



## FORM F.4 Citation Alignment and Scoring Rubric - 2017 Physical Education Grades 9-12

### 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	141	
Section 2	0	33	
<b>TOTAL SCORE</b>	<b>0</b>	<b>174</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.							
<b>Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Students will:</b>		<i>1st Citation</i>	<i>2nd Citation</i>	<i>3rd Citation</i>	<i>4th Citation</i>	<b>SCORE</b>	<i>Reviewer Comments</i>
<b>9-12 Benchmark: demonstrate proficiency in at least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:</b>							
<b>1</b>	1. identify the critical elements contained in the preparatory, action and follow-through phases of movement;						
<b>2</b>	2. analyze the critical elements contained in the preparatory, action and follow-through phases of movement;						
<b>3</b>	3. evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics; and						
<b>4</b>	4. modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.						
<b>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Students will:</b>							
<b>9-12 Benchmark: apply scientific principles to learn and improve skills; grades 9-12 performance standards:</b>							
<b>5</b>	1. describe how spatial relationships with other players affect outcomes during playing situations (i.e., badminton: up and back or side by side position; basketball: one on one or zone; soccer: outcomes of passing and receiving, etc.).						
<b>6</b>	2. explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process;						
<b>7</b>	3. apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.); and						
<b>8</b>	4. identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills.						
<b>Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Students will:</b>							
<b>9-12 Benchmark 1: participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness:</b>							
<b>9</b>	1. identify realistic personal fitness goals based on a pre-assessment; and						
<b>10</b>	2. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.).						
<b>9-12 Benchmark 2: monitor exercise, eating and other behaviors related to a healthy lifestyle:</b>							
<b>11</b>	1. demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.).						
<b>9-12 Benchmark 3: understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes:</b>							
<b>12</b>	1. identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan; and						
<b>13</b>	2. create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes.						
<b>9-12 Benchmark 4: use scientific knowledge to analyze personal characteristics that relate to participation in physical activities:</b>							
<b>14</b>	1. use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e., pedometers, heart rate monitors, activity-gram, etc.); and						
<b>15</b>	2. analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.).						

<b>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Students will:</b>							
<b>9-12 Benchmark 1: recognize the importance of participation in physical activity on a regular basis:</b>							
<b>16</b>	1. maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.).						
<b>9-12 Benchmark 2: demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals:</b>							
<b>17</b>	1. demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program).						
<b>9-12 Benchmark 3: design personal fitness programs that encompass all health-related physical fitness components:</b>							
<b>18</b>	1. provide rationale for the use of scientific concepts in the development of one's fitness program;						
<b>19</b>	2. provide rationale for the principles of frequency, intensity, time and type;						
<b>20</b>	3. demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.); and						
<b>21</b>	4. create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.						
<b>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Students will:</b>							
<b>9-12 Benchmark 1: identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle:</b>							
<b>22</b>	1. adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities; and						
<b>23</b>	2. apply appropriate etiquette in all activities.						
<b>9-12 Benchmark 2: initiate independent and responsible personal behavior in physical activity settings:</b>							
<b>24</b>	1. follow general classroom and specific activity rules to insure physical and emotional safety.						
<b>9-12 Benchmark 3: recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution;</b>							
<b>25</b>	1. demonstrate the ability to make responsible decisions regardless of peer pressure;						
<b>26</b>	2. accept consequences of personal choices; and						
<b>27</b>	3. openly discuss conflicts with the teacher and others involved while using conflict resolution skills.						
<b>9-12 Benchmark 4: accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals:</b>							
<b>28</b>	1. distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals.						
<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Students will:</b>							
<b>9-12 Benchmark 1: identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity choices and participation:</b>							
<b>29</b>	1. discuss why social differences and other aspects keep young adults from participating in an active lifestyle; and						
<b>30</b>	2. acknowledge the attributes that individuals with differences bring to a group.						
<b>9-12 Benchmark 2: develop strategies for including persons of diverse backgrounds and abilities in physical activity:</b>							
<b>31</b>	1. recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity; and						
<b>32</b>	2. display a sensitive attitude and a willingness to participate with others in physical activities.						
<b>9-12 Benchmark 3: evaluate how the media, particularly advertising, influence the perception of the ideal body types:</b>							
<b>33</b>	1. recognize that media messages are trying to sell products;						
<b>34</b>	2. know that billboards, magazines and television will show idealistic body types; and						
<b>35</b>	3. critically analyze advertising messages; create print ads endorsing healthy lifestyles.						

Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interactions. Students will:							
9-12 Benchmark 1: Maintain and improve physical fitness, motor skills and knowledge about physical activity:							
36	1. select activities that are enjoyable and promote fitness;						
37	2. identify activities that best fit their individual needs;						
38	3. choose activities outside of school that provide challenges and social interaction; and						
39	4. recognize intrinsic value of physical activity.						
9-12 Benchmark 2: evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle:							
40	1. identify key reasons to develop and maintain physical activity and healthy eating habits; and						
41	2. recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health.						
9-12 Benchmark 3: analyze time, cost and accessibility factors related to regular participation in physical activities:							
42	1. identify barriers and enablers to regular physical activity specific to his or her situation; and						
43	2. create a time management plan to facilitate regular physical activity participation.						
9-12 Benchmark 4: recognize the feelings that result from physical activity participation:							
44	1. reflect on reasons for choosing to participate in selected physical activity;						
45	2. create self rewards for achieving personal fitness goals;						
46	3. experience the feeling of satisfaction about personal fitness accomplishments; and						
47	4. evaluate the physical, social and psychological benefits of a healthy and active lifestyle.						
						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
48	<b>Academic Vocabulary:</b> Provide focused resources to support students' acquisition of both general academic vocabulary and domain-specific vocabulary.							
49	<b>Content:</b> Provide clearly stated learning goals and objectives for lessons and tasks.							
50	<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.							
51	<b>Equity:</b> Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.							
52	<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.							
53	<b>Equity:</b> Provide opportunities for teacher and students to integrate with other content areas.							
54	<b>Assessment:</b> Offer assessment tools that measure student progress.							
55	<b>Assessment:</b> Offer varied formative and summative assessment tools, clearly defining which standards are being assessed.							
56	<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
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.							

<b>66</b>	The Teacher's Edition provides cooperative learning strategies.					
<b>67</b>	The Teacher's Edition provides the teacher with instructional strategies for every lesson.					
<b>68</b>	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.					
<b>69</b>	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.					
					<b>0</b>	<b>0.00%</b>

YES	3	1.5
NO	2	0
	1	
	0	