

## Oregon Instructional Materials Evaluation Toolkit (OR-IMET) for Alignment in Physical Education, Grades 6-8

In alignment with Oregon educational goals, including the 40-40-20 initiative, evidence of best practices of equitable inclusion are embedded in the OR-IMET. The Oregon Physical Education IMET is designed to help educators determine whether instructional materials will assist students and educators to see and understand the conceptual shift necessary for high-level physical education. [The Essential Component of Physical Education](#) by SHAPE AMERICA are at the heart of the new vision for physical education.

1. **Focus:** Instructional 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.
2. **Rigor:** Instructional 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.
3. **Coherence:** Instructional 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 students to reflect upon learning. 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 (e.g., elicit preconceptions, teach new knowledge, build skills and abilities, connect to prior knowledge).

The OR-IMET draws directly from the following documents:

- [National Standards for Physical Education](#) – National Association for Sport and Physical Education
- Centers for Disease Control and Prevention's High Quality Physical Education (<https://www.cdc.gov/healthyschools/pecat/highquality.htm>)
- Centers for Disease Control and Prevention's Physical Education Curriculum Analysis Tool (PECAT) (<https://www.cdc.gov/healthyschools/pecat/index.htm>)
- Oregon State Standards for Physical Education (<http://www.oregon.gov/ode/educator-resources/standards/physicaleducation/Documents/orpecontentstandards.docx>)

### When to Use the IMET

This tool is designed to evaluate how closely aligned instructional materials are to the Oregon Physical Education State Standards. It also provides suggestions of additional grade level outcomes to consider in the materials evaluation and purchasing process. The OR-IMET can be used to highlight specific, concrete flaws in alignment. Even where materials and tools currently in use fail to meet one or more of these criteria, the pattern of failure is likely to be informative. Districts can use the evaluation to create a thoughtful plan to modify or combine existing resources in such a way that students' actual learning experiences approach the focus, coherence, and rigor of Oregon's State Physical Education Standards. Additionally, those developing new materials can use this tool as guidance for creating aligned curricula. The OR-IMET is intended to be used when:

1. **Purchasing materials;**
2. **Evaluating materials currently in use; or**
3. **Developing district materials.**

### Who Uses the OR-Physical Education IMET

Evaluating instructional materials requires both subject-matter and pedagogical expertise. Evaluators should be well versed in the Standards for all grades in which materials are being evaluated. This includes understanding of [SHAPE AMERICA's definition of physical literacy](#) and how the content fits into the progressions in the Standards, and the expectations of the Standards. Evaluators also should be familiar with the **Operational Definition of Activity Categories**.

Please note this tool was designed for evaluating comprehensive curricula (including any supplemental or ancillary materials), but it was not designed for the evaluation of standalone supplemental materials.

<i>Team/Cat</i> _____	<i>Publisher</i> _____
<i>Evaluator ID</i> _____	<i>Score</i> _____
<i>Submission #</i> _____	

4	Exceeds the criteria
3	Adheres to the criteria
2	Sometimes adheres to the criteria
1	Occasionally adheres to the criteria
0	Rarely adheres to the criteria

**Criteria for the Review and Adoption of Instructional Materials for:**

**Category 4, 5, and 6: Physical Education – Grades K-5, 6-8, and 9-12**

**LEGAL REQUIREMENTS SECTION**

**A. BASAL INSTRUCTIONAL MATERIALS CRITERIA**

The submitted materials must make up an organized system of instruction that align with adopted state standards.

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

\_\_\_\_\_ **Yes**                      \_\_\_\_\_ **No**

**B. EQUITY CRITERIA**

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

**Does the program meet the above requirements for equity? \_\_\_\_\_**

\_\_\_\_\_ **Yes**                      \_\_\_\_\_ **No**

**C. National Instructional Materials Accessibility Standard (NIMAS)**

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

**Does the program meet the above requirements for NIMAS?**

\_\_\_\_\_ **Yes**                      \_\_\_\_\_ **No**

**D. Digital Manufacturing Standards and Specifications (MSST Form B and M):**

Submitted materials must include assurance from the publishers agreeing to comply with the most current digital manufacturing standards and specifications.

**Does the program meet the above MSST requirements?**

\_\_\_\_\_ **Yes**                      \_\_\_\_\_ **No**

**Categories 4-6: Physical Education – Grades K-12**

**Physical literacy** is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

I. Alignment	II. Instructional Supports	III. Monitoring Student Progress
<p>The instructional materials align with the conceptual shifts of the physical education standards and grade level outcomes:</p> <p style="text-align: center;"><b>Focus</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Materials are planned and sequential to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, social and emotional intelligence. (Physical, cognitive, and social learning).</li> </ol> <p style="text-align: center;"><b>Rigor</b></p> <ol style="list-style-type: none"> <li>Materials support and guide a variety of in-depth instruction in students' physical, cognitive, and social skills.</li> <li>Materials support the development of self-management, attitudes, and competence needed to maintain physical activity outside of school and throughout their lives.</li> <li>Materials support a diverse and authentic content appropriate learning experiences.</li> </ol> <p style="text-align: center;"><b>Coherence</b></p> <ol style="list-style-type: none"> <li>Materials form a coherent, planned, and sequential learning progression building upon ideas, practices, and concepts developed in prior learning experiences.</li> <li>Instructional sequence consistently provides multiple opportunities and adequate time for student learning.</li> <li>Materials provide opportunities for cross-curricular connections within and between grade levels.</li> <li>Materials provide opportunities for students to reflect upon learning.</li> <li>Materials integrate physical education, physical activity, and health-enhancing behaviors to influence responsible personal and social behaviors in society.</li> <li>Personal and social responsibilities are embedded in instructional</li> </ol>	<p>The instructional materials support instruction and learning for all students:</p> <p><b>Student Engagement</b></p> <ol style="list-style-type: none"> <li>Engages students in authentic and meaningful learning experiences that reflect real-world and lifelong physical education practices.</li> <li>Engages students in learning and skill based activities maximizing practice opportunities that are relevant and integrated into appropriate cross-curricular concepts.</li> <li>Materials provide frequent opportunities for students to recognize, demonstrate, and apply their knowledge, skills and confidence, while responding to peer and teacher feedback.</li> <li>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).</li> <li>Provides differentiated, developmentally, and age appropriate instruction, activities and skills per grade level.</li> </ol> <p><b>Differentiated Instruction</b></p> <ol style="list-style-type: none"> <li>Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing:             <ol style="list-style-type: none"> <li>Diverse cultures</li> <li>Linguistic backgrounds</li> <li>Learning styles</li> <li>Interests</li> </ol> </li> <li>Materials promote equitable instruction by making connections to culture, home, neighborhood and communities as appropriate</li> <li>Materials provide for adaptations and modifications to be made for students of all abilities.</li> <li>Appropriate scaffolding, interventions, and supports are evident and do not sacrifice physical education content.             <ol style="list-style-type: none"> <li>Including but not limited to integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers)</li> </ol> </li> </ol> <p><b>Instructional Materials</b></p> <ol style="list-style-type: none"> <li>Use scientifically accurate and medically accurate and grade-appropriate physical education information, vocabulary, models, and representations to support students' physical, cognitive, and social learning.</li> <li>Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.</li> </ol>	<p>The instructional materials support monitoring student progress:</p> <ol style="list-style-type: none"> <li>Student assessment is aligned with Oregon state physical education standards and established grade-level outcomes.</li> <li>Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in;             <ol style="list-style-type: none"> <li>Planning instruction</li> <li>Providing ongoing feedback to students</li> <li>Reporting out to guardian/parents.</li> </ol> </li> <li>Uses a variety of assessment types (pre/post, formative, summative, peer, self, etc.) that measures student progress towards grade level outcomes.</li> <li>Provides multiple opportunities for students to demonstrate and receive feedback on performance.</li> <li>Assesses student</li> </ol>

<p>materials.</p> <p>12. Uses 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).</p>	<p>24. Provide virtual labs, simulations, and video-based learning experiences.</p> <p>25. Allow teachers to access, revise, and print from digital sources (e.g., readings, activities, assessments, rubrics).</p> <p>26. Supplies and equipment, when provided, are high quality (e.g., durable, dependable) and organized for efficient use.</p> <p>27. Provide thorough lists that identify by learning experience all consumable and non-consumable materials aligned for both instruction and assessment.</p> <p>28. Adhere to safety laws, rules, and regulations and emphasize the important of safety in physical education.</p> <p>29. Make available ongoing and embedded professional learning for implementation and continued use of the instructional materials.</p> <p>30. Instructional materials provide opportunities to enrich learning with technology.</p> <p>31. Instructional materials provide teaching cues for skill development.</p>	<p>proficiency using methods, vocabulary, representations, models, and examples that are accessible and unbiased for all students.</p> <p>37. Provides print and digital assessments that are platform- and device-independent.</p> <p>38. Digital assessments are easy to manipulate, customize, and are linked to Oregon state standards and grade-level outcomes.</p>
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	Key Criteria (#1-12) (Scores 0-4)	Key Criteria (#17-21) (Scores 0-2)	Supporting Criteria (#13-16, #22-38) (Scores 0-2)
<b>Exemplary</b>	100% 3 or 4	100% 1 or 2	100% 1 or 2
<b>Meets Standards</b>	≥80% 3 or 4	≥80% 1 or 2	≥50% 1 or 2
<b>Does not Meet Standards</b>	<80% 3 or 4	<80% 1 or 2	<50% 1 or 2

SECTION I: Alignment to the 2016 Oregon Physical Education Standards				
Criterion 1 & 2 : FOCUS	Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>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.</p> <p><b>4: Meets all criteria (6 points)</b>  <b>3: Adheres to the criteria (4-5 points, no zeros)</b>  <b>2: Sometimes adheres to the criteria (3 points)</b>  <b>1: Occasionally adheres to the criteria (1-2 points)</b>  <b>0: Does not meet the criteria</b></p> <p><b>Final Comments and Suggestions for Improvement:</b></p>	<p><b>1.</b> In each 6-8 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.</p>	<p><b>Review both the student and teacher materials as well as in-class and homework assignments. Look at the table of contents and glossary.</b></p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>Do the materials provide a variety of activities that focus on lifelong movement and fitness?</li> <li>Are the sources (e.g. research materials/references) of the physical education curriculum content made clear? If so, are they reputable sources (e.g. National Association for Sport and Physical Education; SHAPE AMERICA; CDC)?</li> <li>Do the materials provide opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence?</li> <li>Do the materials specific instructions that clearly indicate the appropriate grade level at which each motor skill and movement pattern should be introduced and subsequently taught?</li> </ul>	0 1 2	
		<p><b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b></p> <p>A. <b>Standard 1 - Demonstrates competency in variety of motor skills and movement patterns</b>  Rhythmic activities 1.6.1, 1.7.1,1.8.1  Passes and receives 1.6.2, 1.7.2, 1.8.4  Dribbles 1.6.3, 1.7.3, 1.8.6  Serves 1.6.4, 1.7.4, 1.8.7  Strokes 1.6.5, 1.7.5, 1.8.8  Volleys 1.6.6, 1.7.6, 1.8.9</p> <p>B. <b>Standard 2 - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance</b>  Creates open space 2.6.1, 2.7.1, 2.8.1  Reduces open space 2.6.3,2.7.3,2.8.4  Transitions 2.6.5,2.7.5 ,2.8.5  Appropriate selection 2.6.8,2.7.8,2.8.8  Defensive decisions 2.6.9,2.7.9, 2.8.10</p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>Do the materials include specific lessons on advanced forms of</li> </ul>	0 1 2	

		<p>movement skills including locomotor (e.g., run), non-locomotor, and manipulative (e.g., striking an object with another object - batting, tennis, badminton) skills?</p> <ul style="list-style-type: none"> <li>• Do the materials provide specific lessons on the combination of two or more specialized or fundamental movement forms, such as dribbling and passing or receiving and passing an object against a defender?</li> <li>• Do the materials include specific lessons about the mechanics of movement, such as air and water resistance, relationships between spin and rebound, gravity, and friction?</li> <li>• Do the materials include specific lessons on motor learning and motor development concepts (e.g., discussing the role of long-term memory in physical movements, speed and accuracy tradeoff, the role of physical abilities in performing movement)?</li> </ul>		
	<p><b>2.</b> In each 6-8 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.</p>	<p><b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b></p> <p>A. <b>Standard 4 - Exhibits responsible personal and social behaviors that respects self and others</b>  4.6.1, 4.7.1, 4.8.1;  4.6.2, 4.7.2, 4.8.2;  4.6.5, 4.7.5, 4.8.5</p> <p>B. <b>Standard 5 - Recognize value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>  5.6.1, 5.7.1, 5.8.1;  5.6.2, 5.7.2, 5.8.2;  5.6.5, 5.7.5, 5.8.5</p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>• Do the materials provide specific lessons that address and emphasize the role of personal reactions during interactions with others as well as the importance of supportive behavior and social skills?</li> <li>• Do the materials provide general guidance and specific lessons that ask students to engage in teaching rules, protocol, and etiquette of various sports and games played during physical education?</li> <li>• Do the materials provide specific lessons that enable students to experience avenues of self-expression provided by activities such as dance, gymnastics, and other forms of artistic movement?</li> </ul>	<p>0 1 2</p>	

SECTION I: Alignment to the 2016 Oregon Physical Education Standards					
Criterion 3, 4, & 5: RIGOR	Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials	
	<p>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.</p> <p><b>4: Meets all criteria (6 points)</b>  <b>3: Adheres to the criteria (4-5 points, no zeros)</b>  <b>2: Sometimes adheres to the criteria (3 points)</b>  <b>1: Occasionally adheres to the criteria (1-2 points)</b>  <b>0: Does not meet the criteria</b></p> <p><b>Final Comments and Suggestions for Improvement:</b></p>	<p><b>3.</b> Materials support and guide a variety of instruction in students' physical, cognitive, and social skills.</p>	<p><b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b></p> <p>A. <b>Standard 2 - Applies knowledge of concepts, principles, strategies and tactics related to movement and performance</b>  2.6.2, 2.7.2, 2.8.2;  2.6.10, 2.7.10, 2.8.11</p> <p>B. <b>Standard 4 - Exhibits responsible personal and social behavior that respects self and others</b>  4.6.4, 4.7.4, 4.8.4</p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>Do the materials have specific lessons on critical features of movement forms, such a teaching features of overhand tennis serve, golf swing, or basketball shooting?</li> <li>Do the materials provide specific lessons on how to apply safety issues and protocols that exist within sports, games and other physical activities outside of physical education class?</li> </ul>	0 1 2	
		<p><b>4.</b> Materials support the development of self-management, attitudes, and competence needed to maintain physical activity outside of school and throughout their lives.</p>	<p><b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b></p> <p>A. <b>Standard 3 - Demonstrates knowledge and skills to achieve and maintain health-enhancing level of physical activity and fitness</b>  3.6.1, 3.7.1, 3.8.1;  3.6.2, 3.7.2, 3.8.2;  3.6.4, 3.7.4, 3.8.4;  3.6.7, 3.7.7, 3.8.7</p> <p>B. <b>Standard 5- Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>  5.6.3, 5.7.3, 5.8.3;  5.6.4, 5.7.4, 5.8.4</p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>Do the materials have specific lessons that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?</li> <li>Do the materials have specific lessons about how each component of physical fitness is related to their overall fitness status?</li> <li>Do the materials have specific lessons that allow students to increase their opportunities for improved self-confidence and self-esteem through physical activity?</li> </ul>	0 1 2	

		<ul style="list-style-type: none"> <li>Do the materials have specific lessons that teach students the difference between personal challenges and competition and provide opportunities for students to choose at least one personally challenging physical activity to attempt?</li> </ul>		
	<p>5. Materials support a diverse and authentic content appropriate learning experience.</p>	<p><b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b></p> <p>A. <b>Standard 3 - Demonstrates knowledge and skills to achieve and maintain health-enhancing level of physical activity and fitness</b>  3.6.12, 3.7.12, 3.8.12;  3.6.13, 3.7.13, 3.8.13</p> <p>B. <b>Standard 5- Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b>  5.6.2, 5.7.2, 5.8.2;  5.6.5, 5.7.5, 5.8.5</p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>Do the materials provide specific lessons about the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures?</li> </ul>	<p>0 1 2</p>	



SECTION I: Alignment to the 2016 Oregon Physical Education Standards					
<b>Criterion 6, 7, 8 &amp; 9: COHERENCE</b>  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.  <b>4: Meets all criteria (8 points)</b> <b>3: Adheres to the criteria (6-7 points, no zeros)</b> <b>2: Sometimes adheres to the criteria (4-5 points)</b> <b>1: Occasionally adheres to the criteria (1-3 points)</b> <b>0: Does not meet the criteria</b>  <b>Final Comments and Suggestions for Improvement:</b>	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials	
		6. Materials form a coherent, planned, and sequential learning progression building upon ideas, practices, and concepts developed in prior learning experiences.	<b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b> A. <b>Standard 3 - Demonstrates knowledge and skills to achieve and maintain health-enhancing level of physical activity and fitness</b> 3.6.9, 3.7.9, 3.8.9; 3.6.11, 3.7.11, 3.8.11  <b>Questions to ask:</b> <ul style="list-style-type: none"> <li>Do the materials include specific lessons on how to assess personal fitness status for each component of fitness and use this information to develop individualized physical fitness goals?</li> </ul>	0 1 2	
		7. Instructional sequence consistently provides multiple opportunities and adequate time for student learning.	<b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b> A. <b>Standard 4 - Exhibits responsible personal and social behavior that respects self and others</b> 4.6.6, 4.7.6, 4.8.6  <b>Questions to ask:</b> <ul style="list-style-type: none"> <li>Do the materials provide specific lessons that address and emphasize the role of personal reactions during interaction with others as well as the importance of supportive behavior and social skills?</li> </ul>	0 1 2	
		8. Materials provide opportunities for cross-curricular connections within and between grade levels.	<b>Select two different units/chapters to review with the following questions in mind:</b> <ul style="list-style-type: none"> <li>Do the materials clearly indicate interdisciplinary connections? With which content areas? (ELA, Science, Math, etc.)</li> <li>Do the materials provide students with opportunities for a progression of knowledge to learn more complex concepts across grade bands?</li> </ul>	0 1 2	

	<p>9. In each 6-8 grade level, materials provide opportunities for students to reflect upon learning.</p>	<p><b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b></p> <p>A. <b>Standard 4 - Exhibits responsible personal and social behavior that respects self and others</b> 4.6.3, 4.7.3, 4.8.3</p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>Do the materials ensure students are given multiple opportunities to access knowledge and allow for adequate time to focus on performance expectations?</li> </ul>	<p>0 1 2</p>	
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SECTION I: Alignment to the 2016 Oregon Physical Education Standards					
Criterion 10, 11, & 12: COHERENCE	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials	
	<p>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 (e.g., elicit preconceptions, teach new knowledge, build skills and abilities, connect to prior knowledge).</p> <p><b>4: Meets all criteria (6 points)</b>  <b>3: Adheres to the criteria (4-5 points, no zeros)</b>  <b>2: Sometimes adheres to the criteria (3 points)</b>  <b>1: Occasionally adheres to the criteria (1-2 points)</b>  <b>0: Does not meet the criteria</b></p> <p><b>Final Comments and Suggestions for Improvement:</b></p>	<p><b>10.</b> In each 6-8 grade level, materials integrate physical education, physical activity, and health-enhancing behaviors to influence responsible personal and social behaviors in society.</p>	<p><b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b></p> <ul style="list-style-type: none"> <li><b>Standard 4 - Exhibits responsible personal and social behaviors that respects self and others</b> 4.6.4, 4.7.4, 4.8.4</li> <li><b>Standard 5 - Recognize value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b> 5.6.5, 5.7.5, 5.8.5</li> </ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>Do the materials provide specific lessons that address and emphasize cooperation, teamwork, personal responsibility, and communication skills?</li> <li>Do the materials provide specific lessons that require small group work and opportunities for communicating needs and ideas?</li> </ul>	0 1 2	
		<p><b>11.</b> In each 6-8 grade level, personal and social responsibilities are embedded in instructional materials.</p>	<p><b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b></p> <p>A. <b>Standard 4 - Exhibits responsible personal and social behaviors that respects self and others</b> 4.6.4, 4.7.4, 4.8.4</p> <p>B. <b>Standard 5 - Recognize value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction</b> 5.6.5, 5.7.5, 5.8.5</p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>Do the materials provide a basis and appreciation for working with others and working together to solve a problem, and/ or tackle a challenge?</li> <li>Do the materials provide opportunities for students to function as a member of a group and to work cooperatively?</li> </ul>	0 1 2	

	<p><b>12.</b> 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).</p>	<p><b>Review a different unit/chapter to determine if the following physical education performance indicators are addressed:</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 1 - Demonstrates competency in variety of motor skills and movement patterns</b> 1.6.1, 1.7.1, 1.8.1</li> <li>• <b>Standard 4 - Exhibits responsible personal and social behaviors that respects self and others</b> 4.6.4, 4.7.4, 4.8.4</li> </ul> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>• Do specific lessons address respect for individual differences within and outside of physical education as well as the importance of engaging with individuals with disabilities and/or special health care needs?</li> <li>• Do the materials provide varying levels of participation with an emphasis of inclusion for all students?</li> <li>• Do the materials include a wide variety of activities that will appeal to a diverse student population?</li> <li>• Do the materials provide opportunities to re-visit or connect to concepts previously learned?</li> </ul>	<p>0 1 2</p>	
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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.

II - INDICATORS OF QUALITY: Student Engagement	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
13. Engages students in authentic and meaningful learning experiences that reflect real-world and lifelong physical education practices.	0	1	2	
14. Engages students in learning and skill based activities maximizing practice opportunities that are relevant and integrated into appropriate cross-curricular concepts.	0	1	2	
15. Materials provide frequent opportunities for students to recognize, demonstrate, and apply their knowledge, skills and confidence, while responding to peer and teacher feedback.	0	1	2	
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).	0	1	2	
17. Provides differentiated, developmentally, and age appropriate instruction, activities, and skills per grade level.	0	1	2	
<b>Total (points possible)</b>				

**SECTION III: Instructional Supports**  
**Key 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.

III - INDICATORS OF QUALITY: Differentiated Instruction	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
18a. Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing <b>diverse cultures</b> .	0	1	2	
18b. Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing <b>linguistic backgrounds</b> .	0	1	2	
18c. Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing <b>learning styles</b> .	0	1	2	
18d. Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing <b>interests</b> .	0	1	2	
19. Materials promote equitable instruction by making connections to culture, home, neighborhood, and communities as appropriate.	0	1	2	
20. Materials provide adaptations and modifications to be made for students of all abilities.	0	1	2	
21. Appropriate scaffolding, interventions, and supports are evident and do not sacrifice physical education content. Including but not limited to integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers).	0	1	2	
<b>Total (points possible)</b>				

**SECTION IV: Instructional Supports  
Supporting Criteria**

Rate each indicator in Section IV according to whether it is met, partially met, or not met. Award points for each indicator as shown.

IV - INDICATORS OF QUALITY: Extensions & Educator Supports	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
22. Use scientifically- and medically-accurate and grade-appropriate physical education information, vocabulary, models, and representations to support students' physical, cognitive, and social learning.	0	1	2	
23. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.	0	1	2	
24. Provide virtual labs, simulations, and video-based learning experiences.	0	1	2	
25. Allow teachers to access, revise, and print from digital sources (e.g., readings, activities, assessments, rubrics).	0	1	2	
26. Supplies and equipment, when provided, are high quality (e.g., durable, dependable) and organized for efficient use.	0	1	2	
27. Provide thorough lists that identify by learning experience all consumable and non-consumable materials aligned for both instruction and assessment.	0	1	2	
28. Adhere to safety laws, rules, and regulations and emphasize the importance of safety in physical education.	0	1	2	
29. Make available ongoing and embedded professional learning for implementation and continued use of the instructional materials.	0	1	2	
30. Instructional materials provide opportunities to enrich learning with technology.	0	1	2	
31. Instructional materials provide teaching cues for skill development.	0	1	2	
<b>Total (points possible)</b>				

**SECTION V: Monitoring Student Progress**  
**Supporting Criteria**

Rate each indicator in Section V according to whether it is met, partially met, or not met. Award points for each indicator as shown.

V - INDICATORS OF QUALITY: Monitoring Student Progress	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
The instructional materials support monitoring student progress:				
32. Student assessment is aligned with Oregon State Physical Education Standards and established grade-level outcomes.	0	1	2	
33. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in planning instruction, providing ongoing feedback to students, and reporting out to guardian/parents.	0	1	2	
34. Uses a variety of assessment types (pre/post, formative, summative, peer, self, etc.) that measures student progress towards grade level outcomes.	0	1	2	
35. Provides multiple opportunities for students to demonstrate and receive feedback on performance.	0	1	2	
36. Assesses student proficiency using methods, vocabulary, representations, models, and examples that are accessible and unbiased for all students.	0	1	2	
37. Provides print and digital assessments that are platform- and device-independent.	0	1	2	
38. Digital assessments are easy to manipulate, customize, and are linked to the Oregon state standards and grade-level outcomes.	0	1	2	
<b>Total (points possible)</b>				