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|  | **SECTION 1: Alignment to the 2016 Oregon Health Standards** | |
| **Criterion 1 & 2: FOCUS**  Materials focus on a variety of in-depth learning of physical education concepts while engaging students in development of knowledge, skills, and confidence to become physically literate individuals. Materials are planned and sequential to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, social and emotional intelligence.  **4: Meets all criteria**  **(6 points)**  **3: Adheres to the criteria**  **(4-5 points, no zeros)**  **2: Sometimes adheres to the criteria**  **(3 points)**  **1: Occasionally adheres to the criteria**  **(1-2 points)**  **0: Does not meet the criteria**  **Final Comments and Suggestions for**  **Improvement:** | Quality Indicators | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| **1.** In each K-5 grade level, materials focus on a variety of in-depth learning of physical education concepts while engaging students in development of knowledge, skills, and confidence to become physically literate individuals. | Examples for Criterion 1:  Click here to enter text.  Examples for Criterion 2:  Click here to enter text. |
| **2.** In each K-5 grade level, materials are planned and sequential to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, social and emotional intelligence. |

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|  | **SECTION I: Alignment to the 2016 Oregon Physical Education Standards** |

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|  | **SECTION I: Alignment to the 2016 Oregon Physical Education Standards** | |
| **Criterion 3, 4, & 5: RIGOR**  Materials support and guide a variety of in-depth instruction in students’ physical, cognitive, and social skills. Materials support the development of self-management, attitudes, and competence needed to maintain physical activity outside of school and throughout their lives. Materials support a diverse and authentic content appropriate learning experiences.    **4: Meets all criteria**  **(6 points)**  **3: Adheres to the criteria**  **(4-5 points, no zeros)**  **2: Sometimes adheres to the criteria**  **(3 points)**  **1: Occasionally adheres to the criteria**  **(1-2 points)**  **0: Does not meet the criteria**  **Final Comments and Suggestions for**  **Improvement:** | Quality Indicators | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| **3.** Materials support and guide a variety of instruction in students’ physical, cognitive, and social skills. | Examples for Criterion 3:  Click here to enter text.  Examples for Criterion 4:  Click here to enter text.  Examples for Criterion 5:  Click here to enter text. |
| **4.** Materials support the development of self-management, attitudes, and competence needed to maintain physical activity outside of school and throughout their lives. |
| **5.** Materials support a diverse and authentic content appropriate learning experience. |

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|  | **SECTION I: Alignment to the 2016 Oregon Physical Education Standards** | |
| **Criterion 6, 7, 8, & 9: COHERENCE**  Materials form a coherent, planned, and sequential learning progression building upon ideas, practices, and concepts developed in prior learning experiences. Instructional sequence consistently provides multiple opportunities and adequate time for student learning. Materials provide opportunities for cross-curricular connections within and between grade levels. Materials provide opportunities for students to reflect upon learning.  **4: Meets all criteria**  **(8 points)**  **3: Adheres to the criteria**  **(6-7 points, no zeros)**  **2: Sometimes adheres to the criteria**  **(4-5 points)**  **1: Occasionally adheres to the criteria**  **(1-3 points)**  **0: Does not meet the criteria**  **Final Comments and Suggestions for**  **Improvement:** | Quality Indicators | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| **6.** Materials form a coherent, planned, and sequential learning progression building upon ideas, practices, and concepts developed in prior learning experiences. | Examples for Criterion 6:  Click here to enter text.  Examples for Criterion 7:  Click here to enter text.  Examples for Criterion 8:  Click here to enter text.  Examples for Criterion 9:  Click here to enter text. |
| **7.** Instructional sequence consistently provides multiple opportunities and adequate time for student learning. |
| **8.** Materials provide opportunities for cross-curricular connections within and between grade levels. |
| **9.** In each K-5 grade level, materials provide opportunities for students to reflect upon learning. |

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|  | **SECTION I: Alignment to the 2016 Oregon Physical Education Standards** | |
| **Criterion 10, 11, & 12: COHERENCE**  Materials integrate physical education, physical activity, and health enhancing behaviors to influence responsible personal and social behaviors in society. Personal and social responsibilities are embedded in instructional materials. Uses culturally responsive strategies that provide clear purposes for learning experiences.    **4: Meets all criteria**  **(6 points)**  **3: Adheres to the criteria**  **(4-5 points, no zeros)**  **2: Sometimes adheres to the criteria**  **(3 points)**  **1: Occasionally adheres to the criteria**  **(1-2 points)**  **0: Does not meet the criteria**  **Final Comments and Suggestions for**  **Improvement:** | Quality Indicators | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| **10.** In each K-5 grade level, materials integrate physical education, physical activity, and health-enhancing behaviors to influence responsible personal and social behaviors in society. | Examples for Criterion 10:  Click here to enter text.  Examples for Criterion 11:  Click here to enter text.  Examples for Criterion 12:  Click here to enter text. |
| **11.** In each K-5 grade level, personal and social responsibilities are embedded in instructional materials. |
| **12.** Materials use culturally responsive strategies that provide clear purposes for learning experiences (e.g. elicit preconceptions, teach new knowledge, build skills and abilities, connect to prior knowledge). |

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| **SECTION II: Instructional Supports**  **Supporting Criteria** |
| Rate each indicator in Section II according to whether it is met, partially met, or not met. Award points for each indicator as shown. |

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| **II – INDICATORS OF QUALITY: Student Engagement** | |
|  | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| 13. Engages students in authentic and meaningful learning experiences that reflect real-world and lifelong physical education practices. | Click here to enter text. |
| 14. Engages students in learning and skill based activities maximizing practice opportunities that are relevant and integrated into appropriate cross-curricular concepts. |
| 15. Materials provide frequent opportunities for students to recognize, demonstrate, and apply their knowledge, skills, and confidence while responding to peer and teacher feedback. |
| 16. Materials stress and model strategies in all units for beginning classes with initial physical activity and warm up, meeting the goal of at least 50% Moderate to Vigorous Physical Activity (MVPA). |
| 17. Provides differentiated, developmentally, and age appropriate instruction, activities, and skills per grade level. |

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| **SECTION II: Instructional Supports**  **Key Criteria** |
| Rate each indicator in Section II according to whether it is met, partially met, or not met. Award points for each indicator as shown. |

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| **II – INDICATORS OF QUALITY: Differentiated Instruction** | |
|  | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| 18a. Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing **diverse cultures.** | Click here to enter text. |
| 18b. Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing **linguistic backgrounds.** |
| 18c. Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing **learning styles.** |
| 18d. Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing **interests.** |
|  | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| 19. Materials promote equitable instruction by making connections to culture, home, neighborhood, and communities as appropriate | Click here to enter text. |
| 20. Materials provide for adaptions and modifications to be made for students of all abilities. |
|  | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| 21. Appropriate scaffolding, interventions, and supports are evident and do not sacrifice physical education content. | Click here to enter text. |
| 1. Including but not limited to integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers). |

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| **SECTION II: Instructional Supports**  **Supporting Criteria** |
| Rate each indicator in Section II according to whether it is met, partially met, or not met. Award points for each indicator as shown. |

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| **II – INDICATORS OF QUALITY: Extensions & Educator Supports** | |
|  | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| 22. Uses scientifically- and medically-accurate and grade appropriate physical education information, vocabulary, models, and representations to support students’ physical, cognitive, and social learning. | Click here to enter text. |
| 23. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |
| 24. Provide virtual labs, simulations, and video-based learning experiences. |
| 25. Allow teachers to access, revise, and print from digital sources (e.g., readings, activities, assessments, rubrics). |
| 26. Supplies and equipment, when provided, are high quality (e.g., durable, dependable) and organized for efficient use. |
| 27. Provide thorough lists that identify by learning experience all consumable and non-consumable materials aligned for both instruction and assessment. |
| 28. Adhere to safety laws, rules, and regulations and emphasize the importance of safety in physical education. |
| 29. Make available ongoing and embedded professional learning for implementation and continued use of the instructional materials. |
| 30. Instructional materials provide opportunities to enrich learning with technology. |
| 31. Instructional materials provide teaching cues for skill development. |

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| **SECTION III: Monitoring Student Progress**  **Supporting Criteria** |
| Rate each indicator in Section III according to whether it is met, partially met, or not met. Award points for each indicator as shown. |

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| **III – INDICATORS OF QUALITY: Monitoring Student Progress** | |
| The instructional materials support monitoring student progress: | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| 32. Student assessment is aligned with Oregon State Physical Education Standards and established grade-level outcomes. | Click here to enter text. |
| 33. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:   1. Planning instruction. 2. Providing ongoing feedback to students. 3. Reporting out to guardian/parents. |
| 34. Uses a variety of assessment types (e.g., pre/post, formative, summative, peer, self, etc.) that measures student progress toward grade level outcomes. |
| 35. Provides multiple opportunities for students to demonstrate and receive feedback on performance. |
| 36. Assesses student proficiency using methods, vocabulary, representations, models, and examples that are accessible and unbiased for all students. |
| 37. Provides print and digital assessments that are platform- and device-independent. |
| 38. Digital assessments are easy to manipulate, customize, and are linked to the Oregon State Physical Education Standards and grade-level outcomes. |