

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: _____ Content Area and Course(s): Physical Education Grade Level(s): 9 Academic Year: 2012-2013

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

In order to assess Standard 4 (Achieves and maintains a health-enhancing level of physical fitness) the results of a fitness pre- test (ie. district-created assessment and/or, the President's Challenge, Fitnessgram, Marine Corps Physical Fitness Test , etc.) and the ODE Physical Education written assessment on the principles, components and practices of health related physical fitness. Trend data is not available for the 2012-13 school year, but will be available in subsequent years. Trend data will be based on the previous years post assessment. Baseline will be established using district chosen pretest (see examples above). Based on previous year's observations and/or pre-assessments female students muscular strength and muscular endurance are areas of weakness. Male students' flexibility is an area of weakness. In addition, female students exhibit a strength in flexibility, while their male counterparts excel in muscular strength and muscular endurance. Grade 9 student baseline data will be based on the students' end of year assessment in grade 8. (For this example we will be using the mile run or PACER for assessment.)

Comments:

Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments): No baseline data is given since this SLO was developed as part of the summer pilot. However the teacher provides a plan for collecting data and this information would need to be added during the year. Teacher also references the previous year's post assessment as trend data and as the source of identifying students' strengths and weaknesses.

Draws upon trend data, if available: Yes, though limited source of trend data due to SLO being created as part of the summer pilot. This would be addressed in subsequent years as more trend data becomes available.

Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses: This is addressed in prior comments.

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

This SLO covers all of my 9th grade students in Physical Education class. Ninth grade students receive physical education everyday for the entire school

year.

Students with disabilities will be provided with instructional, assessment accommodations and modifications contained in their Individual Education Plans (IEPs).

In addition, I will work with the physical therapist(s) to develop strategies and create an assessment that is developmentally appropriate for students who receive these services. Accommodations for students with IEP's will be made accordingly. This covers all grade nine physical education students taught 2012-2013 school year.

Comments

Includes all students in the class covered by the SLO: YES, SLO includes all students.

Describes the student population and considers any contextual factors that may impact student growth: Teacher should provide additional information about the student population and factors that might affect growth. Are there any factors that could affect student growth? How long do students participate in PE each day? Are students pulled from regular ed. classroom for special services or other activities? Do special programs affect the schedule for instruction time? Are there students in the class with exceptional physical strength and endurance?

If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO: N/A, no subgroups are excluded

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Ninth grade students receive physical education every day for the entire school year. The interval of instruction is as per the District 2012-13 calendar.

Comments:

Matches the length of the course (e.g., quarter, semester, year: This interval of instruction does match the length of the course. However, the teacher needs to keep in mind that the post assessment will need to be given and analyzed to meet the May 1 deadline established by OTES timeline.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

This unit focuses on Standard 4 "achieves and maintains a health-enhancing level of physical fitness". This SLO aligns with Ohio P.E. Standard 4 A and B as articulated in the Ohio Academic Content Standards for Physical Education. The target key topics are achieving health-related fitness and demonstrating an understanding of the basic principles of health-related fitness. The core knowledge includes Aerobic/Cardio-respiratory, Muscular Strength and Endurance(upper body), Muscular Strength and Endurance(abdominal) and Flexibility. This course focuses not only on knowledge of health related physical fitness, but also, higher level thinking, writing and reasoning skills related to physical education and all content areas.

In Standard 4, grade-band 9-12, Benchmark A, the student will meet or exceed criterion-reference health-related physical fitness standards.

1. Perform fitness activities using appropriate principles and practices.
2. Meet criterion-referenced standards for the components of health-related fitness.

This example represents Standard 4, Grade band 9-12, Benchmark B. Task: The student will develop a personal fitness portfolio that contains:

1. Evaluate a fitness self-assessment and develop and implement a one-month personal physical fitness plan.
2. Demonstrate and report on the components of health-related fitness within a personal physical activity program.
3. Construct a timeline for improvement to accompany personal fitness plan.
4. Define and determine target training zone and apply it to fitness and physical activities.
5. Apply principles of training to monitor and adjust activity levels to meet personal fitness needs

Comments:

Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations: **Yes, the SLO identifies the Standards being addressed.**

Represents the big ideas or domains of the content taught during the interval of instruction: **SLO addresses fitness big ideas and overarching expectation of learning for this class.**
How are the other standards addressed?

Identifies core knowledge and skills students are expected to attain as required by the applicable standards: **Additional information is need to demonstrate how this SLO addresses other standard areas in Physical Education.**

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

The students will be assessed using a pre- and post- physical fitness test (i.e.: District-created assessment and/or the President's Challenge, Fitnessgram, Marine Corps Physical Fitness Test, etc.) and the ODE Physical Education written assessment on the principles, components and practices of health related physical fitness.

*The following possible tasks for each component of health related fitness as provided by the ODE for Benchmark A are:
(Benchmark A is under revision by ODE. No information is currently available.)

*The following possible tasks for each component of health related fitness as provided by the ODE for Benchmark B are:

- Fitness assessment results
- A personal fitness plan that includes:
- Evaluated results of fitness assessment and a developed comprehensive fitness program.
- Goals for improving and/or maintaining fitness levels.
- Health-related fitness activities to improve or maintain body composition, cardio-vascular endurance, flexibility, muscular strength and muscular endurance. These activities should include options for both inside and outside of the physical education classroom.
- Application of specificity, overload and progression as it applies to the development and maintenance of health-related fitness.
- Application of the FITT principles to the chosen physical activities for each component of health-related fitness.

The students with disabilities will show progress according to their IEP's.

The following task for Benchmark B will be a personal fitness portfolio as provided by ODE. The assessment will include evaluation of current fitness level, fitness goals, fitness plan, fitness schedule and barriers/helpers.

Using the original baseline data tiered measures will be used to demonstrate student learning and/or to identify supplemental assessments to cover all student ability levels. Accommodations for students with IEP's will be made accordingly.

Students will use pre-test scores as a baseline for creating a fitness portfolio.

Level

3-Advanced: Fitness plan provides a specific reflection to explain student's current performance on the fitness assessment. Fitness plan includes a specific, measureable, achievable, realistic and timely goal for each component based on student's current level of fitness. Fitness plan identifies specific exercises/activities that would enhance the aligned fitness component. The plan demonstrates a clear application of the FITT training principles in effective ways. Fitness plan develops a realistic time schedule to implement each of the exercise plans for each component of fitness. Fitness plan identifies specific barriers and helpers to implementing the fitness program and provides suggestions for overcoming barriers and enhancing helpers.

2-Proficient: Provides a brief description of the current level of performance on each aspect of the fitness assessment. Provides a goal to improve each component of health-related fitness, but some of the goals lack specific, measureable, realistic and timely aspects. Provides some exercises/activities that would enhance health-related fitness, but does not consistently align with the identified component. The plan demonstrates the FITT principles on a consistent basis. Develops a time schedule to implement an exercise plan. Identifies barriers and helpers to implementing the fitness program.

1-Limited: Does not provide a reflection about fitness assessment results. Does not provide appropriate activities to develop the identified component. FITT principles are not effectively used to develop the plan. Does not provide a sufficient time schedule to implement the plan. Does not identify specific barriers and helpers to implementing a fitness program.

Comments:

Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended: Yes.

Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course: Since assessments

focus on personal fitness levels and improvement, stretch is sufficient.

Provides a plan for combining assessments if multiple summative assessments are used: *N/A*.

Follows the guidelines for appropriate assessments: **This will be addressed when teacher revises according to comments.**

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

After the results of the pre-test have been documented, the teacher will conference with students to set individual growth targets based on tier target goals. It is the intent of this goal to show rigor and growth for each individual student based on developmentally appropriate tier target goals.

The Physical Fitness components being tested are: Aerobic/Cardio-respiratory, Muscular Strength and Endurance (upper body), Muscular Strength and Endurance (abdominals) and Flexibility.

The following rubric outlines general guidelines as provided by ODE for Benchmark A. However, this rubric is currently being revised by ODE and is due to be released in the fall of 2012.

3 - Advanced

2- Proficient

1 - Limited

I have set tiered growth targets for my students. All students will be expected to show progress.

Students' baseline data will be increased by the following tier targets*:

Advanced level - 2-5%

Proficient level - 5-10%

Limited level - 10-15%

*As per the students' IEP's, students with disabilities will receive modifications and/or accommodations accordingly.

Tiered targets will be used for advanced, proficient, and limited students as provided by ODE for Benchmark B. Students will self-evaluate their fitness level using their fitness portfolio and post test score data.

Level

3-Advanced: Fitness plan provides a specific reflection to explain student's current performance on the fitness assessment. Fitness plan includes a specific, measureable, achievable, realistic and timely goal for each component based on student's current level of fitness. Fitness plan identifies specific exercises/activities that would enhance the aligned fitness component. The plan demonstrates a clear application of the FITT training principles in effective ways. Fitness plan develops a realistic time schedule to implement each of the exercise plans for each component of fitness. Fitness plan identifies specific barriers and helpers to implementing the fitness program and provides suggestions for overcoming barriers and enhancing helpers.

2-Proficient: Provides a brief description of the current level of performance on each aspect of the fitness assessment. Provides a goal to improve each component of health-related fitness, but some of the goals lack specific, measureable, realistic and timely aspects. Provides some exercises/activities that

would enhance health-related fitness, but does not consistently align with the identified component. The plan demonstrates the FITT principles on a consistent basis. Develops a time schedule to implement an exercise plan. Identifies barriers and helpers to implementing the fitness program.

1-Limited: Does not provide a reflection about fitness assessment results. Does not provide appropriate activities to develop the identified component. FITT principles are not effectively used to develop the plan. Does not provide a sufficient time schedule to implement the plan. Does not identify specific barriers and helpers to implementing a fitness program.

*As per the students' IEP's, students with disabilities will receive modifications and/or accommodations accordingly.

Comments:

Ensures all students in the course have a growth target: **Yes, all students are expected to show growth.**

Uses baseline or pretest data to determine appropriate growth: **Yes, pretest data will be compared to post test data to determine growth.**

Sets developmentally appropriate targets: **Yes**

Creates tiered targets when appropriate so that all students may demonstrate growth: **Yes. However, more explanation could be included here regarding entry fitness levels matched to post-assessment levels.**

Sets ambitious yet attainable targets: **Unknown. More information is needed.**

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

I set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. Students who scored lower on the pre-assessment will be expected to demonstrate more growth in order to meet age appropriate, developmental expectations (Benchmark A). Through pre-testing and goal setting, we are teaching students to look at their baseline fitness level, self-evaluate, and create a personal fitness plan that will increase their overall health related fitness levels (Benchmark B).

I am using the assessment of this plan so that students can demonstrate growth in both their understanding of the content and their writing and reasoning skills related to physical education.

The school and district are focusing on higher level thinking and reasoning skills across all content areas. Since this SLO focuses on content and higher level thinking/reasoning skills pertaining to health related fitness, it aligns with the broader school and district goals.

Comments:

Demonstrates teacher knowledge of students and content: **Rationale is not specific to this population of students because SLO was developed as part of the summer pilot and baseline/trend data was not available at that time. This information would be added as it becomes available. The SLO does demonstrate teacher's knowledge of content and of students' fitness overall.**

Explains why target is appropriate for the population: **See above.**

Addresses observed student needs: **Yes.**

Uses data to identify student needs and determine appropriate growth targets: **Yes, students will work with teacher to interpret data and set appropriate growth targets.**

Explains how targets align with broader school and district goals: **The teacher does explain how the growth targets align to the district's goal. However, the SLO is not clear as to how it will address the broader school and district goals as pertaining to higher thinking, writing and reasoning skills.**

Sets rigorous expectations for students and teacher(s): **Student fitness plans set rigorous expectations for students and teacher. Additional information is needed to ensure that growth targets have set rigorous expectations as relating to the broader school and district goals.**