



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** The Quaver Kindergarten Curriculum scored well with the requirements of Content and Learning aligned with standards. The Quaver Curriculum scored lower in Presentation category due to the lack of student materials. The provision of and accessibility to student aids appears to be a Presentation requirement for Florida Curriculum. The Quaver Curriculum is teacher driven - and therefore, the license is granted to either the teacher or the school site. As a result, there is no direct student access.

Regarding the category of Standards, the only standard substantially lacking in this music curriculum was MU.K.C.1.3 which addresses discrimination of pitched and unpitched instruments. Quaver presents orchestra families instead of the typical elementary classroom Percussive Family (pitched and unpitched) instruments. There were other standards which were not present in the Quaver Curriculum; however, it was noted that these standards did not appear on CPALMS either.

**Notation:** These materials are well-suited for today's digital learner. The curriculum is well-aligned to the Florida Kindergarten Standards, and presents the concepts in a teacher-friendly, student-engaging way.

### Material for Review

**Course:** Music – Grade Kindergarten (5013060)

**Title:** Quaver's General Music Florida Curriculum - Grade K , Edition: 16.1

**Copyright:** 2013

**Author:** QuaverMusic.com, LLC

**Grade Level:** K - 5

### Content

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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## Art K-12 Specifications Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

**A. Alignment with curriculum**1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the content reinforces the Florida Standards for General Education, Grade Kindergarten. While reviewing this curriculum, I found at least two examples to support each standard. For example, for MU.K.C.1.1, a complete module of three lessons is devoted to steady beat.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the content correlates well with the skill level needed to practice and acquire the skill for standard requires. For example, many of the songs have a child model - which is the best way for training children in imitation activities.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the activities are in good alignment to be presented in the classroom setting. They are practical allowing for participation through movement (KLP02-14), response through singing, and partner collaborative discussion. However, the curriculum seems to lack content for playing accompaniments on classroom instruments (MU.K.S.3.2).

**B. Level of Treatment**4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the content provides presentation of the content, practice of the skill, and assessment of the skill. In addition, a review is provided in subsequent lessons of previously introduced content. KLP09-01 is the third lesson on the Rhythm & Beat module, and a review tab is provided for previous content from the first two lessons.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the content starts out simple in the first lesson of the concept, and progresses in content difficulty in subsequent lessons. For example, in the module, Tempo, the concept is first introduced, then specifically cites fast and slow tempo, and concludes with discerning the change of tempo.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

There is good alignment concerning the complexity of the content and the student ability. The content is introduced at a very basic level, and provides activities which increase in difficulty as the lesson or module progresses. This pattern of simple to increasingly difficult is weaved throughout the curriculum.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

There is good alignment with the lesson within each module being "chunked" into time frames of 30-45 minutes class times for the "essential lesson" in which the main concept is introduced and reinforced throughout the lesson. Extension activities of 30-45 minutes each are also provided with each lesson. This feature could be used to provide for differentiated learning by allowing for further practice, or using it as an opportunity to give additional challenges to more advanced learners.

**C. Expertise for Content Development**8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, there is quite an extensive list of authors or contributors to the content of the curriculum. Many have a Master's or Doctoral degree in Music Education. In addition, many of them have experience in the classroom as well - which is appealing to Music Educators in the field.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, their credentials highlight the expertise which has gone into the development of this well-organized, developmentally appropriate

curriculum.

**D. Accuracy of Content** 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes - the content is presented accurately. It is high quality material. I did not see any visual or grammatical errors throughout the curriculum review.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The material is presented without bias - and the content is presented accurately to a diverse audience - both learning style diversity as well as cultural diversity.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the content provided is based on elements in music, in alignment with the Florida Standards for Kindergarten Music.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the material was factually accurate throughout the curriculum. Examples of this include cultural, geographical, scientific, biographical, language and subject area facts.

**E. Currency of Content** 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, there is good alignment with the most current research and standards of practice in regards to Music Education. For example, as mentioned earlier, this listening examples of songs in this curriculum provide a child singer, and research has shown that young children can better match the pitch of another child over an adult singer.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, this curriculum is aligned to standards and presented in a relevant, appropriate and engaging content of digital learning.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, most importantly the content aligns to our Florida Standards for Kindergarten. in addition, the curriculum is very organized and set up in a developmentally appropriate

**F. Authenticity of Content** 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the content provides connections to nursery rhymes, "video clips", classical music and other traditional music contexts. However, it is lacking in examples from the context of "real life" which allows students to make connections to their world outside of school.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, there is very good alignment across the curriculum. Other subject area content is woven throughout the curriculum: math (counting), language arts (rhyming), science (vibrations), other languages, movement (Dance and PE), theater (acting out).

**G. Multicultural Representation** 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Characters are equally representative of gender, and seem to be of various cultures. Most of the characters are elementary-age, with "Quaver" being one of the few adult characters in the curriculum. As I reflect on my review, there was a good mix of cultural background, as well as culturally diverse songs. However, none of the characters seemed to have any physical disabilities - so perhaps in this way it is "biased".

**H. Humanity and Compassion** 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The content is in good alignment. However, there was very little content in this area - other than presenting the "Quaver 5" rules in Lesson 1 of Module 1.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

For the most part, the content thoroughly covers the Florida standards for Kindergarten Music. However, Standard MU.K.C.1.3, ("Identify, visually and aurally, pitched and unpitched classroom instruments") is inadequate in coverage. There lacks a definition of pitched/unpitched instruments. In addition, the presentation of these instruments is missing. The module on instruments (Lessons 19-21), covers the four instrument families of the orchestra. 3rd grade is the age where orchestra instrument families are introduced in the Florida Music Standards. The curriculum content on orchestral instrument families is too advanced for this Florida Kindergarten standard (MU.K.C.1.3).

## Presentation

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**A. Comprehensiveness of Student and Teacher Resources** 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    **VERY POOR/NO ALIGNMENT**

Justification:

This curriculum does not include student resources - according to the Publisher Questionnaire.

**B. Alignment of Instructional Components** 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the curriculum seems to be well-aligned to the Florida Kindergarten Music Course Standards. The major and only tool is the digital curriculum - which is stored in a "cloud". There are no ancillary or student materials. The publisher provides resources in the event that the internet is "down" and the cloud-based curriculum cannot be accessed.

**C. Organization of Instructional Materials** 3. C. The materials are consistent and logical organization of the content for the subject area.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the materials excel in this area of consistency and logical organization.

**D. Readability of Instructional Materials** 4. D. Narrative and visuals engage students in reading or listening as well as in understanding

of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the narrative and visuals are quite engaging in the Quaver curriculum. The digital format meets students where they are in the world outside the school building. Students are digital learners, and this curriculum meets their needs and desires to learn through digital content.

**E. Pacing of Content**5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The amount and rate of content presented might be a bit overwhelming for students. The great thing about this curriculum is that it is quite engaging. However, the concern is that there is so much stimulation going on through sight and sounds (and at times, touch), that for some learners, the content may get lost. In addition, there is an abundance of content within each lesson. To really comprehend the content within each lesson, teachers may have to slow the pace, or go back and reinforce certain concepts before moving on to the next lesson.

**Accessibility**6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The reason for the "Fair Alignment" rating is because there are no opportunities for the students to interact with the content outside of the Music Classroom. The license for this curriculum is either teacher or site based - not student. Therefore, it lacks the opportunity for students to interact with it on their own. With the help of the teacher, additional help can be given to mainstream students, as well as those with disabilities. However, assistive supports for students are only within the classroom setting.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

"Fair" is the overall rating based on my answers. When I add the points of each question, the average for this section is 3.2 - which is "Fair Alignment". The one item that pulls this rating down to 'fair' is the lack of student components. There are no student resources, and the accessibility factor for students to attain additional help outside of the Music Classroom is non-existent. In addition, the load and pace of materials is a little heavy; and the lack of student resources and accessibilities prevents students from reviewing this information on their own.

## Learning

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**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, this content is based on student interaction throughout each lesson. When students are interacting, especially in a fun and engaging manner, they are motivated learners.

**B. Teaching a Few "Big Ideas"**2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, this curriculum does a very good job of presenting concepts in a clear, concise manner. Concepts are emphasized throughout through individual modules; however, they are also woven throughout the curriculum through their presence within other modules. In this way the content is covered in a thorough and logical manner.

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the curriculum provides detailed lesson plans, which include standards, objectives and outcomes. In addition, both written and aural assessment opportunities are provided within the modules.

**D. Guidance and Support**4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The materials are presented in such a way that they are thought-provoking, and this lead students to those "ah-ha" experiences where the understanding of concepts takes place. Once an understanding is established, independent learning can occur.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

This curriculum includes modifications and adaptations for special needs students, as well as English Language Learning students. This tool aids teachers in presenting the materials to these students in such a way that the concept is easier for them to understand.

**E. Active Participation of Students**6. E. The materials engage the physical and mental activity of students during the learning process.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Each lesson is packed full of activities that physically and mentally engage the students. They are thinking, responding, moving, creating, singing, and playing - fully engaging the brain in the learning process.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The activities are directly correlated to the standards and learning objectives of each lesson. The quality and quantity of the activities are excellent and reinforce the content. However, the activities all seem to revolve around the SMARTBOARD or projector screen - so this seems to limit the movement to just that area of the room. Some teachers may be fine with this - some may not like being confined to just one area of the room. If space is an issue, this curriculum is ideal because of the activities being centered around the screen.

**F. Targeted Instructional Strategies**8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the curriculum is full of multiple learning strategies proven successful in the engagement and learning outcomes of students acquiring the Kindergarten Music Standards.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the instructional strategies used are effective for the acquisition of musical objectives for the target audience of Kindergarten students. The strategies keep Kindergarteners moving, and interacting with the content.

**G. Targeted Assessment Strategies**10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the assessment strategies measure what the learning outcome states.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, the assessment strategies throughout the curriculum measure the intended learning outcomes of each lesson.

**Universal Design for Learning**12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

As I looked through the curriculum, I clicked on several tables - looking for the modifications for ESE, ELL and other special needs students. I did not find them. I'm pretty sure that Quaver addresses the needs of these learners; however, they do not appear to be easily accessible within each lesson.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, for the most part the Quaver Curriculum satisfies the LEARNING requirements of motivational strategies, targeted instructional and assessment strategies, active participation of students, presentation of BIG ideas, explicit instruction and Universal Design for Learning. There was an area of concern within the "Universal Design for Learning". There seems to be lacking easy access within lessons to strategies and materials addressing the concerns of special needs students and those with disabilities.

## Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: [http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS\\_ccdefinitions\\_140711.pdf](http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf)

For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **MU.K.H.2.1:** Respond to and/or perform folk music of American cultural sub-groups.

### Remarks/Examples:

e.g., African American, Anglo-American, Latin American, Native American

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Yes, noted throughout the curriculum were Anglo, African and Latin American, and songs from several other cultures. There may have been Native American folk music, but I did not find any in my review. The Correlations Review included over 30 references to songs supporting this standard.

2. **MU.K.H.3.1:** Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

### Remarks/Examples:

e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The Quaver curriculum is packed with simple songs, some including counting, most including rhyming words. A couples of songs to note that are unique to this curriculum are "Wallaby" and "Quaver's Choo Choo". These are but songs that are part of a list of well-over 70 references to this standard.

3. **MU.K.F.1.1:** Respond to and explore music through creative play and found sounds in the music classroom.

**Remarks/Examples:**

e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The written correlations referenced well over 75 examples of material supporting this standard. Upon investigation I noted "Waltzing Matilda" as an example of moving in response to high/low. (KLP13-03) There were multiple standards supporting this standard.

4. **MU.K.F.3.1:** Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

**Remarks/Examples:**

e.g., take turns, share, be a good listener, be respectful, display good manners

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

It is difficult to find material for this standard. This is one of the smallest reference lists that Quaver provides for this standard in their curriculum, citing just a few - and of those standards, many do not specifically address this standard. However, the "Quaver 5" introduced in Module 1/Lesson 1, covers this standard precisely and is presented for Lesson 1 - the very first day in the music room. In addition, good listening strategies are also addressed in a later lesson. Also safety rules for moving are discussed in Quaver KLP02-13.

5. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    **POOR ALIGNMENT**    VERY POOR/NO ALIGNMENT

Justification:

A general explanation on the home page of the Quaver Florida Review page offers insight into strategies on how to meet the needs of these learners. Also it states that Quaver offers 3 key components to address these learners: key vocab translatable into other languages; closed captioning; and customized software. Here is the website for the information.  
[http://www.quaverfl.com/Files/WQ\\_ELL.pdf](http://www.quaverfl.com/Files/WQ_ELL.pdf) \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

6. **SC.K.P.10.1:** Observe that things that make sound vibrate.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

This standard provides content to instruments, which creates the vibrations resulting in sound. There are a 8 examples of this standard. This content could be further developed or embellished. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

7. **HE.K.B.5.3:** Recognize the consequences of not following rules/practices when making healthy and safe decisions.

**Remarks/Examples:**

Injury to self and/or others.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

"The Quaver Five" reference to the rules is the only content which directly supports this standard. Also safe \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

8. **LAFS.K.RL.1.2:** With prompting and support, retell familiar stories, including key details.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

There were just two pages in the curriculum that actually showed a story, and only one of those asked for student recall. Pages: KLP04-12 and KLO23-13. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

9. **LAFS.K.RL.4.10:** Actively engage in group reading activities with purpose and understanding.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    **VERY POOR/NO ALIGNMENT**

Justification:

Standard not addressed. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

10. **PE.K.R.6.2:** Identify a benefit of willingly trying new movements and motor skills.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    **POOR ALIGNMENT**    VERY POOR/NO ALIGNMENT

## Justification:

Although there are several references to activities supporting movement, none of them specifically address how the standard of identifying benefits of being willing to try new movements/motor skills. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

11. **PE.K.R.6.3:** Identify the benefits of continuing to participate when not successful on the first try.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    **POOR ALIGNMENT**    VERY POOR/NO ALIGNMENT

## Justification:

As in the previous standard, there are several activities addressing movement; however, none of them address the standard specifically of identifying benefits of continuing to participate when not successful the first time. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

12. **PE.K.C.2.1:** Recognize locomotor skills.

**Remarks/Examples:**

Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

There are a few activities which support locomotor movement by encouraging discussion of locomotor movement examples, and then doing them. Refer to the Correlations activities referenced for this standard. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

13. **DA.K.S.3.3:** Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

There are a few activities which support kinesthetic awareness by encouraging discussion of how to move throughout the room and then performing this movement. Refer to the Correlations activities referenced for this standard. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

14. **DA.K.O.3.1:** Use movement to express a feeling, idea, or story.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

There are four activities which support this standard. Refer to the Correlations activities referenced for this standard. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

15. **LAFS.K.SL.1.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

The Quaver Kindergarten Music Correlations cites 10 examples of this standard. All of these activities support the standard. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

16. **LAFS.K.SL.1.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

Quaver Correlations provide eight activity references that each support this standard. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

17. **LAFS.K.SL.1.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

There are 6 activities referenced in the Correlations which support this standard. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

18. **TH.K.S.1.3:** Describe personal preferences related to a performance.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

Correlations references eight activities which are aligned with this standard. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

19. **PE.K.C.2.2:** Recognize physical activities have safety rules and procedures.

**Remarks/Examples:**

An example would be to put equipment away when not in use in order to keep the physical activity area safe.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

There are 10 activities referenced to this standard in the Correlations, and they all align to this standard. \*Note: This standard does not appear on the Kindergarten Music Standards list in CPALMS.

20. **MU.K.C.1.1:** Respond to music from various sound sources to show awareness of steady beat.

**Remarks/Examples:**

e.g., steady beat, pulse

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

There are over 100 activities referenced to this standard. Several referenced activities were selected at random, and they all support and align with this standard.

21. **MU.K.C.1.2:** Identify various sounds in a piece of music.

**Remarks/Examples:**

e.g., vocal/instrumental timbres, environmental sounds

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

There are over 70 activities referenced in the Correlations in regard to this standard. Several activities were selected at random, and all were in alignment with the standard.

22. **MU.K.C.1.3:** Identify, visually and aurally, pitched and unpitched classroom instruments.

**Remarks/Examples:**

e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    **POOR ALIGNMENT**    VERY POOR/NO ALIGNMENT

Justification:

This is the one standard that does not align with the Florida Kindergarten Music Standards. In most Florida Elementary Classrooms, pitched and unpitched classroom instruments refer to the Percussive Family Instruments, such as xylophones, glockenspiels, metallophones, and perhaps an autoharp. In addition, the unpitched Percussive families include: Membranes, Shakers/Scrapers, Woods and Metals. However, students are not expected to know the specific family names until Second Grade. There are over 50 references to this standard in the Quaver Correlations. Several references were selected at random, and none of them align in the way that this standard is intended to be presented in a Kindergarten Curriculum.

23. **MU.K.C.1.4:** Identify singing, speaking, and whispering voices.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Though there are almost 40 references to this standard, not all of them specifically support the standard. There are several references that do a fantastic job of having the students identify the three different voices (KLP04-01). However, some of the activities involve the use of one of these voices (mostly singing voice) as part of the lesson. However, the activity does not specifically ask for the identification of the voice type. I suppose one could say that the student needs to know what singing voice is to perform the activity; however, I do not see this as an activity well-aligned to support this standard (KLP16-06).

24. **MU.K.C.2.1:** Identify similarities and/or differences in a performance.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

95 references to alignment of this standard are found in the Quaver Correlations. Several of them were investigated at random for alignment of standards. Of those selected all provided different examples of aligning activities and lessons with this standard.

25. **MU.K.C.3.1:** Share opinions about selected pieces of music.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

With random selections of referenced activities in the Correlations, this standard performed at about 50% for activities that specifically aligned with the standard. Although many activities involved student participation (and some of those activities were teacher-guided), these activities did not reflect the intent of the standard for student sharing opinions - whether through discussion or selection of elements for performance.

26. **MU.K.S.1.1:** Improvise a response to a musical question sung or played by someone else.

**Remarks/Examples:**

e.g., melodic, rhythmic

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The activities referenced in the Quaver Correlations align with the standards. The Quaver Curriculum aligns very well with the standard.

27. **MU.K.S.2.1:** Sing or play songs from memory.

**Remarks/Examples:**

e.g., rhymes, chants, poems

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The Quaver Curriculum's forte is the use of songs with lyrics. The songs have engaging graphics and the lyrics are displayed on the screen. In addition, lyric pages can be printed for student use in the classroom - or to take home. There are over 75 references to singing activities. These activities are well aligned to the standard.

28. **MU.K.S.3.1:** Sing songs of limited range appropriate to the young child and use the head voice.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The singing examples provided are well within the limited range of young children. In most of the activities referenced, a child was modeling the song in a good head voice. As in the previous standard, there are many activities referenced and in line with this standard.

29. **MU.K.S.3.2:** Perform simple songs and accompaniments.

**Remarks/Examples:**

e.g., singing, using body percussion or classroom instruments

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

A strength of this curriculum is all the singing activities and the quality of those examples. However, there are few activities which support accompaniment - especially on classroom instruments. Some of the activities include using body percussion. Adding simple instrumental accompaniments on classroom instruments is something that the publisher could easily embellish in future editions.

30. **MU.K.S.3.3:** Match pitches in a song or musical phrase in one or more keys.

**Remarks/Examples:**

e.g., la, sol, mi

**VERY GOOD ALIGNMENT**    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Although the curriculum does not specifically have "assessments" for matching pitch, the curriculum provides an ample number of songs that could be used for practice of matching pitch, as well as serving as an assessment tool.

31. **MU.K.S.3.4:** Imitate simple rhythm patterns played by the teacher or a peer.

**Remarks/Examples:**

e.g., quarter note, quarter rest, beamed eighth notes

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Excellent quality of activities referenced in Correlations supporting this standard. There are numerous activities and lessons in alignment with the standard.

32. **MU.K.O.1.1:** Respond to beat, rhythm, and melodic line through imitation.

**Remarks/Examples:**

e.g., locomotor and non-locomotor movement, body levels

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Many, many activities throughout the Quaver Curriculum that are aligned with this standard! Lots of imitation - both rhythmic and melodic.

33. **MU.K.O.1.2:** Identify similarities and differences in melodic phrases and/or rhythm patterns.

**Remarks/Examples:**

e.g., visually, aurally

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Very balanced representation of melodic and rhythmic activities (referenced in the Correlations) which demonstrate similarities and differences in the performance of the same song or musical example. This activities and lessons are well-aligned to this Florida Kindergarten Standard.

34. **MU.K.O.3.1:** Respond to music to demonstrate how it makes one feel.

**Remarks/Examples:**

e.g., movement, drawings, responder paddles/clickers

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

**Justification:**

The activities referenced in the Correlations call for students to respond to the elements found in the music. Some of the examples included response to melodic contour, pitch, tempo, and dynamics. These activities are in very good alignment with the standard.

35. **MU.K.H.1.1:** Respond to music from diverse cultures through singing and movement.

**Remarks/Examples:**

e.g., nursery rhymes, singing games, folk dances

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

**Justification:**

There are numerous activities which support this standard. A strength of the Quaver Curriculum is the numerous musical resources from various cultures. There Correlations section provides multiple references for response to high quality activities from diverse cultures. The Quaver Kindergarten Curriculum is in very good alignment with this standard.

If you have questions contact Office of Instructional Materials, [imstaff@fldoe.org](mailto:imstaff@fldoe.org) or 850-245-0425

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