PECAT
Physical Education Curriculum Analysis Tool

Preliminary Considerations for Analyzing Physical Education Curricula
Lesson 3

National Center for Chronic Disease Prevention and Health Promotion
Division of Adolescent and School Health
Lesson 3: Objectives

After completing this lesson, students will be able to:

Summarize the following sections and forms in the PECAT*:

1. Physical Education Curriculum Description
2. Accuracy Analysis
3. Acceptability Analysis
4. Feasibility Analysis
5. Affordability Analysis

Using the PECAT to Analyze Written Curricula

There are four main parts to the PECAT

1. Preliminary Curriculum Considerations
2. Content Analysis
3. Assessment Analysis
4. Curriculum Improvement Plan
Preliminary Curriculum Considerations

This section of the PECAT includes five parts:

1. Curriculum Description
2. Accuracy Analysis
3. Acceptability Analysis
4. Affordability Analysis
5. Feasibility Analysis
1. Physical Education Curriculum Description

- Provides an overview of the curriculum being assessed.
- Includes information such as:
  - Name, publisher, date published
  - Goals
  - Grade level(s) addressed
  - Number of lessons
1. Physical Education Curriculum Description

Physical Education Curriculum Description
The curriculum description needs to provide an overview of the curriculum being assessed. The EPE curriculum or the entire EPE curriculum can complete the curriculum description form.

Curriculum Description Form:

1. Name of Curriculum: ________________________________
2. Year developed or published: ________________________
   (If applicable, your method: ________________________)
3. Publisher/Developer/Institution Name: __________________________
4. Contact Person: ________________________________________
   Address: ____________________________________________
   Phone: _____________________________________________
5. What are the overall goals or focus of the curriculum? ________
   ____________________________________________________
6. What grade levels does the curriculum address? (check all that apply)
   □ Elementary
   □ Grade 1
   □ Grade 2
   □ Grade 3
   □ Grade 4
   □ Grade 5
   □ Grade 6
   □ Grade 7
   □ Grade 8
   □ Grade 9
   □ Grade 10
   □ Grade 11
   □ Grade 12
7. Is one of these particular curricular areas required by the school board or school superintendent’s office?
   □ Yes
   □ No
   □ N/A
8. Have the curriculum ever been reviewed by another committee?
   □ Yes
   □ No
   □ Don’t know
   If yes, which committee:
9. If you, what type of judgment was made or review of the review:
   ____________________________________________________
10. What guidance does the curriculum provide to notify parents and families about the curriculum or existence of instruction?
    □ None
    □ General guidance for teachers
    □ Specific curriculum example format, sample test for teachers, or school newsletter
    □ Other (please specify): ________________________________

Physical Education Curriculum Description Form – Page 1
2. Accuracy Analysis

- The Accuracy Analysis is used to
  - Assess the accuracy of health, medical, and scientific information in the written physical education curriculum.
  - Identify inaccurate, unsound, exaggerated, distorted, or outdated information, as well as the degree of difficulty in correcting the identified problem(s).
  - Determine what needs to be done to correct the problems.
2. Accuracy Analysis

Accuracy Analysis Chart: Insert information as specified on the previous page, Items A - E (if none, go to next page)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page location in curriculum</td>
<td>Brief description of inaccurate, unneeded, or not current information</td>
<td>Difficulty level of correcting inaccuracies</td>
<td>Brief description of what needs to be done to correct the inaccuracies</td>
<td>Is correction costly in terms of money or time</td>
</tr>
<tr>
<td>☐ = Very difficult</td>
<td>☐ = Moderately difficult</td>
<td>☐ = Moderately easy</td>
<td>☐ = Very easy</td>
<td>Yes</td>
</tr>
<tr>
<td>☑ = Very difficult</td>
<td>☑ = Moderately difficult</td>
<td>☑ = Moderately easy</td>
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<td>☑ = Very easy</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Name of Curriculum: ___________________________

Name of Reviewer(s): ___________________________
Credentials (degree, certification): ___________________________
Relationship with school district or building: ___________________________

Accuracy analysis score: Using the information from the accuracy analysis chart, score the curriculum based on its accuracy and the extent to which the correction of any errors can be reasonably corrected. (Write the score in accuracy analysis score box below.)

4 = No corrections are necessary.
3 = Only a few minor inaccuracies are evident, and all are easy to correct.
2 = Many minor inaccuracies are evident, but all errors are easy to correct.
1 = Major inaccuracies are evident, and one error is somewhat difficult or costly to correct.
0 = Major inaccuracies are evident, and more than one will be difficult or costly to correct.

Accuracy Analysis Score: ☐
3. Acceptability Analysis

- The Acceptability Analysis is used to determine if anything in the curriculum:
  - Is incompatible with school norms, student needs, or perspectives of families and community;
  - Promotes biased or stereotypical perceptions of individuals or groups; or
  - Is inconsistent with state or school district policies or codes or physical education instructional frameworks.
3. Acceptability Analysis

<table>
<thead>
<tr>
<th>A</th>
<th>B Brief description of biased, stereotypical, incompatible, or unacceptable information or depiction</th>
<th>C Degree to which information is unacceptable</th>
<th>D Brief description of what needs to be done to correct unacceptable information</th>
<th>E Degree of difficulty to correct or eliminate this information and retain curriculum quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ = Serious ☐ = Minor</td>
<td>☐ = Very difficult ☐ = Moderately difficult ☐ = Moderately easy ☐ = Very easy</td>
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</tr>
</tbody>
</table>

Acceptability analysis score: Using the information from the acceptability analysis chart, score the curriculum based on its overall acceptability and the extent to which the correction of any errors can be reasonably completed.

4 = No corrections are necessary.
3 = Only a few minor inaccuracies are evident, and all are easy to correct.
2 = Many minor inaccuracies are evident, but all errors are easy to correct.
1 = Major inaccuracies are evident, and one error is somewhat difficult or costly to correct.
0 = Major inaccuracies are evident, and more than one will be difficult or costly to correct.
4. **Affordability Analysis**

- **The Affordability Analysis is used to determine costs to purchase or revise the curriculum, in**
  - **Staffing**
  - **Facilities**
  - **Scheduling**
  - **Operating procedures**
  - **Sustaining materials annually**

<table>
<thead>
<tr>
<th>Item</th>
<th>Unit Cost</th>
<th>Number of Units Needed</th>
<th>Total Initial Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core curriculum (breakdown of separate grade-specific or content-specific materials might be necessary)</td>
<td>$</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Necessary instructional materials not included as part of core curriculum (may include cost of equipment, videos, CDs, master transparencies, etc.)</td>
<td>$</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Required consumable student materials</td>
<td>$</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Other (e.g., parent materials; take-home items)</td>
<td>$</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Minimum Curriculum Purchase Costs</strong></td>
<td>$</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Optional supplementary materials (including suggested, but not required, consumable materials)</td>
<td>$</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Initial Curriculum Costs</strong></td>
<td>$</td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

*Notes and comments:*

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**Physical Education Curriculum Analysis Tool (PECAT)**

*Affordability Analysis*

The affordability analysis should be completed by people who are knowledgeable about curriculum development, purchasing, implementation, and revision costs: costs in changing school operating procedures, and resources available for covering these costs. Complete each item below. Record notes to justify scores and inform PECAT committee discussions and decisions.
5. Feasibility Analysis

- The Feasibility Analysis is used to determine whether the curriculum can be implemented:
  - By physical education teachers?
  - Within available instructional time?
  - With existing physical education facilities and equipment?
5. Feasibility Analysis

The feasibility analysis should be completed by persons from the PECAT committee who know whether the physical education curriculum contents, materials, and instructional strategies can be successfully implemented and utilized in local schools. Complete each item below. Record notes to justify scores and to inform PECAT committee discussions and decisions.

1. The curriculum can be reasonably implemented within the capacity (e.g., level of training, certification in teaching physical education) of existing physical education teachers.
   - Yes □
   - No □
   Notes:

2. The curriculum can be implemented within the available instructional time.
   - Yes □
   - No, but time can be adjusted □
   - No, it is too lengthy □
   - No, it is too short □
   Notes:

Feasibility Analysis Score: Based on the information above, score the curriculum based on how feasible it appears to implement successfully.

4 = Feasible
3 = Probably feasible
2 = Possibly feasible
1 = Probably unfeasible
0 = Unfeasible

□ Feasibility Analysis Score
Next Steps in the Analysis

- **Omit any curricula that are not:**
  - Accurate
  - Acceptable
  - Affordable
  - Feasible

- **Conduct the analysis of the content and assessment**
Any questions?

For more information please contact Centers for Disease Control and Prevention

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E mail: cdcinfo@cdc.gov   Web: www.cdc.gov

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.