

	F.28 PE - Grades 3-4		
PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)			
Provider/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:	
PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.			
Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In (if applicable):	Website:	Username:	Password:
SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)			
Reviewer Number:		Date:	

Section 1: Standards Review: Physical Education

PROVIDER/PUBLISHER INSTRUCTIONS:

- Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and/or **Student Edition/Student Workbook (student-facing core material)**. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the provider/publisher will enter two citations per standard (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Each citation should cover no more than 3 pages within the materials.**
 - o **Columns C and G:** Enter one citation in Column C and one citation in Column G from either the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
- The material will be scored for alignment with each standard as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations” based on the citations provided.
 - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for PE Standards Review:

Columns C-F: The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)** (print and/or digital) for each standard. Review the cited material and score the material by determining the degree to which it meets the standard:
 o M = Meets the standard
 o P = Partially meets the standard
 o D = Does not meet the standard
 Evidence for the publisher citations is required *only* if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.
o Each score cell (column D) will turn green as you score the materials.

Columns G-J: The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)** (print and/or digital) for each standard. Review the cited material, score the material by determining the degree to which it meets the standard, and **provide evidence from the material to support your determination:**
 o M = Meets the standard
 o P = Partially meets the standard
 o D = Does not meet the standard
o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate if formulated to do so.
o Each score cell (column H) and evidence cell (column J) will turn green as you score the materials.

Criteria #	F.28 PE Grades 3-4	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, notes
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**CONTENT STANDARD 1:
 Demonstrates competency in many movement forms and proficiency in a few movement forms.**

1	K-4 Benchmark 1: Students will demonstrate competency in selected motor skills:							
2	1. demonstrate mature form in all locomotor patterns;							
3	2. while traveling, avoid or catch an object or individual; and							
4	3. develop patterns and combinations of movements into repeatable sequences.							
5	K-4 Benchmark 2: Students will demonstrate competency in selected non-motor patterns:							
6	1. transfer weight from feet to hands using controlled movement;							
7	2. balance with control on a variety of objects; and							

8	3. develop and refine a gymnastics sequence demonstrating smooth transitions.							
9	K-4 Benchmark 3: Students will demonstrate competency in selected skills utilizing age-appropriate equipment:							
10	1. travel into and out of a rope turned by others;							
11	2. hand-dribble and foot-dribble a ball and maintain control while traveling within a group;							
12	3. throw, catch and kick using mature motor patterns; and							
13	4. strike a softly-thrown lightweight ball using a bat, paddle or a variety of body parts.							
CONTENT STANDARD 2: Applies movement concepts and principles to the learning and development of motor skills.								
14	K-4 Benchmark 1: Students will demonstrate concepts of body, effort, space and relationships in movement:							
15	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							
16	2. consistently receive and send an object in an intended direction and height.							
17	K-4 Benchmark 2: Students will demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:							
18	1. adapt motor skills to the demands of a dynamic and unpredictable environment;							
19	2. identify ways movement concepts can be used to refine movement skills; and							
20	3. explain how appropriate practice improves performance.							
21	K-4 Benchmark 3: Students will demonstrate critical elements of fundamental and specialized movement skills:							
22	1. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;							

23	2. refine movement errors in response to positive information and corrective information feedback;							
24	3. demonstrate the application of critical cues in selected motor skills; and							
25	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.**

26	K-4 Benchmark 1: Students will select and participate regularly in health-related physical activities for enjoyment:							
27	1. participate in moderate to vigorous physical activity outside of physical education most days of the week; and							
28	2. use information from a variety of sources, internal and external, to regulate their activity participation;							
29	K-4 Benchmark 2: Students will identify the benefits gained from regular physical activity:							
30	1. describe how participation in physical activity affects health.							

**CONTENT STANDARD 4:
Achieves and maintains a health-enhancing level of physical fitness.**

31	K-4 Benchmark 1: Students will match different types of physical activities with health-related physical fitness components:							
32	1. select activities designed to improve and maintain levels of fitness in each component of health-related fitness							
33	K-4 Benchmark 2: Students will participate in moderate to vigorous physical activities in a variety of settings:							
34	1. participate in a variety of physical activities in order to improve each component of health-related fitness.							

35	K-4 Benchmark 3: Students will begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.							
36	1. explain the relationship of body weight, body composition and participation in regular physical activity; and							
37	2. develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments.							
CONTENT STANDARD 5: Demonstrates responsible personal and social behavior in physical activity settings.								
38	K-4 Benchmark 1: Students will utilize safety principles in physical activity settings:							
39	1. recognize importance of equipment placement and usage during physical education class; and							
40	2. initiate the appropriate use of space in game and activity settings.							
41	K-4 Benchmark 2: Students will work cooperatively and productively with a partner or small group:							
42	1. work productively with a partner to improve selected motor skills by using the critical elements of the process; and							
43	2. demonstrate the ability to teach an activity or skill to a group of classmates;							
44	K-4 Benchmark 3: Students will recognize the influence of peer pressure and identify ways of resolving conflict:							
45	1. identify and avoid the negative influence of peers.							
46	K-4 Benchmark 4: Students will work independently and on-task for short periods of time:							
47	1. honestly report the results of independent work.							
48	K-4 Benchmark 5: Students will recognize classroom and activity rules; grades K-4 performance standards:							

49	1. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;							
50	2. distinguish between compliance and non-compliance with game rules and fair play; and							
51	3. accept consequences of personal choices.							

CONTENT STANDARD 6:
Demonstrates understanding and respect for differences among people in physical activity settings.

52	K-4 Benchmark 1: Students will explore cultural/ethnic self-awareness through participation in physical activity:							
53	1. articulate cultural/ethnic self awareness through written, oral or physical expression.							
54	K-4 Benchmark 2: Students will recognize the talents that individuals with differences can bring to group activities:							
55	1. recognize and value the role of each individual in a small group.							
56	K-4 Benchmark 3: Students will experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:							
57	1. demonstrate the ability to successfully work in a variety of cultural or ethnic activities.							
58	K-4 Benchmark 4: Students will recognize how the media, particularly advertising, influences the perception of ideal body types:							
59	1. differentiate between body type presented in the media and own healthy body type; and							
60	2. identify lifestyle factors that can be controlled and their impact on health and wellness.							

CONTENT STANDARD 7:
Understands that physical activity provides opportunities for enjoyment, challenge, self expression and social interaction.

61	K-4 Benchmark 1: Students will identify physical activities that are enjoyable:							
62	1. explain the enjoyable characteristics of small group physical activities.							

63	K-4 Benchmark 2: Students will practice physical activities to increase skills:							
64	1. willingly try new activities; and							
65	2. voluntarily initiate skill practice to improve performance.							
66	K-4 Benchmark 3: Students will demonstrate interaction with others while participating in physical activities:							
67	1. celebrate personal successes and achievements and those of others; and							
68	2. interact with others by helping them successfully complete their small-group physical activity challenges.							
69	K-4 Benchmark 4: Students will use physical activity as a measure of self-expression:							
70	1. design a movement sequence/game that includes all members of the group in the success of the activity.							

Section 2: All Content Review				
PROVIDERS/PUBLISHERS: <ul style="list-style-type: none"> The All Content tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab. The material will be scored for alignment with each criterion as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations”. 				
Reviewer directions for All Content Review:		Columns C-F: The criteria presented on this tab will be scored and evidence provided based on your overall review of the materials. Review the material, score the material by determining the degree to which it meets each criterion, and provide evidence from the material to support your determination: <ul style="list-style-type: none"> M = Meets the criterion P = Partially meets the criterion D = Does not meet the criterion Your evidence should speak to where in the materials you have found the evidence as well as what is in the materials that supports the score given. <ul style="list-style-type: none"> Each score cell (column C) and evidence cell (column E) will turn green as you score the materials. Any cells grayed out do not require a score or evidence. 		
Criteria #	All Content Criteria	Score	Required: Reviewer’s Evidence from Material	Comments, citations, notes
FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS: Instructional materials provide teacher resources to support planning and supports for all students.				
1	Instructional materials provide a list of lessons in the Teacher Edition or teacher-facing core material (in print or clearly distinguished/accessible as a teacher-facing core material in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
2	Instructional materials integrate opportunities for digital learning, including interactive digital components, and digital assessment.			
3	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
4	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			
FOCUS AREA 2 ASSESSMENT: Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.				

5	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <i>(Adopted New Mexico Content Standards for 2023: 7-12 Career and Technical Education Standards; CSTA K-12 Computer Science Standards; K-12 Health Education Standards; K-12 Physical Education Standards)</i>			
6	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
7	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS: Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.				
8	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
9	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
10	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
11	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			
12	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			