



FORM F.0 Citation Alignment and Scoring Rubric - 2017 Physical Education Grades K-2

PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER)

Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)

Reviewer Number:		Date:	
SECTION	REVIEWER TOTAL	MAXIMUM POINTS	FACILITATOR VERIFIED
Section 1	0	141	
Section 2	0	33	
TOTAL SCORE	0	174	
Percent Score	0.0%		

FINAL SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)

Verified 90% or Higher (Y/N)		Facilitator Notes: (enter comments below)
Facilitator Name:		
Verified 89% or Lower (Y/N)		
Facilitator Name:		

Criteria # SECTION 1: Content Standards, Benchmarks and Performance Standards								
Publisher Instructions: <input type="checkbox"/> Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom's Taxonomy at the higher levels. <input type="checkbox"/> For Section 1 you may enter four citations per criteria. <input type="checkbox"/> Citations for Section 1 will refer to the Student Edition, Teacher Edition, or Student Workbook								
Reviewer Instructions: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review. <input type="checkbox"/> Three (3) points: The citation demonstrates Bloom's Level 3. <input type="checkbox"/> Two (2) points: The citation demonstrates Bloom's Level 2. <input type="checkbox"/> One (1) points: The citation demonstrates Bloom's Level 1. <input type="checkbox"/> Zero (0) points: The citation does not meet Level 1, Level 2, or Level 3.								
Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:			1st Citation	2nd Citation	3rd Citation	4th Citation	SCORE	Reviewer Comments
K-4 Benchmark 1: Demonstrate competency in selected motor skills:								
1	1. travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form;							
2	2. demonstrate skills of chasing, fleeing and dodging to avoid others; and							
3	3. demonstrate smooth transitions between sequential motor skills (i.e., running into a jump).							
K-4 Benchmark 2: Demonstrate competency in selected non-motor patterns:								
4	1. roll sideways and forwards without hesitating or stopping using control;							
5	2. balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts; and							
6	3. form round, narrow, wide and twisted body shapes alone and with a partner.							
K-4 Benchmark 3: Demonstrate competency in selected skills utilizing age- appropriate equipment:								
7	1. repeatedly jump a self-turned rope and a rope turned by others; <input type="checkbox"/>							
8	2. continuously dribble a ball, using hands or feet, without losing control; and							
9	3. receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.).							
Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Students will:								
K-4 benchmark 1: Demonstrate concepts of body, effort, space and relationships in movement:								
10	1. travel, changing speed, direction and pathway, quickly and safely without falling; travel while demonstrating a variety of relationships with objects (i.e., over, under, behind, alongside, through, etc.); and							
11	2. place a variety of body parts into high, medium and low levels							
K-4 Benchmark 2: Demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:								
12	1. use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling; and							
13	2. recognize similar movement concepts in a variety of skills;							
K-4 Benchmark 3: Demonstrate critical elements of fundamental and specialized movement skills:								
14	1. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;							
15	2. refine movement errors in response to positive information and corrective information feedback;							
16	3. demonstrate the application of critical cues in selected motor skills; and							
17	4. accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.							

Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:							
K-4 Benchmark 1: Select and participate regularly in health-related physical activities for enjoyment:							
18	1. engage in moderate to vigorous physical activity most days of the week; and						
19	2. participate regularly in a variety of non-structured and minimally-organized physical activities outside of physical education class (i.e., ball play, tag, hide and seek, skipping, etc.).						
K-4 Benchmark 2: identify the benefits gained from regular physical activity:							
20	1. experience and recognize different types of physical activities and their healthful benefits;						
Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Students will:							
K-4 Benchmark 1: Match different types of physical activities with health-related physical fitness components:							
21	1. recognize that health-related physical fitness consists of several components; and						
22	2. identify activities designed to improve health-related fitness components.						
K-4 Benchmark 2: participate in moderate to vigorous physical activities in a variety of settings:							
23	1. participate in a variety of games and activities that increase respiration and heart rate;						
24	2. demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands; and						
25	3. sustain activity for increasingly longer periods of time.						
K-4 Benchmark 3: Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.							
26	1. recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity; and						
27	2. recognize personal strengths and weaknesses based on participation in various physical activities.						
Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:							
K-4 Benchmark 1: utilize safety principles in physical activity settings:							
28	1. use space and equipment safely and properly; and						
29	2. recognize that personal space and emotional safety will be protected;						
K-4 Benchmark 2: work cooperatively and productively with a partner or small group:							
30	1. invite a peer to take his turn at a piece of apparatus before repeating turn; and						
31	2. assist partner by sharing observations about skill performance during practice.						
K-4 Benchmark 3: recognize the influence of peer pressure and identify ways of resolving conflict:							
32	1. demonstrate the elements of socially acceptable conflict resolution; and						
33	2. demonstrate effective communication skills.						
K-4 Benchmark 4: work independently and on-task for short periods of time:							
34	1. demonstrate independent work habits during short-term activity.						
K-4 Benchmark 5: recognize classroom and activity rules; grades K-4 performance standards:							
35	1. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;						
36	2. distinguish between compliance and non-compliance with game rules and fair play; and						
37	3. accept consequences of personal choices.						
Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:							
K-4 Benchmark 1: explore cultural/ethnic self-awareness through participation in physical activity:							

38	1. articulate cultural/ethnic self awareness through written, oral or physical expression.						
K-4 Benchmark 2: recognize the talents that individuals with differences can bring to group activities:							
39	1. work productively with a variety of partners.						
K-4 Benchmark 3: experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:							
40	1. accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.).						
K-4 Benchmark 4: recognize how the media, particularly advertising, influences the perception of ideal body types:							
41	1. identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type.						
Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self expression and social interaction. Students will:							
K-4 Benchmark 1: identify physical activities that are enjoyable:							
42	1. identify several individual and dual physical activities that they find personally enjoyable.						
K-4 Benchmark 2: practice physical activities to increase skills:							
43	1. willingly try new activities; and						
44	2. continue to participate when not successful on the first attempt.						
K-4 Benchmark 3: demonstrate interaction with others while participating in physical activities:							
45	1. celebrate personal successes and achievements and those of others; and						
46	2. cooperate and share with partners in physical activities;						
K-4 Benchmark 4: use physical activity as a measure of self-expression:							
47	1. create movement sequences that are personally interesting and satisfying.						
						0	0.00%

Criteria # SECTION 2: Other Relevant Criteria						
Publisher Instructions: <input type="checkbox"/> Section 2 criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom's. <input type="checkbox"/> Citations for Section 2 "Other Relevant Criteria" will usually refer to the Teacher Edition, but may refer to the Student Edition. <input type="checkbox"/> List one citation per occurrence cell. <input type="checkbox"/> All three citation occurrences must be found satisfactory by the Reviewer to meet the requirements of the standard.						
Reviewer Instructions: Use the Teacher's Edition and the Student Edition to conduct this portion of the review. <input type="checkbox"/> Zero (0): All 3 citations did not meet the requirements of the standard. <input type="checkbox"/> One and a Half (1.5): All 3 citations met the requirements of the standard.						
SECTION 2.A: Other Relevant Criteria – Publisher's Criteria						
	Materials aligned with standards provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills. (Specify or cite how the following instructional recommendations occur within this curriculum.)	Occurrence 1	Occurrence 2	Occurrence 3	SCORE	Reviewer Comments
48	Academic Vocabulary: Provide focused resources to support students' acquisition of both general academic vocabulary and domain-specific vocabulary.					
49	Content: Provide clearly stated learning goals and objectives for lessons and tasks.					
50	Content: Provide a scope and sequence that enables students to demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication defined by the standards.					
51	Equity: Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.					
52	Equity: Provide a balanced representation of people and points of view and is free of bias regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers, and career choices.					
53	Equity: Provide opportunities for teacher and students to integrate with other content areas.					
54	Assessment: Offer assessment tools that measure student progress.					
55	Assessment: Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.					
56	Technology and Digital Resources: Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning.					
SECTION 2.B: Other Relevant Criteria – Student/Teacher Edition						
		Occurrence 1	Occurrence 2	Occurrence 3	SCORE	Reviewer Comments
57	The material provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.					
58	The material provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.					
59	The material provides an introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.					
60	The material provides activities for students to make interdisciplinary connections to science, language arts, math, music, art and sports plus connections with their personal experiences.					
61	The material provides references to support student learning such as a glossary and word lists.					
62	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.					
63	The Teacher's Edition provides tiered activities for differentiated instruction to meet the needs of all students including below proficiency and advanced learners.					

64	The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)					
65	The Teacher's Edition provides writing activities where students explain their thinking.					
66	The Teacher's Edition provides cooperative learning strategies.					
67	The Teacher's Edition provides the teacher with instructional strategies for every lesson.					
68	The Teacher's Edition embeds various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives.					
69	The Teacher's Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.					
					0	
					0.00%	

3	YES L3	1.5	YES
2	YES L2	0	NO
1	YES L1		
0	NO		