

## Section I: Alignment to the 2016 Oregon Physical Education 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  
(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	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>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.</p>		0 1 2	
<p>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.</p>		0 1 2	

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### 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  
(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	How to Find the Evidence	Rating	Specific Evidence from Materials
3. Support and guide a variety of instruction in students' physical, cognitive, and social skills.	Questions to ask:	0 1 2	
4. Support the development of self-management, attitudes, and competence needed to maintain physical activity outside of school and throughout their lives.	Questions to ask:	0 1 2	
5. Support a diverse and authentic content appropriate learning experience.	Questions to ask:	0 1 2	

## 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 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	How to Find the Evidence	Rating	Specific Evidence from Materials
6. Coherent, planned, and sequential learning progression building upon ideas, practices, and concepts developed in prior learning experiences.	Questions to ask:	0 1 2	
7. Instructional sequence consistently provides multiple opportunities and adequate time for student learning.	Questions to ask:	0 1 2	
8. Materials provide opportunities for cross-curricular connections within and between grade levels.	Questions to ask:	0 1 2	
9. Opportunities for students to reflect upon learning.	Questions to ask:	0 1 2	

## 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 (e.g., elicit preconceptions, teach new knowledge, build skills and abilities, connect to prior knowledge).

**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	How to Find the Evidence	Rating	Specific Evidence from Materials
<b>10.</b> Integrate physical education, physical activity, and health-enhancing behaviors to influence responsible personal and social behaviors in society.	<b>Questions to ask:</b>	0 1 2	
<b>11.</b> Personal and social responsibilities are embedded in instructional materials	<b>Questions to ask:</b>	0 1 2	
<b>12.</b> 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).	<b>Questions to ask:</b>	0 1 2	

## Section III: Instruction Supports 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.

**Scoring: 2: Sometimes adheres to the criteria    1: Occasionally adheres to the criteria    0: Does not meet the criteria**

INDICATORS OF QUALITY: Student Engagement	SCORE			EVIDENCE
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.

**Scoring: 2: Sometimes adheres to the criteria    1: Occasionally adheres to the criteria    0: Does not meet the criteria**

INDICATORS OF QUALITY: Differentiated Instruction	SCORE			EVIDENCE
<b>18.</b> Provides guidance for teachers to support differentiated and culturally responsive teaching and learning by representing:				
a. Diverse cultures	0	1	2	
b. Linguistic backgrounds	0	1	2	
c. Learning styles	0	1	2	
d. Interests	0	1	2	
<b>19.</b> Materials promote equitable instruction by making connections to culture, home, neighborhood, and communities as appropriate.	0	1	2	
<b>20.</b> Materials provide adaptations and modifications to be made for students of all abilities.	0	1	2	
<b>21.</b> 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.

**Scoring: 2: Sometimes adheres to the criteria    1: Occasionally adheres to the criteria    0: Does not meet the criteria**

IV - INDICATORS OF QUALITY: Extensions & Educator Supports	SCORE			EVIDENCE
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.

**Scoring: 2: Sometimes adheres to the criteria    1: Occasionally adheres to the criteria    0: Does not meet the criteria**

V - INDICATORS OF QUALITY: Monitoring Student Progress	SCORE			EVIDENCE
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>				