

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;">Focus</p> <ol style="list-style-type: none"> 1. 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. 2. 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). <p style="text-align: center;">Rigor</p> <ol style="list-style-type: none"> 3. Materials support and guide a variety of in-depth instruction in students’ physical, cognitive, and social skills. 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 experiences. <p style="text-align: center;">Coherence</p> <ol style="list-style-type: none"> 6. Materials form a coherent, planned, and sequential learning progression building upon ideas, practices, and concepts developed in prior learning experiences. 7. Instructional sequence consistently provides multiple opportunities and adequate time for student learning. 	<p>The instructional materials support instruction and learning for all students:</p> <p>Student Engagement</p> <ol style="list-style-type: none"> 13. Engages students in authentic and meaningful learning experiences that reflect real-world and lifelong physical education practices. 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. <p>Differentiated Instruction</p> <ol style="list-style-type: none"> 18. Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing: <ol style="list-style-type: none"> A) Diverse cultures B) Linguistic backgrounds C) Learning styles D) Interests 19. Materials promote equitable instruction by making connections to culture, home, neighborhood and communities as appropriate 20. Materials provide for adaptations and modifications to be made for students of all abilities. 21. Appropriate scaffolding, interventions, and supports are evident and do not sacrifice 	<p>The instructional materials support monitoring student progress:</p> <ol style="list-style-type: none"> 32. Student assessment is aligned with Oregon state physical education standards and established grade-level outcomes. 33. 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"> A) Planning instruction B) Providing ongoing feedback to students C) Reporting out to guardian/parents. 34. Uses a variety of assessment types (pre/post, formative, summative, peer, self, etc.) that measures student progress

<p>8. Materials provide opportunities for cross-curricular connections within and between grade levels.</p> <p>9. Materials provide opportunities for students to reflect upon learning.</p> <p>10. Materials integrate physical education, physical activity, and health-enhancing behaviors to influence responsible personal and social behaviors in society.</p> <p>11. Personal and social responsibilities are embedded in instructional 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>physical education content.</p> <p>A) Including but not limited to integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers)</p> <p>Instructional Materials</p> <p>22. Use scientifically accurate and medically accurate and grade-appropriate physical education information, vocabulary, models, and representations to support students’ physical, cognitive, and social learning.</p> <p>23. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.</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>towards grade level outcomes.</p> <p>35. Provides multiple opportunities for students to demonstrate and receive feedback on performance.</p> <p>36. Assesses student 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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Oregon Definition of Instructional Material:

Units/lessons and materials that make up the major instructional vehicle for a given course of study as described in [OAR 581-011-0050](#).

Rating Scale for Each Criterion:

- 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

Overall Rating for the Instructional material:

- E: Exemplar - meets all the “must have” criteria (**) and most of the other criteria in the remaining dimensions (mainly 3-4’s).
- E/I: Exemplar if Improved - meets all the “must have” criteria (**), needs some improvement in remaining dimensions (mainly 2-3’s).
- R: Needs Revision - Does not meet all “must have” criteria (**) and requires significant revision in one or more dimensions (mainly 1-2’s).
- N: Not Recommended - does not meet the criteria in the dimensions (mainly 0-2’s).
- N/R: Not ready to review – use rubric criteria to revise and organize instructional material then resubmit for a quality review.

<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:

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**