### ; Student Learning Objective (SLO) Template

Course name

**(Annotated by Huber, Muro, Frey)**

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

Teacher Name: Content Area and Course(s):Physical Education: Team Sports/Fitness; Personal Training/Fitness

Grade Level(s):9-12 Academic Year: ­­2013-2014

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 SLOand establish the amount of growth that should take place?*

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| The components of health-related fitness are critical to living a long, healthy life. The components of sport-related fitness are important to those individuals who want to excel in a specific sport/skill. Trend data does not exist because I do not keep my past written tests. However, I do know that most students who take PE at the high school level are lacking knowledge and application of the health- and sport-related fitness components. Those students who do have knowledge of these components, usually can not apply the knowledge to a personal fitness/training plan.  A pre-assessment test was given within the first two weeks of class. The pre-assessment was created by me, and was a conglomeration of quizzes and exams from the previous 2-3 years. I basically gave last year’s combined midterm and final exams. The pre-assessment test consisted of short answer, multiple choice, true and false, and some diagrams. All students were assessed in five classes. Two of the classes are Personal Training/Fitness classes. Three of the classes are Team Sports/Fitness. All five classes were given almost identical **Fitness** sections of the test that covered health- and sport- related fitness components.  The results of the test ranged from extremely low grades of less than 10% to the majority of students scoring between 20%-50%. Only a few students scored over 60% out of all five classes. Only 3 students scored 80% and above.  I expected students to score low on the pre-assessment. Most students are unaware of the health-related and sport-related fitness components, and certainly are not aware of how to apply these components to their everyday health and fitness. Most adults do not know this information and it is part of the reason our society is struggling with obesity and poor health. This SLO will measure how well students will be able to gain knowledge of these components, but most importantly, how to apply this knowledge throughout their entire lives. |
| Comments: Baseline data is information gathered before a program begins. Pre-assessment results can provide baseline data.  Trend data is information collected over time to inform decisions and/or look at patterns.  Provide details about pre-assessment – structure of test (multiple choice, task, short response, performance).  Who created assessment? When was pre-assessment administered? Were all students assessed? What were the results of the pre-assessment?Include both numerical and narrative details. |
| What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?  What content attainment does the SLO measure? |
| * Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) * Draws upon trend data, if available. Is performance data available from prior years? If so, what does it tell you about past student performance? * Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses. Summarize student strengths/weaknesses. |
| 1st:  2nd:  3rd: |

**Student Population**

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

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| All students in my two Personal Training/Fitness, and my three Team Sports/Fitness classes are included. These coed classes are 9-12 graders. Some are athletes, some just want to be active, some are not very comfortable being on public display during physical activity, others want to be challenged with reaching fitness goals.  Both Personal Training/Fitness classes have 25 students each. Block 1 Team Sports/Fitness=27 students. Block 3 Team Sports/Fitness=24 students. Block 4 Team Sports/Fitness=15 students.  No subgroups will be excluded.  All Students=116  Economically Disadvantaged=19  Asian or Pacific Islander=3  African American=51  American Indian or Alaskan Native=0  Hispanic=0  Multiracial=7  White=55  IEP=9  LEP=2  Gifted=8 |
| Comments: Student Population - provide details |
| Which students will be included in this SLO? Include course, grade level, and number of students.  How many students are in each class (if multiple classes/sections are used)? |
| * Identifies the class or subgroup of students covered by the SLO; AMO subgroups * Describes the student population and considers any contextual factors that may impact student growth such as ELL, IEP, Gifted population, etc. * If subgroups are excluded, explain which students, why they are excluded and if they are covered in another SLO.   If no sub groups are excluded, state “No subgroups excluded” to communicate this detail to your approval committee. |
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**Interval of Instruction**

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

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| The duration of the course is a full year of block scheduling from August 2013 – mid April 2014. I have the personal training classes on blue days, and the team sports classes on white days. Each class meets for 90 minutes each day on their scheduled block. 10-15 minutes of each class is non-instructional for changing of clothes in the locker room and transitioning to required facilities for class (ie. Gymnasium, fitness center, pool, outdoor facilities). The team sports classes are divided. 50-60% of the instruction is team sports. 40-50% of the instruction is health- and sport-related fitness. Personal Training/Fitness class has 100% of instruction in health- and sport-related fitness. |
| Comments: Interval of Instruction – be specific |
| What is the duration of the course that the SLO will cover? Include beginning and end dates such as August 2013 – mid April 2014.  How frequently does the course meet and for how long? (40 minutes, 5 days a week) |
| * Matches the length of the course (e.g., quarter, semester, year) |
| 1st: |

**Standards and Content**

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

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| The SLO will target the knowledge and application of the five components of health-related fitness, and the six components of sport (skill)-related fitness. Students will learn how to apply these components of fitness to their daily lives as teenagers, and each decade after. Knowledge of these components are critical in the evaluation of current fitness levels, the development of fitness and nutrition plans, and the ability to adapt those plans over time to accommodate their changing needs as their lives evolve after high school.  Students will mostly demonstrate their “stretch” by creating a portfolio of their individual growth in the area of lifetime fitness. The requirements of the portfolio will be tiered to three levels. Students began assessing their health- and sport-related fitness components during the first two weeks of class. They will use this data to create an individual fitness plan that has the ability to grow through many levels of Bloom’s Taxonomy.  Students will also retake the pre-assessment test again before April to accompany the portfolio. The post-assessment test will be given during the first half of second quarter. Results from that test will help me guide the students’ application of the knowledge to their individual portfolio.  The SLO is aligned with Ohio’s Physical Education Standards 3, 4 and 6.  Standard 3: Participates regularly in physical activity.  Standard 4: Achieves and maintains a health-enhancing level of fitness.  Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. |
| Comments: Standards and Content – focus on what is crucialfor the students to be successful next year or in the next level course. |
| What specific content will the SLO target? To what related standards is the SLO aligned?  Provide stretch from lowest to highest achievers.  Summarize the main foci of these standards.  Write out the selected standards to communicate information to your approval committee. |
| * 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 * Represents the big ideas or domains of the content taught during the interval of instruction * Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted) |
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**Assessment(s)**

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

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| Student growth will be measured by a variety of assessments. Students will use fitness testing (Fitnessgram) to record and evaluate fitness levels. Students will be given quizzes and assignments throughout the year to test their knowledge and application of the fitness components. Portfolios will be used to measure each student’s ability to apply the knowledge to their own fitness, and to that of others. Students will also take a final exam in April that is similar to the pre-assessment test. It will contain all of the questions from the pre-assessment, but will have more application type questions. There will be “stretch” questions on the written test, but the portfolio will provide the greatest amount of “stretch” because students will be able to individualize their level of application of content knowledge.  Portfolios will be graded with a rubric worth 100 points. That score will be combined with the 100 point post-assessment. The rubric for the portfolio and the pre/post-assessment have been created by me. I’ve used teaching strategies I have learned through my professional involvement with the Ohio Association of Health, Physical Education, Recreation and Dance to assist me in the development of these assessments, along with my colleagues in the Kent State Clinical Faculty. I used portfolios in the past and I’ve found they are a great way to show individual growth. |
| Comments: Assessment(s) should cover content, align with standards, and reflect what you taught |
| What assessment(s) will be used to measure student growth for this SLO?  What are you using for the assessment? (rubric, portfolio, group/individual performance) Multiple choice doesn’t cover cognitive skills.  Who created/reviewed assessment? |
| * Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended * Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course. Describe how the assessment provides stretch for all learners. * Provides a plan for combining assessments if multiple summative assessments are used. Explain how you will combine your scores if you use multiple assessments. Will one test be weighted more heavily than another? When will the tests be administered? How do you arrive at the final score? Provide pertinent information. * Follows the guidelines for appropriate assessments. |
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**Growth Target(s)**

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

*The scoring template gives the end goal; use the growth targets to show how you will get the students to the end goal.*

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| **After analyzing the data, it seems as though the younger students (9-10 graders) and the students with IEPs, language barriers, cultural barriers and economic barriers scored the lowest on the pre-assessment. Another factor in them scoring the lowest were that they never had either of these classes before. These students need to grow anywhere between 35-47 points on the post assessment.**  **The mid-range students (needing to score at least 30 points higher to show growth) are mostly upperclass students (10-12 graders) who have taken the class at least once before, or are not dealing with many learning barriers.**  **The high-level students (needing to score only 15-30 points higher to show growth) are mostly upperclass students (10-12 graders) who have taken the class at least once before, or have no learning barriers.**  **There was only one student who only need to score 6 points to show growth. This student is an AP student who has taken the class just last year.**  **Lowest level students need to be able to list all components of health-related fitness. They must be able to assess those components and select activities that train those components.**  **Mid-range level students need to be able to list all components of health- and sport-related components, and be able to assess those components. They must also be able to develop a training program for at least 3 health-related components.**  **High level students need to be able to list all components of health- and sport-related fitness component, and be able to assess those components. They must also be able to develop a training program for more than 5 health- and sport-related components. The student should be able to research facilities in which their training takes place.** |
| Comments: Growth Target(s) – Is it developmentally appropriate, rigorous, and attainable? |
| Considering all available data and content requirements, what growth target(s) can students be expected to reach?  Provide tiered targets (based on pre-test data) because they encompass all learners. Show growth for all learners (not necessarily a passing score).  How do I set a growth target?   1. Rank order of (pre-assessment) scores from lowest to highest 2. Look for ‘break’ in data 3. Set tiers |
| * All students in the class have a growth target in at least one SLO * Uses baseline or pretest data to determine appropriate growth targets * Sets developmentally appropriate targets. Include ELL, Gifted, 504, IEPs, etc. * Creates tiered targets when appropriate so that all students may demonstrate growth * Sets ambitious yet attainable targets (within the tiers). (Do not encompass all students in the same tier or percentage) |
| 1st:  2nd:  3rd:  4th:  5th: |

**Rationale for Growth Target(s)**

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

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| The focus of learning for the low level students will be on content knowledge of the health-and sport-related fitness components. Students should be able to categorize types of exercises to their corresponding components.  The focus of learning for the mid-range students will be on application of content knowledge to fitness testing, analyzing data, setting goals, and creating a fitness plan.  The focus of learning for the high level students will be on application of content knowledge to fitness testing, analyzing data, setting goals, creating a fitness plan and researching careers in the fitness field.  Students will apply their knowledge of the fitness components on a daily basis. I will see major growth in all students. The individual portfolio will allow students to track their fitness levels and demonstrate growth on their own level.  This content is the most important because it is the basis for any good personal training program. |
| Comments: Rationale for Growth Target(s) |
| What is your rationale for setting the target(s) for student growth within the interval of instruction? (Identify student strengths and weaknesses in relation to the course content. Why is this content the most important?)  Why have you identified these targets? Align targets to class ability levels. |
| * Demonstrates teacher knowledge of students and content * Explains why target is appropriate for the population * Addresses observed student needs (strengths/weaknesses) * Uses data to identify student needs and determine appropriate growth targets * Explains how targets align with broader school and district goals–connect with CIP * Sets rigorous expectations for students and teacher(s) – connect pre-test data + tiered targets = expectations (show connections & accountability) |
| 1st:  2nd:  3rd:  4th:  5th:  6th: |