



## FORM F.1 Citation Alignment and Scoring Rubric - 2017 Physical Education Grades 3-4

### 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:	
<b>SECTION</b>	<b>REVIEWER TOTAL</b>	<b>MAXIMUM POINTS</b>	<b>FACILITATOR VERIFIED</b>
Section 1	0	138	
Section 2	0	33	
<b>TOTAL SCORE</b>	<b>0</b>	<b>171</b>	
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								
<b>Publisher Instructions:</b> <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								
<b>Reviewer Instructions: Use the Student Edition, Teacher Edition, or Student Workbook to conduct this portion of the review.</b> <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
<b>K-4 Benchmark 1: Demonstrate competency in selected motor skills:</b>								
1	1. demonstrate mature form in all locomotor patterns;							
2	2. while traveling, avoid or catch an object or individual; and							
3	3. develop patterns and combinations of movements into repeatable sequences.							
<b>K-4 Benchmark 2: Demonstrate competency in selected non-motor patterns:</b>								
4	1. transfer weight from feet to hands using controlled movement;							
5	2. balance with control on a variety of objects; and							
6	3. develop and refine a gymnastics sequence demonstrating smooth transitions.							
<b>K-4 Benchmark 3: Demonstrate competency in selected skills utilizing age- appropriate equipment:</b>								
7	1. travel into and out of a rope turned by others;□							
8	2. hand-dribble and foot-dribble a ball and maintain control while traveling within a group;							
9	3. throw, catch and kick using mature motor patterns; and							
10	4. strike a softly-thrown lightweight ball using a bat, paddle or a variety of body parts.							
<b>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Students will:</b>								
<b>K-4 benchmark 1: Demonstrate concepts of body, effort, space and relationships in movement:</b>								
11	1. design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e., gymnastics, dance, etc.); and							
12	2. consistently receive and send an object in an intended direction and height.							
<b>ate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:</b>								
13	1. adapt motor skills to the demands of a dynamic and unpredictable environment;							
14	2. identify ways movement concepts can be used to refine movement skills; and							
15	3. explain how appropriate practice improves performance.							
<b>K-4 Benchmark 3: Demonstrate critical elements of fundamental and specialized movement skills:</b>								
16	1. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;							
17	2. refine movement errors in response to positive information and corrective information feedback;							
18	3. demonstrate the application of critical cues in selected motor skills; and							
19	4. accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student.							
<b>Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:</b>								
<b>K-4 Benchmark 1: Select and participate regularly in health-related physical activities for enjoyment:</b>								
20	1. participate in moderate to vigorous physical activity outside of physical education most days of the week; and							

21	2. use information from a variety of sources, internal and external, to regulate their activity participation;						
<b>K-4 Benchmark 2: identify the benefits gained from regular physical activity:</b>							
22	1. describe how participation in physical activity affects health.						
<b>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Students will:</b>							
<b>K-4 Benchmark 1: Match different types of physical activities with health-related physical fitness components:</b>							
23	1. select activities designed to improve and maintain levels of fitness in each component of health-related fitness						
<b>K-4 Benchmark 2: participate in moderate to vigorous physical activities in a variety of settings:</b>							
24	1. participate in a variety of physical activities in order to improve each component of health-related fitness.						
<b>K-4 Benchmark 3: Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.</b>							
25	1. explain the relationship of body weight, body composition and participation in regular physical activity; and						
26	2. develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments.						
<b>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:</b>							
<b>K-4 Benchmark 1: utilize safety principles in physical activity settings:</b>							
27	1. recognize importance of equipment placement and usage during physical education class; and						
28	2. initiate the appropriate use of space in game and activity settings.						
<b>K-4 Benchmark 2: work cooperatively and productively with a partner or small group:</b>							
29	1. work productively with a partner to improve selected motor skills by using the critical elements of the process; and						
30	2. demonstrate the ability to teach an activity or skill to a group of classmates;						
<b>K-4 Benchmark 3: recognize the influence of peer pressure and identify ways of resolving conflict:</b>							
31	1. identify and avoid the negative influence of peers.						
<b>K-4 Benchmark 4: work independently and on-task for short periods of time:</b>							
32	1. honestly report the results of independent work.						
<b>K-4 Benchmark 5: recognize classroom and activity rules; grades K-4 performance standards:</b>							
33	1. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;						
34	2. distinguish between compliance and non-compliance with game rules and fair play; and						
35	3. accept consequences of personal choices.						
<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:</b>							
<b>K-4 Benchmark 1: explore cultural/ethnic self-awareness through participation in physical activity:</b>							
36	1. articulate cultural/ethnic self awareness through written, oral or physical expression.						
<b>K-4 Benchmark 2: recognize the talents that individuals with differences can bring to group activities:</b>							
37	1. recognize and value the role of each individual in a small group.						
<b>K-4 Benchmark 3: experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:</b>							
38	1. demonstrate the ability to successfully work in a variety of cultural or ethnic activities.						
<b>K-4 Benchmark 4: recognize how the media, particularly advertising, influences the perception of ideal body types:</b>							
39	1. differentiate between body type presented in the media and own healthy body type; and						
40	2. identify lifestyle factors that can be controlled and their impact on health and wellness.						
<b>Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self expression and social interaction. Students will:</b>							
<b>K-4 Benchmark 1: identify physical activities that are enjoyable:</b>							
41	1. explain the enjoyable characteristics of small group physical activities.						
<b>K-4 Benchmark 2: practice physical activities to increase skills:</b>							
42	1. willingly try new activities; and						

43	2. voluntarily initiate skill practice to improve performance.						
<b>K-4 Benchmark 3: demonstrate interaction with others while participating in physical activities:</b>							
44	1. celebrate personal successes and achievements and those of others; and						
45	2. interact with others by helping them successfully complete their small- group physical activity challenges.						
<b>K-4 Benchmark 4: use physical activity as a measure of self-expression:</b>							
46	1. design a movement sequence/game that includes all members of the group in the success of the activity.						
						0	0.00%

Criteria # SECTION 2: Other Relevant Criteria								
<b>Publisher Instructions:</b> <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.								
<b>Reviewer Instructions: Use the Teacher's Edition and the Student Edition to conduct this portion of the review.</b> <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
47	<b>Academic Vocabulary:</b> Provide focused resources to support students' acquisition of both general academic vocabulary and domain-specific vocabulary.							
48	<b>Content:</b> Provide clearly stated learning goals and objectives for lessons and tasks.							
49	<b>Content:</b> 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.							
50	<b>Equity:</b> Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.							
51	<b>Equity:</b> 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.							
52	<b>Equity:</b> Provide opportunities for teacher and students to integrate with other content areas.							
53	<b>Assessment:</b> Offer assessment tools that measure student progress.							
54	<b>Assessment:</b> Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.							
55	<b>Technology and Digital Resources:</b> 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
56	The material provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.							
57	The material provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.							
58	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.							
59	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.							
60	The material provides references to support student learning such as a glossary and word lists.							
61	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.							
62	The Teacher's Edition provides tiered activities for differentiated instruction to meet the needs of all students including below proficiency and advanced learners.							
63	The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.)							
64	The Teacher's Edition provides writing activities where students explain their thinking.							
65	The Teacher's Edition provides cooperative learning strategies.							

66	The Teacher's Edition provides the teacher with instructional strategies for every lesson.					
67	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.					
68	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	1.5	YES
2	0	NO
1		
0		