Physical Education (PE) 6-12 Evaluation Form

2024 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the course evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the course evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for 6-12 Alignment to PE Standards:

To evaluate each grade or course’s materials for alignment to [Idaho Content Standards](https://www.sde.idaho.gov/academic/shared/pe/ICS-PE.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with content standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Physical Education is not evident. | There is some evidence of the Standard for Physical Education.   | Materials explicitly align to and support the Standard for Physical Education through regular and authentic engagement opportunities for students. |  |

| Skilled Movement | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to demonstrate competency in basic and advanced skills and tactics in multiple specialized activities (leisure and lifetime) as appropriate for grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to adapt and combine skills successfully in modified games or activities in increasing complexity in the 6-8 grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to demonstrate movement tactics and strategies that can be applied to a variety of physical activities in the 6-8 grade level.
 | 0 1 2 N/A |  |

| Movement Knowledge | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to demonstrate and identify principles of practice and biomechanics that enhance movement performance and use them to develop scientifically based personal activity plans as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in applying internal and external feedback to guide and improve performance in a variety of ways and transfer previously learned skills to new skills as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in identifying, evaluating, and applying appropriate tactics and strategies in a variety of physical activities as appropriate to grade level.
 | 0 1 2 N/A |  |

| Health-Enhancing Personal Fitness | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to know and demonstrate the 5 health-related fitness components and apply the for improving, meeting, and/or sustaining gender and age-related fitness standards for each as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to know, demonstrate, and apply knowledge of skill-related fitness components including agility, coordination, balance, power, reaction time, and speed to improve performance as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in demonstrating basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength, and muscular endurance, flexibility, and body composition as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials include a variety of developmentally appropriate health and skill-related fitness activities in diverse settings including home, school, and community as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in assessing, interpreting, and analyzing physiological indicators of exercise during and after physical activity as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in applying basic principles and types of training to improve fitness to design individual programs for achieving and maintaining goals that encompass all components of fitness as appropriate to grade level.
 | 0 1 2 N/A |  |

| Personal and Social Responsibility | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to apply and demonstrate safe practices, ethical behaviors, and positive forms of social interaction when participating in physical activities as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to hold oneself and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in working independently and in groups to achieve goals in competitive and cooperative settings including appropriate and inappropriate actions to resolve conflict as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to appreciate and include other people with different interests, cultural backgrounds, physical characteristics and abilities while engaging in physical activities as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students to recognize the role of physical activity in influencing personal and social behavior as appropriate to grade level.
 | 0 1 2 N/A |  |

| Valuing a Physically Active Lifestyle | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials support students to participate daily in moderate to vigorous physical activities that are developmentally appropriate.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to accumulate at least 60 minutes of exercise throughout the day as recommended within public health guidelines.
 | 0 1 2 N/A |  |
| 1. Materials provide a variety of challenging physical activities for personal interest, self-expression, and social interaction in a variety of settings as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to enjoy and appreciate the challenge of working hard and feeling satisfaction when successfully improving skills and achieving personal goals as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials supports students in analyzing factors that influence personal physical activity patterns over one’s lifespan in 9-12 grade level.
 | 0 1 2 N/A |  |

Scoring for Best Practices and Assessment

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the teaching practice. | The teaching practice is embedded in some lessons. | Materials regularly embed supports for teachers to implement best practices and assessment.  |  |

Scoring for Alignment to Best Practices and Assessment:

| Best Practices and Assessments | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials contain clear statements and explanations of purpose, goals, and learning outcomes.
 | 0 1 2 N/A |  |
| 1. Materials are systematic and sequential – prerequisite skills taught first and vertically aligned appropriately.
 | 0 1 2 N/A |  |
| 1. Materials provide questioning and discussion techniques that promote learning through thinking, discussion, and reflection.
 | 0 1 2 N/A |  |
| 1. Digital materials and assessments are easy to edit and revise and access to distribute and/or print.
 | 0 1 2 N/A |  |
| 1. Materials contain teacher-specific instructions and explanations for expanding content knowledge and lesson planning development.
 | 0 1 2 N/A |  |
| 1. Materials include standard-specific formative assessments that can be used by all students (and teachers) to elicit and use evidence of learning that improve student understanding of intended outcomes to best inform next steps.
 | 0 1 2 N/A |  |
| 1. Materials include standard-specific summative assessments for students to demonstrate mastery of standards and provide teacher with information related to proficiency of learning targets.
 | 0 1 2 N/A |  |

Scoring for Multi-Tiered System of Support

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the feature. | The feature is included and partially aligned to Tier 1 instruction. | The feature is included and fully aligned to Tier 1 instruction. |  |

Scoring for Alignment to Idaho Multi-Tiered Systems of Support:

| Multi-tiered Instruction | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide a variety of resources and strategies for small group instruction that can be used for differentiation in the general education classroom.
 | 0 1 2 N/A |  |
| 1. Materials provide interventions aligned to core instruction. Interventions are more frequent and varied to support acquisition of identified skills. (Tier II)
 | 0 1 2 N/A |  |
| 1. Materials provide interventions for students whom Tier I and II interventions have not adequately supported student growth. (Tier III)
 | 0 1 2 N/A |  |

Scoring for Additional Indicators of Quality Materials

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of scaffolding, differentiation elements, or engaging tools.  | There is some evidence of scaffolding, differentiation elements, or engaging tools. | Materials include scaffolding and differentiation elements as well as engaging tools. |  |

Scoring for Alignment to Additional Indicators of Quality Materials:

| Indicators of Quality Materials | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials include a high degree of teacher-student interaction including frequent responses from students with immediate feedback from teacher.
 | 0 1 2 N/A |  |
| 1. Materials provide examples of scaffolding and guided practice.
 | 0 1 2 N/A |  |
| 1. Materials include supports for differentiation, pacing, remediation and extension activities, and alternative teaching approaches.
 | 0 1 2 N/A |  |
| 1. Materials provide instructional strategies to accommodate the learning differences of all students.
 | 0 1 2 N/A |  |
| 1. Materials are relevant and interesting for grade level with authentic contexts and tools that allow students to make connections.
 | 0 1 2 N/A |  |
| 1. Materials integrate technology and interactive tools, visuals, videos, manipulatives, or dynamic software to engage students.
 | 0 1 2 N/A |  |
| 1. Materials are available in language(s) other than English.
 | 0 1 2 N/A |  |

For Questions Contact

Content & Curriculum – Curricular Materials

Idaho Department of Education

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