Physical Education (PE) K-5 Evaluation Form

2024 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the course evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the course evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for K-5 Alignment to PE Standards:

To evaluate each grade or course’s materials for alignment to [Idaho Content Standards](https://www.sde.idaho.gov/academic/shared/pe/ICS-PE.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with content standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Physical Education is not evident. | There is some evidence of the Standard for Physical Education.   | Materials explicitly align to and support the Standard for Physical Education through regular and authentic engagement opportunities for students. |  |

| Skilled Movement | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities as appropriate for grade level.
 | 0 1 2 N/A |  |
| 1. Materials consist of a variety of skills in non-locomotor, locomotor, and manipulative skills as appropriate for grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to demonstrate a wide variety of specialized skills using varying levels of intensity, relationships, and body and space awareness as appropriate for grade level.
 | 0 1 2 N/A |  |

| Movement Knowledge | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to demonstrate understanding of concepts, principles, strategies, and tactics related to movement and to the performance of physical activities as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in identifying and demonstrating knowledge of biomechanical principles as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in identifying and applying critical cues and concepts of body, space, effort, time, and relationships that vary the quality of movement and be able to transfer those concepts to new skills as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities to identify ways to improve performance as appropriate to grade level.
 | 0 1 2 N/A |  |

| Health-Enhancing Personal Fitness | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical fitness as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide a variety of activities that promote the five health enhancing physical fitness components as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in demonstrating basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength, and muscular endurance, flexibility, and body composition as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials support students in interpreting results and significance of information provided by formal measures of physical fitness and support students in setting personal health-related fitness goals as appropriate to grade level.
 | 0 1 2 N/A |  |

| Personal and Social Responsibility | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students to work together to problem solve, complete a task, and/or tackle a challenge in physical activity settings as appropriate to grade level.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to identify the purposes for and follow safe practices, rules, procedures, and etiquette as appropriate to grade level.
 | 0 1 2 N/A |  |

| Valuing a Physically Active Lifestyle | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials support students to participate daily in moderate to vigorous physical activities that are developmentally appropriate.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to experience challenges physical activity that are developmentally appropriate.
 | 0 1 2 N/A |  |

Scoring for Best Practices and Assessment

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the teaching practice. | The teaching practice is embedded in some lessons. | Materials regularly embed supports for teachers to implement best practices and assessment.  |  |

Scoring for Alignment to Best Practices and Assessment:

| Best Practices and Assessments | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials contain clear statements and explanations of purpose, goals, and learning outcomes.
 | 0 1 2 N/A |  |
| 1. Materials are systematic and sequential – prerequisite skills taught first and vertically aligned appropriately.
 | 0 1 2 N/A |  |
| 1. Materials provide questioning and discussion techniques that promote learning through thinking, discussion, and reflection.
 | 0 1 2 N/A |  |
| 1. Digital materials and assessments are easy to edit and revise and access to distribute and/or print.
 | 0 1 2 N/A |  |
| 1. Materials contain teacher-specific instructions and explanations for expanding content knowledge and lesson planning development.
 | 0 1 2 N/A |  |
| 1. Materials include standard-specific formative assessments that can be used by all students (and teachers) to elicit and use evidence of learning that improve student understanding of intended outcomes to best inform next steps.
 | 0 1 2 N/A |  |
| 1. Materials include standard-specific summative assessments for students to demonstrate mastery of standards and provide teacher with information related to proficiency of learning targets.
 | 0 1 2 N/A |  |

Scoring for Multi-Tiered System of Support

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the feature. | The feature is included and partially aligned to Tier 1 instruction. | The feature is included and fully aligned to Tier 1 instruction. |  |

Scoring for Alignment to Idaho Multi-Tiered Systems of Support:

| Multi-tiered Instruction | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide a variety of resources and strategies for small group instruction that can be used for differentiation in the general education classroom.
 | 0 1 2 N/A |  |
| 1. Materials provide interventions aligned to core instruction. Interventions are more frequent and varied to support acquisition of identified skills. (Tier II)
 | 0 1 2 N/A |  |
| 1. Materials provide interventions for students whom Tier I and II interventions have not adequately supported student growth. (Tier III)
 | 0 1 2 N/A |  |

Scoring for Additional Indicators of Quality Materials

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of scaffolding, differentiation elements, or engaging tools.  | There is some evidence of scaffolding, differentiation elements, or engaging tools. | Materials include scaffolding and differentiation elements as well as engaging tools. |  |

Scoring for Alignment to Additional Indicators of Quality Materials:

| Indicators of Quality Materials | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials include a high degree of teacher-student interaction including frequent responses from students with immediate feedback from teacher.
 | 0 1 2 N/A |  |
| 1. Materials provide examples of scaffolding and guided practice.
 | 0 1 2 N/A |  |
| 1. Materials include supports for differentiation, pacing, remediation and extension activities, and alternative teaching approaches.
 | 0 1 2 N/A |  |
| 1. Materials provide instructional strategies to accommodate the learning differences of all students.
 | 0 1 2 N/A |  |
| 1. Materials are relevant and interesting for grade level with authentic contexts and tools that allow students to make connections.
 | 0 1 2 N/A |  |
| 1. Materials integrate technology and interactive tools, visuals, videos, manipulatives, or dynamic software to engage students.
 | 0 1 2 N/A |  |
| 1. Materials are available in language(s) other than English.
 | 0 1 2 N/A |  |

For Questions Contact

Content & Curriculum – Curricular Materials

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