Assessment: http://www.isbe.state.il.us/assessment/pdfs/bal-asmt/example-asmts/steady-beat.pdf
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Robert and Lisa will be provided with notation that is color coded and in large print. In addition, Maxwell will be provided with picture prompts for all directions.

Discussion Questions

- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

<input type="checkbox"/> Identify students’ baseline data.	<table border="1"><thead><tr><th></th><th>Group 1</th><th>Group 2</th><th>Group 3</th></tr></thead><tbody><tr><td>Beginning</td><td>25</td><td></td><td></td></tr><tr><td>Developing</td><td></td><td>20</td><td></td></tr><tr><td>Accomplished</td><td></td><td></td><td>5</td></tr></tbody></table>		Group 1	Group 2	Group 3	Beginning	25			Developing		20		Accomplished			5
	Group 1	Group 2	Group 3														
Beginning	25																
Developing		20															
Accomplished			5														

Using students' baseline data identify appropriate growth targets for your student population.

	Group 1	Group 2	Group 3
Beginning			
Developing	25	5	
Accomplished		15	5

Discussion Questions

- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

Document the number or percentage of students who achieved their identified growth targets.

	Group 1	Group 2	Group 3
Beginning			
Developing	25	5	
Accomplished		15	5

Required for Evaluator

Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.

All students met their identified growth targets.

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	25% - 50% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	51% - 75% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	76% - 100% of Students Met the Indicated Growth Target(s). <input checked="" type="checkbox"/>
Date: 2/15/16	Evaluator Signature: <i>Example Evaluator</i>		
Date: 2/15/16	Teacher Signature: <i>Example Teacher</i>		