

Criteria for the Review and Adoption of Instructional Materials for:

Oregon Physical Education Grade-Bands: K-2, 3-5, 6-8, and 9-12

Legal Requirements Section

1. Basal Instructional Materials Requirement

The submitted materials must make up an organized system of instruction that provides opportunities for teaching the [2025 Physical Education Standards](#), including the four Domains, the majority of grade-band standards, and incorporates [SHAPE AMERICA Appropriate Practices](#).

Does the program meet the above requirements for basal instructional materials?

Yes No

2. Nondiscriminatory Requirement

Submitted materials must provide models, selections, activities and opportunities for responses, which promote respect for all people described in ORS 659.850 and OAR 581-021-0045; materials must support program compliance standards described in OAR 581-021-0046.

Does the program meet the above nondiscrimination requirements?

Yes No

3. National Instructional Materials Accessibility Standard (NIMAS)

Submitted materials must include assurance from the publishers that they agree to comply with the most current NIMAS specifications regarding accessible instructional materials. NIMAS files must be submitted to the National Instructional Materials Access Center (NIMAC) by February 1, 2027.

Does the program meet the above requirements for NIMAS?

Yes No

4. Digital Manufacturing Standards and Specifications for Textbooks (MSST Form B and M):

Submitted materials must include assurance from the publishers agreeing to comply with the most current manufacturing standards and specifications (MSST Form B and M).

Does the program meet the above MSST requirements?

Yes No

Part 1: Oregon Physical Education Baseline Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 1.1 Alignment to Oregon Standards	Materials reflect grade-band standards and promote students' engagement in meaningful learning experiences that foster deep understanding and high expectations.	COMPREHENSIVE Materials demonstrate comprehensive alignment with all four domains and PE grade-band standards. The materials are designed to support developmentally appropriate, standards-based instruction that fosters sustained student engagement and advances progression toward lifelong physical literacy.	DEPTH OF CONTENT Materials promote grade-band understanding of the four domains and facilitate progressive motor skill development and application. Materials focus on personal and social skill growth and recognize the personal benefits of movement.	DEPTH OF LEARNING Activities and assignments are appropriately aligned with grade-band standards and require students to apply higher-order thinking and demonstration of skills.	PHYSICAL EDUCATION PRACTICES Materials consistently incorporate SHAPE America's Appropriate Practices by offering regular, authentic activities that give students numerous meaningful opportunities to apply their knowledge and skills while highlighting the interconnected nature of Oregon's PE standards.
Criterion 1.2: Strengths- Based Approach	Materials utilize a strengths-based approach that centers on individual and systemic protective factors to promote health and well-being, without imposing value judgments on health-related choices, behaviors, or conditions.	SELF-EFFICACY Materials emphasize the development of student confidence to make informed decisions using critical thinking and positive skill-building aligned with their personal values and goals.	PROMOTING POSITIVE CLIMATE AND BEHAVIORS Materials support the development of students' self-worth and avoid fear- or shame-based approaches. Materials refrain from the use of scare tactics, stereotypes, and/or disparaging messages about students, families, or community identities.	COMMUNITY AND PEER CONNECTIONS Materials encourage students to recognize and reflect on resources, strengths, values, and goals connected to self, family, and their community.	TRAUMA-INFORMED Materials provide educators with guidance to foster safe learning environments, approach sensitive topics with care, acknowledge students' personal experiences, and support both individual and collective wellness.

Criterion 1.3: Scope and Sequence	Materials provide educators with a clear, coherent pathway for teaching content and skills in a standards-aligned sequence.	COHERENT DESIGN Materials are organized in a coherent scope and sequence that builds on prior knowledge and skills, progressively increasing in complexity across grade-bands.	CONNECTIONS TO STANDARDS Materials clearly demonstrate how the scope and sequence align with and support the relevant grade-band standards, including connections across the four domains .	FLEXIBILITY Materials offer guidance for adapting instruction to different timeframes, learning environments, and student needs while maintaining the overall coherence of the scope and sequence.	INTENTIONAL DESIGN Resources offer strategies for pacing instruction effectively, addressing necessary prerequisite knowledge and skills, and guiding content prioritization when appropriate.
Criterion 1.4: Practice and Skills	Materials align with SHAPE AMERICA Appropriate Practices for Physical Education, specifically those addressing standards 2.4 & 2.5.	INQUIRY & ANALYSIS Materials encourage learners to develop and ask their own questions and engage deeply with content to develop understanding.	DISCIPLINARY THINKING & COMMUNICATION Materials provide regular and varied opportunities for students to engage in discipline-specific thinking, reading, writing, listening, speaking, and analysis using diverse sources.	TRANSFORMATIVE SOCIAL AND EMOTIONAL SKILLS Materials provide various opportunities for students to collaborate in developing social and emotional skills, and to practice responsible behaviors. Instruction is intentionally designed to teach, reinforce, and apply these skills.	APPLICATION Materials support students in connecting their learning to authentic contexts and engaging in physical activities across diverse settings. The materials provide consistent opportunities for students to apply knowledge and skills beyond school with friends, family, and in the community.

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 2.1: Engagement & Relevance	Materials foster student-directed learning through meaningful connections to personally relevant topics and experiences and provide opportunities for students to investigate their own ideas, interests, and values.	CULTURAL RELEVANCE Materials reflect diverse cultures and backgrounds, connecting movement skills and health concepts to students' daily experiences and relevant authentic contexts.	STUDENT AGENCY AND CHOICE Materials offer multiple pathways for exploration and expression, encouraging students to pursue personal interests while achieving learning goals. Students have meaningful choices in how they engage with activities and demonstrate their understanding of physical skills and concepts.	ADAPTABILITY AND EXTENSION Materials provide adaptations and instructional strategies to support prior grade-level learning and offer extensions for students ready to deepen their understanding of grade-band content.	
Criterion 2.2: Culturally Responsive Instructional Support	Materials provide equitable inclusion and representation of diverse perspectives and experiences	DIVERSE REPRESENTATION IN CONTENT Materials promote culturally diverse perspectives and recognize contributions across various aspects of identity including race, ethnicity, gender, sexual orientation, ability, body types, socioeconomic status, geographic origin, and religion. Representations are multifaceted avoiding stereotypes and reflecting both historical and contemporary contexts.	MULTIPLE PERSPECTIVES Materials integrate multiple and diverse perspectives on historical and contemporary issues related to health, movement, and sport. Materials encourage students to make global and cultural connections, while fostering critical thinking about diversity, equity, and inclusion as essential elements of physical activity and wellness.	COMMUNITY AND CULTURE AS ASSETS Materials support educators in recognizing, valuing, and incorporating students' knowledge, experiences, and cultural practices from their homes and communities into instruction.	

Part 3: Technical Usability Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 3.1: Supports for Teachers	The materials include opportunities for teachers to thoughtfully plan and utilize materials with integrity and to further develop their content expertise.	SUPPORTING GUIDANCE Materials include comprehensive teacher guidance with clear instructional strategies, lesson plans, and pacing suggestions. Materials provide the rationale for instructional choices, safety protocols, and anticipate student responses or misconceptions, and offer strategies for differentiation to support diverse learners.	PEDAGOGICAL CONTENT KNOWLEDGE Resources embed professional learning opportunities that strengthen educators' content knowledge and instructional strategies, with an emphasis on culturally relevant practices, inclusive teaching, and underrepresented histories in physical education, sport, and movement.	HOME CONNECTION Materials offer strategies for engaging all partners—including students, families, and caregivers - and provide guidance on how they can support student learning and achievement in physical education.	SCALABLE AND EDITABLE CONTENT Materials are designed to support teachers to differentiate content and vary modes of communication within lessons, tasks, and other activities to meet diverse student needs. Materials are designed to work in varied settings including gyms, fields, and small spaces. Adaptations for weather, class size, varying equipment, and resource constraints.
Criterion 3.2: Supports for Students	Materials offer targeted teacher support with practical routines and strategies to differentiate instruction and address the unique needs of each student.	STRATEGIES FOR SPECIAL POPULATIONS Materials provide scaffolds to support students from special populations—including multilingual learners, students with disabilities, and students identified as TAG—ensuring their full and active participation in developing physical literacy.	MULTILINGUAL LEARNER SUPPORT Materials provide strategies and support for students who read, write, and/or speak in a language other than English, ensuring their full participation in learning.	STUDENT EDITABILITY Materials include resources that allow students to demonstrate their understanding and comprehension through multiple modes of expression.	

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 3.3: Digital Learning Design Elements *This criterion is not required. Quality indicators are provided for evaluation if digital components are present.	The materials are attentive to structural digital design elements, support for users, guidance, and adaptability of materials.	MATERIALS USABILITY The organizational structure of digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.	LEARNING RESOURCES The digital materials provide support for users in a variety of settings, including: <ul style="list-style-type: none">● Professional learning resources to support educators’ use of materials and content.● Robust support to help families understand and utilize the materials while supporting their students at home.● Support for students working independently.● Support for multilingual learners.● Support for students with disabilities.	MEDIA INTEGRATION Digital and multimedia elements support intended learning outcomes and instructional content, maximizing engagement while minimizing distraction.	ADAPTABILITY OF MATERIALS Digital materials allow teachers to modify resources—such as translation, reading-level adjustments, and offline access—to meet the needs of all learners.

Part 4: Assessment Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 4.1: Formative Assessment Process	Materials embed non-stigmatizing and varied formative assessments throughout units to evaluate student learning progress and inform physical education instruction.	MULTIPLE OPPORTUNITIES Materials include diverse and strategically placed formative assessment opportunities throughout each unit. Assessment options are varied and non-stigmatizing. These may include skills checklists, exit tickets, discussion prompts, peer and self assessments, performance tasks, or short quizzes aligned with lesson objectives and providing ongoing insights into student understanding.	LEARNING RELEVANCY Formative assessments are designed to align with learning objectives and support student progress toward summative goals, and allow for timely interventions and adjustments in instruction. Assessments include the four domains, and address cognitive, affective and physical aspects of physical education.	INTERPRETATION OF FEEDBACK Assessment tools provide clear guidance for using a strengths-based approach in interpreting student performance and responses and offer suggestions for targeted feedback. Materials include strategies for using assessment results to inform instruction, such as reteaching suggestions, extension activities, or differentiation options based on student performance.	STUDENT REFLECTION Materials incorporate opportunities for students to assess their own learning and reflect on their progress, rather than comparison. This may include self-check questions, peer review activities, or reflective journaling prompts that encourage metacognition and support students in taking ownership of their learning in physical education.
Criterion 4.2: Summative Assessments	Materials incorporate summative assessments that support students in demonstrating meaningful and comprehensive knowledge and skills within physical education content, concepts and application of skills.	ALIGNMENT Materials include performance tasks that are comprehensive, inclusive, and aligned with physical education standards including the concepts outlined in SHAPE AMERICA Appropriate Practices .	VARIETY Materials include multiple assessment formats that accommodate different learning styles and allow students to demonstrate their understanding in a variety of ways. These may include verbal or written responses, in-depth projects, presentations, or performance tasks that reflect authentic applications of physical education concepts.	AUTHENTICITY Assessments are designed to highlight personal growth and accomplishments over peer comparison or results.	CLARITY & FEEDBACK Materials offer transparent scoring criteria and built-in opportunities for students to receive feedback, reflect on their learning, and improve before completing final assessments.