

	<h2>F.27 PE - Grades K-2</h2>
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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.**
  - **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.
  - **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:  
 ◦ M = Meets the standard  
 ◦ P = Partially meets the standard  
 ◦ 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.  
 ◦ **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:**  
 ◦ M = Meets the standard  
 ◦ P = Partially meets the standard  
 ◦ D = Does not meet the standard  
 ◦ **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.**  
 ◦ **Each score cell (column H) and evidence cell (column J) will turn green as you score the materials.**

Criteria #	F.27 PE Grades K-2	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	<b>K-4 Benchmark 1:</b> Students will demonstrate competency in selected motor skills:							
2	1. travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form;							
3	2. demonstrate skills of chasing, fleeing and dodging to avoid others; and							
4	3. demonstrate smooth transitions between sequential motor skills (i.e., running into a jump).							
5	<b>K-4 Benchmark 2:</b> Students will demonstrate competency in selected non-motor patterns:							
6	1. roll sideways and forwards without hesitating or stopping using control;							

7	2. balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts; and							
8	3. form round, narrow, wide and twisted body shapes alone and with a partner.							
9	<b>K-4 Benchmark 3:</b> Students will demonstrate competency in selected skills utilizing age-appropriate equipment:							
10	1. repeatedly jump a self-turned rope and a rope turned by others;							
11	2. continuously dribble a ball, using hands or feet, without losing control; and							
12	3. receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.).							
<b>CONTENT STANDARD 2:</b>								
<b>Applies movement concepts and principles to the learning and development of motor skills.</b>								
13	<b>K-4 Benchmark 1:</b> Students will demonstrate concepts of body, effort, space and relationships in movement:							
14	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							
15	2. place a variety of body parts into high, medium and low levels.							
16	<b>K-4 Benchmark 2:</b> Students will demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations:							
17	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							
18	2. recognize similar movement concepts in a variety of skills.							
19	<b>K-4 Benchmark 3:</b> Students will demonstrate critical elements of fundamental and specialized movement skills:							

20	1. repeat cue words for selected motor skills and demonstrate/explain what is meant by each;							
21	2. refine movement errors in response to positive information and corrective information feedback;							
22	3. demonstrate the application of critical cues in selected motor skills; and							
23	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.**

24	<b>K-4 Benchmark 1:</b> Students will select and participate regularly in health-related physical activities for enjoyment:							
25	1. engage in moderate to vigorous physical activity most days of the week; and							
26	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.).							
27	<b>K-4 Benchmark 2:</b> Students will identify the benefits gained from regular physical activity:							
28	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.**

29	<b>K-4 Benchmark 1:</b> Students will match different types of physical activities with health-related physical fitness components:							
30	1. recognize that health-related physical fitness consists of several components; and							
31	2. identify activities designed to improve health-related fitness components.							
32	<b>K-4 Benchmark 2:</b> Students will participate in moderate to vigorous physical activities in a variety of settings:							
33	1. participate in a variety of games and activities that increase respiration and heart rate;							

34	2. demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands; and							
35	3. sustain activity for increasingly longer periods of time.							
36	<b>K-4 Benchmark 3:</b> Students will begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.							
37	1. recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity; and							
38	2. recognize personal strengths and weaknesses based on participation in various physical activities.							
<b>CONTENT STANDARD 5:</b> <b>Demonstrates responsible personal and social behavior in physical activity settings.</b>								
39	<b>K-4 Benchmark 1:</b> Students will utilize safety principles in physical activity settings:							
40	1. use space and equipment safely and properly; and							
41	2. recognize that personal space and emotional safety will be protected;							
42	<b>K-4 Benchmark 2:</b> Students will work cooperatively and productively with a partner or small group:							
43	1. invite a peer to take his turn at a piece of apparatus before repeating turn; and							
44	2. assist partner by sharing observations about skill performance during practice.							
45	<b>K-4 Benchmark 3:</b> Students will recognize the influence of peer pressure and identify ways of resolving conflict:							
46	1. demonstrate the elements of socially acceptable conflict resolution; and							
47	2. demonstrate effective communication skills.							
48	<b>K-4 Benchmark 4:</b> Students will work independently and on-task for short periods of time:							

49	1. demonstrate independent work habits during short-term activity.							
50	<b>K-4 Benchmark 5:</b> Students will recognize classroom and activity rules; grades K-4 performance standards:							
51	1. consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;							
52	2. distinguish between compliance and non-compliance with game rules and fair play; and							
53	3. accept consequences of personal choices.							
<b>CONTENT STANDARD 6:</b> Demonstrates understanding and respect for differences among people in physical activity settings.								
54	<b>K-4 Benchmark 1:</b> Students will explore cultural/ethnic self-awareness through participation in physical activity:							
55	1. articulate cultural/ethnic self awareness through written, oral or physical expression.							
56	<b>K-4 Benchmark 2:</b> Students will recognize the talents that individuals with differences can bring to group activities:							
57	1. work productively with a variety of partners.							
58	<b>K-4 Benchmark 3:</b> Students will experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:							
59	1. accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.).							
60	<b>K-4 Benchmark 4:</b> Students will recognize how the media, particularly advertising, influences the perception of ideal body types:							
61	1. identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type.							
<b>CONTENT STANDARD 7:</b> Understands that physical activity provides opportunities for enjoyment, challenge, self expression and social interaction.								

62	<b>K-4 Benchmark 1:</b> Students will identify physical activities that are enjoyable:							
63	1. identify several individual and dual physical activities that they find personally enjoyable.							
64	<b>K-4 Benchmark 2:</b> Students will practice physical activities to increase skills:							
65	1. willingly try new activities; and							
66	2. continue to participate when not successful on the first attempt.							
67	<b>K-4 Benchmark 3:</b> Students will demonstrate interaction with others while participating in physical activities:							
68	1. celebrate personal successes and achievements and those of others; and							
69	2. cooperate and share with partners in physical activities.							
70	<b>K-4 Benchmark 4:</b> Students will use physical activity as a measure of self-expression:							
71	1. create movement sequences that are personally interesting and satisfying.							

Section 2: All Content Review				
<b>PROVIDERS/PUBLISHERS:</b> <ul style="list-style-type: none"> <li>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.</li> <li>The material will be scored for alignment with each criterion as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations”.</li> </ul>				
<b>Reviewer directions for All Content Review:</b>		<b>Columns C-F: The criteria presented on this tab will be scored and evidence provided based on your overall review of the materials.</b> Review the material, score the material by determining the degree to which it meets each criterion, and <b>provide evidence from the material to support your determination:</b> <ul style="list-style-type: none"> <li>M = Meets the criterion</li> <li>P = Partially meets the criterion</li> <li>D = Does not meet the criterion</li> </ul> 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"> <li><b>Each score cell (column C) and evidence cell (column E) will turn green as you score the materials.</b></li> <li><b>Any cells grayed out do not require a score or evidence.</b></li> </ul>		
Criteria #	All Content Criteria	Score	Required: Reviewer’s Evidence from Material	Comments, citations, notes
<b>FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS:</b> <b>Instructional materials provide teacher resources to support planning and supports for all students.</b>				
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.			
<b>FOCUS AREA 2 ASSESSMENT:</b> <b>Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.</b>				



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.			
<b>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.</b>				
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.			