### 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\_Grade Level(s):\_3rd\_\_Academic Year: ­­\_2013-14\_

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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|  | 3rd Grade students will be assessed based on the Ohio Department of Education Physical Education Standard 1 which states "Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities." Benchmark B which states "Student will apply the critical elements of fundamental manipulative skills in a variety of physical activities." Using the below rubrics:  Students will apply the critical elements of fundamental manipulative skills in:  **Skill and Task:** **Throwing** – I will observe multiple repetitions of the students throwing overhand (tennis ball size) at a target. This will be observed in both a practice-type and a game setting.   |  |  | | --- | --- | | **Level** | **Criteria** | | **Advanced** | Demonstrates correct technique; the ball flies with sufficient force and accuracy to hit the target consistently. | | **Proficient** | Demonstrates correct technique (side to target, step with opposite foot, trunk rotation, elbow bend, extension and follow through). | | **Limited** | Demonstrates incorrect overhand throwing technique. |   Students will apply the critical elements of fundamental manipulative skills in:  **Skill and Task:** **Catching** – I will observe multiple repetitions of the students catching a thrown ball (baseball or softball size. This will be observed in both a practice-type and a game setting.   |  |  | | --- | --- | | **Level** | **Criteria** | | **Advanced** | Consistently catches with correct technique in both practice and game settings. | | **Proficient** | Catches with correct technique (eyes on the ball, moves into line with the ball, implement presented to the ball, force absorption) in a practice setting. | | **Limited** | Demonstrates incorrect catching technique when using an implement. |   **Skill and Task: Striking –** I will observe multiple repetitions of the students striking a 8-12” ball with two hands underhanded to a target (eyes on object, knees bent, back up or down, step with one foot forward, striking at waist level or below, swing through the ball toward target). This will be observed in both a practice-type and a game setting.   |  |  | | --- | --- | | **Level** | **Criteria** | | **Advanced** | Demonstrates correct striking technique with accuracy and control of force to be successful in game settings. | | **Proficient** | Demonstrates correct striking technique (eyes on object, knees bent, back up or down, step with one foot forward, striking at waist level or below, swing through the ball toward target) with accuracy and control of force to be successful in practice settings. | | **Limited** | Demonstrates incorrect striking technique. |   Students will also be assessed in Standard 2, Benchmark A which states “Students will demonstrate and apply basic tactics and principles of movement.” Using the rubric below:  **Task:** Game performance observation of students playing in a4 square – observe students on multiple occasions in game performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe their performances. Focus specifically on the level of understanding students show in terms of positioning and skill selection. Use the criteria below to evaluate student performance.   |  |  |  | | --- | --- | --- | | **Level** | **Criteria** | | | **Component Observed** | **Positioning** | **Decision-making –**  **skill selection** | | **Advanced** | Consistently:   * Returns to correct base position for the game played * Moves to help teammates with the ball * Moves to defend space | Consistently selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base) | | **Proficient** | Usually but not always:   * Returns to correct base position for the game played * Moves to help teammates with the ball * Moves to defend space | Usually, but not always, selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base) | | **Limited** | Rarely:   * Returns to correct base position for the game played * Moves to help teammates with the ball * Moves to defend space | Rarely selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base) |   Students will be assessed using the State of Ohio Physical Education Assessments which have created reliable and valid assessments with adequate growth.  Based upon the pre-test data my student’s weakness is striking (87.8% percent of my students were at a Limited or below level) and movement concepts (90% of my students were at a Limited or below level). This is not a surprise because 3rd grade is the grade level that students are introduced to the skill of 2 hand underhand striking and where we start talking about game strategies, tactics and movement concepts. Students are a little stronger in the catching, but throwing and catching are still a much needed focus in the 3rd grade as these students need to get ready for more small-sided game play that they will be participating in 4th and 5th grade.  There is no Trend Data because this is the first year we are teaching this as a pre and post test |
|  | 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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| Course is Physical Education, grade level is 3rd grade. I have 5 second grade classes the class size ranges from 26-28 students per class. It is important to note that two classes share the gym at a time so there are 52-56 students in the gym at a time and space, practice time, and activities are limited due to the safety of our students. Students are required to have proper attire and shoes for their safety in order to participate.  Class 1 has 27 students consisting of 11 girls and 15 boys. 2 students are on an IEP. No sub-groups excluded  Class 2 has 27 students consisting of 15 girls and 12 boys. 1 student is on an IEP.No sub-groups excluded  Class 3 has 28 students consisting of 15 girls and 13 boys. 1 student is on an IEP.No sub-groups excluded |
| 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. |
| 1st:  2nd:  3rd: |

**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 this SLO will cover from the start of school which is the end of August 2013 and will end mid-April 2014. This course meets on a three day rotation (some weeks we will see them 2 times a week, and other weeks we only see them 1 time a week) and is scheduled to be 45 minutes in length assuming the classes arrive and are picked up on time by the classroom teacher. Students are required to dress appropriate for class in order to participate. |
| 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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| This SLO aligns to the Ohio Standard 1 Benchmark B - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities - Applies the critical elements of fundamental skills in a variety of physical activities – specifically throwing, catching and striking as suggested by ODE.This SLO aligns to the Ohio Standard 2 Benchmark A – Demonstrates and apply basic tactics and principles of movement. These are three skills critical and movement concepts for many activities in which students will participate in school, outside of school and throughout life and in sports and recreational activities. |
| 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) |
| 1st:  2nd:  3rd: |

**Assessment(s)**

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

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| Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities; more specifically for the purposes of this SLO, throwing, catching and striking. Students will be assessed several times over the course of the school year. Pre-assessment will take place in August. We will then have a mid-year assessment as well as a post-assessment in April.  Students will apply the critical elements of fundamental manipulative skills in:  **Skill and Task:** **Throwing** – I will observe multiple repetitions of the students throwing overhand (tennis ball size) at a target. This will be observed in both a practice-type and a game setting.   |  |  | | --- | --- | | **Level** | **Criteria** | | **Advanced** | Demonstrates correct technique; the ball flies with sufficient force and accuracy to hit the target consistently. | | **Proficient** | Demonstrates correct technique (side to target, step with opposite foot, trunk rotation, elbow bend, extension and follow through). | | **Limited** | Demonstrates incorrect overhand throwing technique. |   Students will apply the critical elements of fundamental manipulative skills in:  **Skill and Task:** **Catching** – I will observe multiple repetitions of the students catching a thrown ball (baseball or softball size. This will be observed in both a practice-type and a game setting.   |  |  | | --- | --- | | **Level** | **Criteria** | | **Advanced** | Consistently catches with correct technique in both practice and game settings. | | **Proficient** | Catches with correct technique (eyes on the ball, moves into line with the ball, implement presented to the ball, force absorption) in a practice setting. | | **Limited** | Demonstrates incorrect catching technique when using an implement. |   **Skill and Task: Striking –** I will observe multiple repetitions of the students striking a 8-12” ball with two hands underhanded to a target (eyes on object, knees bent, back up or down, step with one foot forward, striking at waist level or below, swing through the ball toward target). This will be observed in both a practice-type and a game setting.   |  |  | | --- | --- | | **Level** | **Criteria** | | **Advanced** | Demonstrates correct striking technique with accuracy and control of force to be successful in game settings. | | **Proficient** | Demonstrates correct striking technique (eyes on object, knees bent, back up or down, step with one foot forward, striking at waist level or below, swing through the ball toward target) with accuracy and control of force to be successful in practice settings. | | **Limited** | Demonstrates incorrect striking technique. |   **Standard 2**Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.  **Benchmark A:** Demonstrate and apply basic tactics and principles of movement.  **Task:** Game performance observation of students playing in a4 squaregame– observe students on multiple occasions in game performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe their performances. Focus specifically on the level of understanding students show in terms of positioning and skill selection. Use the criteria below to evaluate student performance.   |  |  |  | | --- | --- | --- | | **Level** | **Criteria** | | | **Component Observed** | **Positioning** | **Decision-making –**  **skill selection** | | **Advanced** | Consistently:   * Returns to correct base position for the game played * Moves to help teammates with the ball * Moves to defend space | Consistently selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base) | | **Proficient** | Usually but not always:   * Returns to correct base position for the game played * Moves to help teammates with the ball * Moves to defend space | Usually, but not always, selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base) | | **Limited** | Rarely:   * Returns to correct base position for the game played * Moves to help teammates with the ball * Moves to defend space | Rarely selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base) |   Students will receive a score 0 (don’t identify the correct skill to perform), 1 (limited), 2 (proficient), or 3 (advanced) an average will be given to each student using the following below.  Students will be receiving 4 marks; 1 for catching, 1 for throwing, 1 for striking and1 for movement concepts- each of the marks are weighted the same. |
| 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. |
| 1st:  2nd:  3rd:  4th: |

**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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| Results by skill in combining all 3 classes for the **pre-test** were:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Skill | # of students scoring 0 | # of students scoring 1 | # of students scoring 2 | # of students scoring 3 | | Throwing | 0 | 66 | 16 | 0 | | Catching | 0 | 58 | 24 | 0 | | Striking | 1 | 71 | 10 | 0 | | Movement Concept 4-square | 1 | 73 | 8 | 0 |   Based on the pre-assessment that students performed in August and early September: This assessments (throwing and catching) was given as a small group activity, dribbling with feet as ½ the class activity and dribbling with hands was a whole class activity. Observations were made of the 4 gross motor skills. Students receive a 0-Not performing proper skill, 1-limited level, 2-profcient level or 3- advanced level.  Data per Student:  4 of the 82 students performed 4 out of the 3 gross-motor skills and 1 movement concept at a (proficent) level 2  3 of the 82 students performed 3 out of the 3 gross-motor skills and 1 movement concept at a (proficent) level 2  11 of the 82 students performed 2 out of the 3 gross-motor skills and 1 movement concept at a (proficent) level 2  15 of the 82 students performed 1 out of the 3 gross-motor skills and 1 movement concept at a (proficent) level 2  49 of the 82 students performed 0 out of the 3 gross-motor skills and 1 movement concept at a (proficent) level 2  0 of the 82 students performed a gross-motor skill and/or movement concept at an (advanced) level 3  For the purpose of scoring my SLO, I have set the following appropriate growth targets for my students based upon their overall pre-assessment scores:  5% of my students will show growth by advancing atleast one level (ex. pre test level 1, post test level 2) from their pre-test to their post-test scores in ALL 4gross-motor skills.  75% of my students will show growth by advancing atleast one level from their pre-test to their post-test scores in 3 out of the 4 gross-motor skills.  15% of my students will show growth by advancing atleast one level from their pre-test to their post-test scores in 2 out of the 4 gross-motor skills.  5% of my students will show growth by advancing atleast one level from their pre-test to their post-test scores in 1 or 0 of the 4gross-motor skills.  The assessments are developmentally appropriate based upon the ODE standards and assessments. These tiered targets are appropriate so all students can show growth. |
| 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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| My rationale for setting the above target for student growth is due to the focus put on these skills in many activities performed in the physical education setting as well as the importance of these skills in many life activities. The hope is that Improvement in these skills will encourage a life of activity and movement. Third grade students come in with a basic knowledge and skill level in these areas. Students will begin to learn how to incorporate the skill learned into different game type settings and will continue to improve to a higher skill level.The content for this class is based upon the districts physical education course of study which aligns with the Ohio Department of Education Physical Education Content Standards and Assessments. Physical Education Teachers in our district grades K-12 have worked together to determine appropriate growth targets and rigor. These growth targets will ensure that students are prepared for the 3-5 grade band assessments.  Based upon the pre-test data my student’s weakness is striking (87.8% percent of my students were at a Limited or below level) and movement concepts (90% of my students were at a Limited or below level). This is not a surprise because 3rd grade is the grade level that students are introduced to the skill of 2 hand underhand striking and where we start talking about game strategies, tactics and movement concepts. Students are a little stronger in the catching, but throwing and catching are still a much needed focus in the 3rd grade as these students need to get ready for more small-sided game play that they will be participating in 4th and 5th grade.  Students need to be at a minimum of a proficient level (Level 2) in these skills to have the confidence and ability to be successful at playing small-sided games. Based on my student needs I have determined the appropriate growth targets based upon their overall pre-assessment scores:  5% of my students will show growth by advancing atleast one level (ex. pre test level 1, post test level 2) from their pre-test to their post-test scores in ALL 4 gross-motor skills.  75% of my students will show growth by advancing atleast one level from their pre-test to their post-test scores in 3 out of the 4 gross-motor skills.  15% of my students will show growth by advancing atleast one level from their pre-test to their post-test scores in 2 out of the 4 gross-motor skills.  5% of my students will show growth by advancing atleast one level from their pre-test to their post-test scores in 1 or 0 of the 4 gross-motor skills.  My students vary in prior knowledge, exposure, ability to practice outside of school and level of skill.  Based upon my pre-assessment data, I set my growth targets to ensure that all students will be able to reach or exceed proficiency by the time they leave 3rd Grade so when at George G. Dodge, students will be able to combine these skills in small game settings. |
| 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: |