### Student Learning Objective (SLO) Template

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

Teacher Name: Run Jane Run ­Content Area and Course(s): Physical Education Grades 9-12 SLO 1A

Grade Level(s): Grade 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 SLO and establish the amount of growth that should take place?*

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| Students entering grade 9 are expected to be able to perform movement skills and patterns with appropriate technique in practice and authentic settings. Movement patterns translate to a variety of physical activities and emphasize the combination of locomotor and non locomotor movements, (e.g. dance routine, fitness warm-up, yoga sequence, martial arts kata, jump rope routine, etc). These movement skills and patterns are foundational to engaging in lifetime pursuit of a healthy active lifestyle. Technique and execution of the movement patterns in authentic settings should assist in the safe and confident performance of these physical activities as they participate in physical activities inside and outside of school. |

**Student Population**

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

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| All high school physical education students (Total N=150) will be included in this physical activity and fitness plan student learning objective. This objective is addressed in each of the physical education courses and will be monitored twice throughout the semester. Initially a movement pattern performance will be assessed as part of a warm up routine which will draw upon the performance of a sequence of fitness related skills and the final assessment will involved the rhythmic performance of movement to music. |

**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 semester begins August 20, 2013 and ends January 10, 2014. The initial assessment of the movement pattern will occur in a practice setting and the final performance will occur in an authentic or performance setting. The notion of a movement sequence or pattern would have been introduced in third grade and revisited each grade level afterward. Time will be devoted to sustained deliberate practice of these patterns on a regular basis as part of fitness and warm up routines. |

**Standards and Content**

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

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| Performance of locomotor and non locomotor sequences are part of the physical education curriculum and evaluation from third grade through ninth grade. Standard One Benchmark A suggests students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Competency in performance of motor skills is also part of the national standards and is documented as an essential part of leading an active lifestyle. |

**Assessment(s)**

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

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| ODE Benchmark Assessments will be used to measure student growth for this SLO. The rubric for Standard 1A can be modfied to articulate specific activities and nuances of the movement patterns selected and still retain the essence of the advanced, proficient, and limited categories. |

**Growth Target(s)**

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

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| Based on performance trends from last year whereby only 38 % of the eighth graders were rated as advanced on this assessment the following growth targets have been set. By the end of the semester at least 80% of the students will score at the proficient or advanced level on Benchmark 1A. Several formative assessments will be conducted affording peer assessment and teacher feedback to enhance student understanding and performance, prior to the summative assessments. |

**Rationale for Growth Target(s)**

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

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| Performing movement patterns in authentic settings can be a daunting task if insufficient exposure to public performance of these patterns in athentic settings (dances, aerobic routines, martial arts performances, etc…) is not introduced, refined and expected. Given this benchmark assessment is a consisent part of at least seven years of physical education, the sophistication and execution of technique in authentic settings for high school students is a reasonable expectation. In addition, performance of physical activities affords individuals creativity of expression, some autonomy in their selection of the movement patterns, and sufficient time for practice to meet technique and performance expectations. |