

High-Quality Instructional Materials Rubric



K-12 Physical Education

April 2025



**Department of
Education &
Workforce**

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High-Quality Instructional Materials Rubric

K-12 PHYSICAL EDUCATION

TITLE: _____ **REVIEWER NAME:** _____ **DATE:** _____

Physical Education Rubric Overview

Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in meeting the needs of students within a school or district. This evaluation rubric is designed to offer an evaluation that districts can utilize to determine how well instructional materials align with Ohio's Learning Standards for Physical Education and other local criteria. Pursuant to ORC 3301.079 (B) (3) and 3313.60, it is the responsibility of Ohio's local boards of education to vet and approve curriculum and educational materials for use in the public schools within their district. Districts and schools should use their professional expertise to determine the suitability of any particular resources for use in their districts, schools or classrooms.

The evaluation rubric includes key considerations for high-quality instructional materials and outlines two Gateways for consideration when evaluating materials. Within each Gateway, Criterion and related Indicators are provided along with Guiding Questions and Look-Fors. Each indicator is evaluated as Does Not Meet Expectations, Partially Meets Expectations, or Meets Expectations using a 0-1-2 scale score.

Ohio's rubric is composed of 5 Criteria: Alignment with Standards, Rigor, Coherence, Assessment, Student Supports, and Teacher Supports. These criteria feature review indicators, each with guiding questions and evidence guidance to help focus the review process.

- *Criterion:* Criterion refers to a compilation of indicators within a specific focus area in physical education that discern markers of high-quality instructional materials. Each criterion area offers a concise description at the beginning of its section, and the scoring of each criterion is determined by the total indicators.
- *Indicators:* Indicators denote the high-quality components of instructional materials that align with the Ohio Learning Standards for Physical Education.
- *Guiding Questions:* Guiding Questions accompany each indicator and are intended to assist reviewers in understanding the evidence required for each indicator.
- *Look For Evidence of How the Materials:* The Look-Fors offer suggestions and considerations for what reviewers may observe in the instructional materials to support the evaluation of that indicator. These suggestions are not exhaustive, as demonstrations for any indicator can vary between materials.
- *Scoring:* Scores are given to most indicators within each criterion to determine how well materials meet the expectations. Each scored indicator is evaluated as Not Meeting Expectations, Partially Meeting Expectations, or Meeting Expectations using a 0-1-2 scale score. Some indicators are marked as "Narrative Evidence" and will not receive a numeric score.

The rubric is designed to allow reviewers to determine a threshold for quality for each Gateway. If instructional materials do not meet the thresholds for Meets Expectations or Partially Meets Expectations for a Gateway, reviewers are prompted to not move forward with reviewing the other Gateways.

- Gateway 1: Alignment (advance to Gateway 2 only if the instructional materials Meet or Partially Meet Expectations for Gateway 1)
- Gateway 2: Instructional Support

Review Summary	Criteria	Score	Rating
Alignment Criteria	1.1 Alignment to Learning Standards	/12	
	1.2 Rigor	/4	
	1.3 Coherence	/8	
	Gateway 1 Sub-Total	/24	
Instructional Supports Criteria	2.1 Assessment	/6	
	2.2 Student Supports	/10	
	2.3 Teacher Supports	/12	
	Gateway 2 Sub-Total	/28	
Overall Rating		Total Score	Final Rating
Meets Expectations <i>Materials meet expectations for all criteria.</i>		/52	
Partially Meets Expectations <i>Materials meet or partially meet expectations for all criteria.</i>			
Does Not Meet Expectations <i>Any gateway that does not meet the criteria.</i>			

Gateway 1: Alignment

Gateway 1 looks at alignment with the Ohio Learning Standards and additional subject-specific indicators of quality.

CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS						
Materials align to the Ohio Learning Standards for Physical Education at the grade or course level.						
Indicators			Guiding Questions		Look for Evidence of How the Materials:	Evidence
1.1a. Materials, when used as designed, support engaging students in the Ohio Learning Standards and benchmarks throughout the grade bands.			<ul style="list-style-type: none">• Are all grade-band benchmarks present? If not, which ones are not present?• Have all aspects or parts of the benchmarks been addressed?• Do the materials present a level of age appropriateness to the grade bands?		<ul style="list-style-type: none">• Engage students in the Ohio Physical Education Standards at the appropriate grand band.• Support the scope and sequence of the course by having diverse and accessible options.	
Scoring						
0	1	2				
1.1b. Materials and activities focus on a variety of in-depth learning of physical education concepts while engaging students in the development of knowledge, skills, and confidence to become physically literate individuals.			<ul style="list-style-type: none">• Do the materials develop skills, knowledge, and behaviors in physical education?• Do the materials encourage students to participate in physical activity?		<ul style="list-style-type: none">• Reflect development and knowledge of the skills taught.• Display sportsmanship, respect, and cooperation while participating in physical education class.• Meet the needs of all students and their different needs to be able to participate. (e.g., game-like and authentic.)	
Scoring						
0	1	2				

CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS

Materials align to the Ohio Learning Standards for Physical Education at the grade or course level.

Indicators				Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.1c. Materials provide opportunities for students to apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.				<ul style="list-style-type: none">Do the materials include ways for students to demonstrate a knowledge of movement concepts?Do the materials provide ways for students to apply tactical concepts and performance principles in a variety of settings (e.g., game-like and authentic)?	<ul style="list-style-type: none">Include guidance to group students in a variety of settings including, partner, group, game, authentic, etc., all of which will prepare them for real-life situations	
Scoring						
0	1	2				
1.1d. Materials include activities that develop skills to maintain a health-enhancing level of physical activity and fitness throughout life.				<ul style="list-style-type: none">Do the materials encourage students to identify physical activity opportunities?Do the materials prepare students to develop fitness and nutritional plans?	<ul style="list-style-type: none">Include demonstrations that teach students how to identify physical activity opportunities.Include information and scaffolding that teach students how to develop fitness and nutritional plans.	
Scoring						
0	1	2				
1.1e. Materials include content and activities that enable students to develop responsible, personal, and social behavior that respects self and others.				<ul style="list-style-type: none">Do the materials incorporate activities that allow students to practice effective communication with their peers?Do the materials clearly define rules and safety practices for activities that students engage in?	<ul style="list-style-type: none">Allow students to practice responsible social behavior.Enable students to consider their interaction with peers.	
Scoring						
0	1	2				

CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS

Materials align to the Ohio Learning Standards for Physical Education at the grade or course level.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.1f. Materials include activities that help students recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.			<ul style="list-style-type: none">Do the materials incorporate lessons that explain the health benefits of physical activity?	<ul style="list-style-type: none">Include information and evidence that teaches the health benefits of physical activity and expresses the positive feelings they gain.	
Scoring					
0	1	2			
Criterion 1.1 Summary				Criterion Score	Criterion Rating
Meets Expectations (10-12 pts) Partially Meets Expectations (8-9 pts) Does Not Meet Expectations (< 8 pts)					

CRITERION 1.2: RIGOR

Outstanding rigor in physical education occurs when students are physically active and demonstrate an understanding of the benefits of their activity and how to use the benefits as a lifelong physically literate person.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2a. Materials support and guide a variety of intentional instruction in students’ physical, cognitive, and social skills.			<ul style="list-style-type: none">How do materials provide support for students to develop a variety of social interaction developmental skills?	<ul style="list-style-type: none">Support diverse and authentic content and age-appropriate learning while in a group setting.	
Scoring					
0	1	2			
1.2b. Materials support the development of self-management, attitudes, and competence needed to maintain physical activity outside of school and throughout their lives.			<ul style="list-style-type: none">How do materials provide individual support through grades K-12?How do materials provide individual support for students to continue to develop lifelong skills?	<ul style="list-style-type: none">Show developmental progressions across grade bands.Provide support for developmental progressions to continue.	
Scoring					
0	1	2			
Criterion 1.2 Summary				Criterion Score	Criterion Rating
Meets Expectations (3-4 pts) Partially Meets Expectations (2 pts) Does Not Meet Expectations (< 2 pts)					

CRITERION 1.3: COHERENCE

Materials are well organized and purposefully designed to facilitate learning for all learners.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.3a. Materials form a coherent, planned, and developmentally appropriate learning progression.			<ul style="list-style-type: none">Do the materials flow easily through the grade bands?How do the materials make connections to prior learning and experiences?	<ul style="list-style-type: none">Avoid preconceptions, teach new knowledge, build skills and abilities, and connect to prior knowledge.Progress across grade bands without learning gaps.	
Scoring					
0	1	2			
1.3b. Instructional sequence consistently provides multiple opportunities and adequate time for student learning.			<ul style="list-style-type: none">Do teachers have adequate time to teach the materials?Are all students given the opportunity to receive physical education in each grade band?	<ul style="list-style-type: none">Reflect student learning and growth within the grade bands each year. Documenting standards and benchmark growth for each student.	
Scoring					
0	1	2			
1.3c. Materials provide opportunities for cross-curricular connections within and between grade levels.			<ul style="list-style-type: none">Are the students given opportunities to incorporate different subject areas in physical education?	<ul style="list-style-type: none">Support cross-curricular inclusion opportunities through different activities.	
Scoring					
0	1	2			

CRITERION 1.3: COHERENCE

Materials are well organized and purposefully designed to facilitate learning for all learners.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.3d. Materials provide opportunities for students to reflect upon learning.			<ul style="list-style-type: none">Do materials support and guide student reflection?	<ul style="list-style-type: none">Provide an opportunity for student reflection and understanding (e.g., exit tickets, cool-down reflection conversations, assessments).	
Scoring					
0	1	2			
Criterion 1.3 Summary				Criterion Score	Criterion Rating
Meets Expectations (7-8 pts) Partially Meets Expectations (5-6 pts) Does Not Meet Expectations (< 5 pts)					

Gateway 1 Summary	Points Scored
Criterion 1.1: Alignment to Learning Standards	/12
Criterion 1.2: Rigor	/4
Criterion 1.3: Coherence	/8
Gateway 1 Rating Levels	Gateway 1 Total Points
Meets Expectations (20-24 pts) Partially Meets Expectations (15-19 pts) Does Not Meet Expectations (< 15 pts)	/24
Gateway 1 Comments:	

Gateway 2: Instructional Support

Gateway 2 examines additional indicators of quality that demonstrate the usability of the materials to support implementation. This includes assessment, students supports and teacher supports. **Materials must Meet or Partially Meet Expectations for Gateway 1 to be reviewed for Gateway 2.**

CRITERION 2.1: ASSESSMENT						
The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.						
Indicators			Guiding Questions		Look for Evidence of How the Materials:	Evidence
2.1a. Materials offer a diverse system of assessment with multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.			<ul style="list-style-type: none">Does the assessment system provide multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up?Is guidance consistently provided to teachers on how to interpret student understandings?		<ul style="list-style-type: none">Provide resources (e.g., sample student responses, rubrics, scoring guidelines, and open-ended feedback) for scoring purposes.Provide guidance to teachers to interpret student understanding.Provide teachers guidance to respond to student needs elicited by the assessment.Provide opportunities for students to show learning through annotated drawings, classroom observations, oral responses, and presentations, use of glossaries and home language, performance assessments, and portfolios.	
Scoring						
0	1	2				

CRITERION 2.1: ASSESSMENT

The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.1b. Assessments include opportunities for students to demonstrate the full intent of grade-level or course-level standards across the series.			<ul style="list-style-type: none">Do the assessments include opportunities for students to demonstrate the full intent of grade-level or course-level standards and practices across the series?Do the assessments include a variety of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) and suggestions for how they can be used?Is there a good balance of complexity in assessment tasks?	<ul style="list-style-type: none">Provide opportunities for different types of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks).Provide opportunities for different types of items used for student assessments and how they are used to measure student performance (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple-choice).	
Scoring					
0	1	2			

CRITERION 2.1: ASSESSMENT

The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.1c. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.			<ul style="list-style-type: none">Do materials incorporate accommodations in assessments that maintain the assessment's content while enabling students to demonstrate their knowledge and skills effectively?Is guidance provided for teachers to use the accommodations?	<ul style="list-style-type: none">Describe where and how accommodations are offered that ensure all students can access the assessment, (e.g., text-to-speech, increased font size, etc.) without changing the content of the assessment.Provide guidance for teachers to accommodate students, including those in special populations, without altering grade-level or course expectations or the content of the assessment.	
Scoring					
0	1	2			
Criterion 2.1 Summary				Criterion Score	Criterion Rating
Meets Expectations (5-6 pts) Partially Meets Expectations (4 pts) Does Not Meet Expectations (< 4 pts)					

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade-band, or course content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2a. Materials provide strategies and support to help students consistently and actively engage in learning at course level or grade level.			<ul style="list-style-type: none">Do materials provide differentiation supports to sufficiently engage students in grade-level or course-level content?Do the materials provide comprehensive guidance on strategies and accommodations for diverse student needs?	<ul style="list-style-type: none">Provide specific strategies and supports for differentiating instruction.Provide a comprehensive strategic support system for students to maintain consistent and active involvement in their learning.Encourage student engagement and learning through diverse materials (different sizes, weights, heights, etc.).	
Scoring					
0	1	2			
2.2b. Materials provide both extensions and opportunities for students to engage with grade-level or course-level content at higher levels of complexity.			<ul style="list-style-type: none">Do materials provide intentional extensions and structured opportunities enabling students to interact with course or grade-level content at higher levels of complexity?	<ul style="list-style-type: none">Suggest strategies and supports for students’ exploration of grade-level or course-level content at a higher level of complexity, not students completing additional tasks, but as an extension of their learning.Provide opportunities for students to develop and apply higher-level thinking.	
Scoring					
0	1	2			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade-band, or course content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2c. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning.			<ul style="list-style-type: none">Do the materials provide multi-modal opportunities for students to question, investigate, sense-make, and problem-solve using a variety of formats and methods while providing a variety of approaches for students to demonstrate and monitor their learning?	<ul style="list-style-type: none">Provide opportunities for students to share their thinking, demonstrate changes in their thinking over time, and apply their understanding in new contexts.Leverage the use of a variety of formats and methods over time to deepen student understanding and ability to explain and apply content concepts.Provide opportunities for students to monitor and deepen their own learning, using ongoing review, either oral or written feedback, practice, and self-reflection.	
Scoring					
0	1	2			
2.2d. Materials provide opportunities for teachers to use a variety of grouping strategies.			<ul style="list-style-type: none">Do the materials provide varied and adaptable grouping structures that address different learning needs and objectives?Do the materials provide guidance for the teacher on how and when to use specific grouping strategies?	<ul style="list-style-type: none">Describe for the teacher how and where to group students in a variety of grouping formatsProvide for meaningful interaction among students, such as in large or small groups, pairs, etc.	
Scoring					
0	1	2			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade-band, or course content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2e. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in grade-level learning.			<ul style="list-style-type: none">Do materials provide appropriate support and accommodations for English Learner (EL) students to actively participate in learning grade-level or course-level physical education?Do the materials for teachers provide guidance for instructional practices that foster and empower English Learners (ELs) to develop and exercise agency and autonomy in their learning?	<ul style="list-style-type: none">Provide strategies and opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter, including scaffolding up to and within grade-level or course-level work.Provide teacher guidance to support EL students.Provide guidance that help teachers identify and follow-up on whether the student has challenges in content vs. language acquisition, as well as identify when students may have misconceptions with content vs. language demand, to ensure the two are not conflated.	
Scoring					
0	1	2			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade-band, or course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2f. Materials provide a balance of images or information about people, representing various demographic and physical characteristics to positively portray individuals from all communities and enable students to see themselves in materials.	<ul style="list-style-type: none"> Do the materials provide a balance of images or information about all people? Do the materials provide representations that show students they can succeed in the subject? 	<ul style="list-style-type: none"> Provide positive and balanced depictions of all individuals. 	
Scoring			
Narrative Evidence			
2.2g. Materials provide teachers with guidance and strategies that embrace and integrate students' home languages, as well as their cultural and social backgrounds, to facilitate meaningful learning.	<ul style="list-style-type: none"> Do the materials provide strategies for utilizing students' home language in context with the materials? Do the materials provide guidance for teachers to effectively incorporate and utilize students' cultural and social backgrounds in the classroom and learning process? 	<ul style="list-style-type: none"> Provide suggestions and strategies for how to allow the use of the home language to support students in learning content. Present multilingualism as an asset in reading and learning content. Make connections to students' linguistic and cultural backgrounds to facilitate learning. Provide opportunities for students to feel acknowledged, e.g., asked to create personal problems based on customs of their own home culture. 	
Scoring			
Narrative Evidence			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade-band, or course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2h. Materials provide supports for different reading levels to ensure accessibility for students.	<ul style="list-style-type: none"> Do the materials incorporate specific strategies to assist students reading at or below grade level in engaging with grade or course-level content? Do the materials scaffold vocabulary or concepts to support readers at or below grade or course level? Do the materials use a variety of representations to engage students with grade or course-level content? 	<ul style="list-style-type: none"> Provide tasks with multiple entry points. Use a variety of representations to engage students with grade-level or course-level content. Include pre-reading activities that utilize visuals to establish necessary background knowledge on new or unfamiliar themes or topics in an appropriate manner. 	
Scoring			
Narrative Evidence			
2.2i. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic.	<ul style="list-style-type: none"> Do the materials present visual design elements, whether in print or digital format, that facilitate thoughtful student engagement with the subject matter by avoiding distractions or chaotic layouts? 	<ul style="list-style-type: none"> Provide images, graphics, and models that support student learning and engagement. Provide images, graphics, and models that clearly communicate information or support student understanding of topics, texts, or concepts. Provide organizational features (e.g., Table of Contents, glossary, index, internal references, table headers, captions, etc.) clearly and accurately. 	
Scoring			
Narrative Evidence			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade-band, or course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2j. Materials integrate digital technology such as interactive tools, virtual manipulatives, objects, and/or dynamic software in ways that engage students in the grade or course-level, when applicable.	<ul style="list-style-type: none"> Do the materials integrate interactive tools along with dynamic software in ways that support student engagement in the content? Do include digital tools support student engagement in the content? 	<ul style="list-style-type: none"> Include digital technology and interactive resources, such as data collection tools, simulations, and modeling tools, made available to students. Include digital technology and interactive tools that support student engagement in content and how these digital materials can be customized for local use (i.e., either student or community interests). Include videos, virtual manipulatives, glossaries, English captioning, illustrations, graphic tools, speech recognition, interactive tools, materials in the home language, games, and accessible format. 	
Scoring			
Narrative Evidence			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade-band, or course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2k. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	<ul style="list-style-type: none">Do the materials provide and leverage digital tools in ways that actively promote and facilitate collaborative interactions among teachers and/or students, where appropriate?	<ul style="list-style-type: none">Support collaboration between teacher to teacher, teacher to student, or student to student.	
Scoring			
Narrative Evidence			
Criterion 2.2 Summary		Criterion Score	Criterion Rating
Meets Expectations (8-10 pts) Partially Meets Expectations 6-7 pts) Does Not Meet Expectations (< 6 pts)			

CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students in order to guide their development.			<ul style="list-style-type: none">Do the materials offer comprehensive guidance, including detailed annotations and actionable suggestions, to assist teachers in implementing both student and ancillary materials, specifically focusing on engaging students to facilitate their developmental progress?	<ul style="list-style-type: none">Provide overview sections, annotations, narrative information, or other documents that will assist the teacher in planning instruction, including strategies and guidance for presenting the content.Include guidance on identifying and addressing student errors and misconceptions in the planning phase.	
Scoring					
0	1	2			
2.3b. Materials contain adult-level explanations and examples of the more complex grade-level or course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject.			<ul style="list-style-type: none">Do the materials provide comprehensive resources that support teachers in deepening their understanding of complex grade-level or course-level concepts, extending beyond the current curriculum, through adult-level explanations and examples?	<ul style="list-style-type: none">Provide complete adult-level explanations and examples that support the teacher in developing their own understanding of the content and expected student practices.Provide supports for teachers to develop their own understanding of more advanced applications of grade-level or course-level concepts.Provide supports for teachers to develop their own understanding of concepts beyond the current course.	
Scoring					
0	1	2			

CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3c. Materials provide recommendations for curriculum-based professional learning that is immersive and allows teachers to experience the materials as a student.			<ul style="list-style-type: none">• Do the materials recommend curriculum-based professional learning to enhance both teacher content knowledge and pedagogy?• Do the materials provide best practices to support teachers' planning for instruction?• Do the materials recommend professional learning strategies that promote teachers reflecting on and considering the student experience with the instructional materials?• Do the materials provide recommendations for both initial professional learning and sustained teacher support for student success with the program?	<ul style="list-style-type: none">• Provide guidance on curriculum-based professional learning to support classroom facilitation, including understanding the program's instructional design, philosophy, and approaches in units and lessons.• Provide guidance and strategies for professional learning that provide teachers opportunities and time to plan instruction and collaborate with colleagues (i.e., professional learning communities, study groups, coaching, feedback, and reflective practices.)• Includes initial and ongoing curriculum-based professional learning to support the program's sustainability.	
Scoring					
0	1	2			

CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.			<ul style="list-style-type: none">Do the materials provide comprehensive strategies that enable students, parents, and caregivers with an understanding of the program, accompanied by actionable guidance to actively support and enhance student progress and achievement?	<ul style="list-style-type: none">Contain strategies for informing students, parents, and/or caregivers about the physical education their student is learning.Provide forms of communication with parents and caregivers, including for families that may speak and read in a language other than English.Contain suggestions for how parents or caregivers can support student progress and achievement.	
Scoring					
Narrative Evidence					
2.3e. Materials provide explanations of the instructional approaches of the program and identification of the research-based and evidence-based strategies.			<ul style="list-style-type: none">Do the materials present the program's teaching methodologies and research-based and evidence-based strategies that aid educators' understanding and implementation?	<ul style="list-style-type: none">Explain the instructional approaches of the program.Identify and reference research-based and evidence-based strategies and that are used in the design.	
Scoring					
0	1	2			

CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3f. Materials provide a comprehensive list of all supplies needed to support instructional activities.			<ul style="list-style-type: none">Do the materials offer a detailed and comprehensive inventory of all necessary supplies required to facilitate instructional activities effectively?	<ul style="list-style-type: none">Provide a comprehensive list of required materials.	
Scoring					
Narrative Evidence					
2.3g. Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations.			<ul style="list-style-type: none">Do the materials explore multiple implementation pathways and their resource implications?Do materials address trade-offs between implementations, incorporating considerations of time and effectiveness?Do materials prioritize adaptability, promoting flexibility in response to available resources or evolving circumstances?	<ul style="list-style-type: none">Provide a detailed breakdown of the resources needed for each implementation pathway, including time, personnel, materials, and any other required resources.Provide a clear and structured comparison that highlights the trade-offs with different implementation methods and discusses how each option affects time and effectiveness.Provide guidance or suggestions on how to adapt or modify the implementation strategy based on the availability of resources or changing circumstances, demonstrating a proactive approach to flexibility.	
Scoring					
0	1	2			

CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3h. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.			<ul style="list-style-type: none">Do the materials provide specific guidance, examples, or instructions for teachers to effectively utilize embedded technology, where suitable, to enhance and strengthen student learning experiences?	<ul style="list-style-type: none">Provide teacher guidance on how to use embedded technology in supporting and enhancing student learning.Provide step-by-step explanations on integrating digital tools, recommendations for suitable technological resources, or scenarios showcasing technology-enhanced learning activities aligned with the curriculum.Provide troubleshooting tips or strategies for adapting the use of technology to different learning environments or student needs.	
Scoring					
0	1	2			
Criterion 2.3 Summary				Criterion Score	Criterion Rating
Meets Expectations (10-12 pts) Partially Meets Expectations (8-9 pts) Does Not Meet Expectations (< 8 pts)					

Gateway 2 Summary	Points Scored
Criterion 2.1: Assessment	/6
Criterion 2.2: Student Supports	/10
Criterion 2.3: Teacher Supports	/12
Gateway 2 Rating Levels	Gateway 2 Total Points
Meets Expectations (23-28 pts) Partially Meets Expectations (17-22 pts) Does Not Meet Expectations (< 17 pts)	/28
Gateway 2 Comments:	