

2023 Instructional Material Summer Review Institute

**Review Team Appraisal of Title
Grades K-12 Physical Education (PE)**

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

Text Title	SPARK 3-6 PE (Grades 5-6)	Publisher	Gopher Sport
SE ISBN		TE ISBN	0000000216982
SW ISBN		Grade Level/Content	5-6 Physical Education

Core Instructional Material Designation (*Core instructional material (CIM) is the comprehensive print and/or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.*)

Recommended
(90% and above)

Recommended with Reservations (80-89%)

Not Recommended and Not Adopted
(below 80%)

Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

80%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 85% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized

Average Score

76%

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.

Statements of appraisal and supporting evidence:

Instructional materials provide a significant unit on dance. A variety of cultures are represented through the movement routines. Pata Pata, Irish Jig, Alunelul, and Jekyll Island Stomp are represented dances. The lessons include reflection questions and integrations, where students are encouraged to compare the different dance steps and learn about the represented cultures.

PE Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

84%

OVERALL ALIGNMENT

Materials align with the PE standards overall.

Statements of appraisal and supporting evidence:

The materials address most of the standards through the use of units, lessons, and a variety of activities/games. Some of the standards are not fully addressed in the materials. The standards being taught are included on the lesson plans, but they are not included on the assessments.

CONTENT STANDARD 1

Materials align with student demonstration of competency in many movement forms and proficiency in a few movement forms.

Statements of appraisal and supporting evidence:

Instructional materials align with student demonstration of competency in many movement forms and proficiency in a few. Football, hockey, and soccer are directly taught, from learning skill building to playing team games. Students practice competency in movement skills when learning activities such as stunts and tumbling.

CONTENT STANDARD 2

Materials align with student application of movement concepts and principles to the learning and development of motor skills.

Statements of appraisal and supporting evidence:

Instructional materials provide activities that include locomotor, non-locomotor and manipulative activities to increase the development of motor skills. The activities are scaffolded to promote growth and development.

CONTENT STANDARD 3

Materials align with student exhibition of the knowledge and ability to participate in a physically active lifestyle.

Statements of appraisal and supporting evidence:

The materials align with student exhibition of knowledge by providing multiple assessments in some units, a student portfolio, and lessons in which students are asked to create their own routines. The materials also align with the ability of students to participate in a physically active lifestyle by teaching students the health, social, and emotional benefits of being physically active, as well as through the process of goal setting.

CONTENT STANDARD 4

Materials align with student achievement and maintenance of a health-enhancing level of physical fitness.

Statements of appraisal and supporting evidence:

The instructional materials focus on student achievement by providing lessons that are inclusive of all students. Students keep a journal, and several other worksheets are provided, to motivate them to maintain a health-enhancing level of physical fitness.

CONTENT STANDARD 5

Materials align with student demonstration of responsible personal and social behavior in physical activity settings.

Statements of appraisal and supporting evidence:

Responsible personal and social behavior are directly taught through the materials. Learning objectives and targets are provided with each lesson, many focusing on responsible personal and social behavior in physical activity settings. However, Adapted Physical Education inclusivity is not part of lesson planning.

CONTENT STANDARD 6

Materials align with student demonstration of understanding and respect for differences among people in physical activity settings.

Statements of appraisal and supporting evidence:

The materials partially align with student demonstration of understanding and respect for differences among people in physical activity settings. The students learn about the different roles included in physical activity settings and practice demonstrating good sportsmanship. The materials partially address ethnic and cultural diversity during the dance lessons, but this concept is not included in other lessons/units.

CONTENT STANDARD 7

Materials align with student understanding that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Statements of appraisal and supporting evidence:

Instructional materials directly teach skills for playing on a team. Materials do not teach inclusivity in regards to different physical ability levels. Through the Mindfulness Unit, students learn emotional regulation skills. Materials are clear on skill building and team playing. "Coulda, Shoulda, Woulda" is a provided activity with a focus on the building of constructive social skills. Students are encouraged to reflect upon how they use their recess time in the Recess Activities Self-Check, where students learn what activities they find enjoyable while simultaneously supporting others.

All Content Review - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, pacing, assessment, individual learners, and cultural and linguistic relevance and responsiveness.

CLR Recognition Average Score	Average Score
76%	69%

FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS
Instructional materials provide teacher resources to support planning and supports for all students.
Statements of appraisal and supporting evidence:

Resources are provided to support in teacher planning by providing detailed lesson plans, task cards if needed, and short video clips in some lessons. Station cards, task cards and worksheets are provided to support language diversity, but no no resources are included in the lessons to support advanced or physically challenged students.

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.
Statements of appraisal and supporting evidence:

The instructional materials provide a variety of assessments that measure student progress in some of the strands of the standards, but many of the units provided in the materials do not provide any formative or summative assessments, leaving some of the strands of the standards not assessed or measured by the materials. The instructional materials do provide multiple formative and summative assessments for some of the units provided, but the standards that are being assessed are not clearly defined through the use of content or language objectives. The instructional materials provide assessment alternatives for English Learners and advanced students, but the materials do not provide assessment alternatives for Culturally and Linguistically Diverse students nor students with special needs.

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.
Statements of appraisal and supporting evidence:

Instructional materials provide a significant unit on dance. A variety of cultures are represented through the movement routines. Pata Pata, Irish Jig, Alunelul, and Jekyll Island Stomp are represented dances. The lessons include reflection questions and integrations, where students are encouraged to compare the different dance steps and learn about the represented cultures.

Reviewers' Professional Summary - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 88

Background and experience:

Level III teacher with eleven years of experience teaching special education, experience working with students from grades K-12. Master's degree in Creative Writing. ELA endorsement. Current position as a middle and high school special education teacher with an International Baccalaureate school. Assistant Coach for Track and Cross Country.

Professional summary of material:

The instructional materials are well-structured with extensive printable lessons. Learning objectives and targets are clearly aligned and labeled. Spark It Up, Coulda/Shoulda/Woulda, and Recess Self-Check offer appropriate instruction on going in-depth as far as self-reflection and what makes up diversity. Considerable and intriguing activities are included, such as the Communication Line-Up. For teachers or students who need dynamic visual examples or want technological connections, these materials are not as good of a fit. The materials are strong on pacing capable students' physical activities and self-reflections. For students who need extra support to feel capable during dynamic activities, the materials are lacking accommodations and sensitivity within this area.

Reviewer #: 89

Background and experience:

Level III teacher with 7 years of experience teaching physical education, experience working with students from grades K-12. Bachelor's and Master's degree in Physical Education, Physical Education and Health endorsements. Current position as a K-5 physical education teacher in a large public school district.

Professional summary of material:

The instructional materials are recommended with reservations. The materials provide a variety of instructional tools, strategies, and lessons, with some general accommodations and modifications provided. Some units have more specific accommodations and modifications provided, but many do not. The materials provide a variety of activities, per unit but do not include any digital learning components. The assessments within the materials provide opportunities for student growth by focusing on both formative and summative assessments, but many units do not provide assessments. The materials provide some opportunities to integrate culture and ethnicity into the learning activities, but would benefit from including experiences and activities directly focused on New Mexico specific experiences. The materials are a digital platform, which I found difficult to navigate. Overall, the materials are applicable to a variety of teaching situations.

Reviewer #: 90

Background and experience:

Level II teacher with 15 years of experience teaching physical education, experience working with students from grades K-12. Bachelor's degree in Physical Education and a Master's degree in Educational Leadership. Current position as a K-5 physical education teacher in a public school district.

Professional summary of material:

The instructional materials are recommended with reservations. The lessons are well developed with a variety of activities within each lesson. The lessons lack modifications for advanced or physically challenged students. The lessons provided could use more detail in their modifications to include a variety of students. Lessons provide opportunities for both summative and formative assessment within the lesson with worksheets, but assessments are not provided in each unit. Digital learning is not provided. Digital materials that are provided are not instructional and just showed the activities being performed. Overall, the lessons can be modified if effort is put in by the instructor.