### 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 SLO and establish the amount of growth that should take place?*

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| Knowledge and application of tactics in games is critical in becoming a competent spectator, as well as a player of the game. Trend data does not exist because I do not keep my past written tests. However, I do know that students who take PE at the high school level are lacking knowledge and application of tactics within games. Different skills are needed for each game, but the tactics can transfer from game to game amongst the same type of game (ie. Invasion games, fielding games, target games).A pre-assessment test was given within the first two weeks of class. I divided the test into two sections allowing the students two days to complete the written test. 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 three Team Sports/Fitness classes. The results of the test ranged from five 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 4 students scored between 60%-80%. No one scored over 80% in any of the classes.I expected students to score low on the pre-assessment. Most students are unaware of the tactics involved in games/sports. Students need to become competent spectators of the game by having knowledge of the tactics of the game. The test was given over two blocks of class. Students struggled with the tactical knowledge of games, and the transfer of that knowledge from one game to another.  |
| 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.
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| 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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| 61 students total will be included in this SLO. All students in my Team Sports/Fitness classes are included. All classes are coed. There is great diversity among the classes, and within the classes in regards to athletic ability and knowledge of games. No subgroups are excluded.Economically disadvantaged=12Asian or Pacific Islander=12African American=32American Indian or Alaskan Native=0Hispanic=0Multiracial=3White=29IEP=6LEP=1Gifted=6Block 1: 26 students. Block 3: 24 students. Block 4: 11 students I have one student, a female senior, who will only be following the health- and sport-related fitness component SLO only. I’ve negotiated a personal training contract with her. She is not an athletic person and does not like team sports at all. She is frequently late, or absent. Through the fitness curriculum, I can still assess her growth. She will graduate with the knowledge of how to maintain her fitness levels through each decade of her life. |
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| 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 – April 2014. I have the Team Sports/Fitness 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). Only half of the instructional time is devoted to team sports. The other half is devoted to health- and sport-related fitness. |
| Comments: Interval of Instruction – be specific |

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| 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)
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| 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 tactical approach to games. Students will no longer just be assessed by their effort/participation in a game, but also their knowledge of the tactics of the game. Sometimes when students are uncoordinated and non-athletic, their knowledge of the game is lacking because they don’t have the skills needed to be successful in game situations. Students need to become competent spectators, as well as competent players. The SLO aligns with Ohio’s Physical Education Standards 1, 2, and 4.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.Standard 2: Demonstrates understanding of movement concept,s principles, strategies and tactics as they apply to the learning and performance of physical activities.Standard 4: Achieves and maintains a health-enhancing level of fitness. |
| 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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| Students will take a post assessment in mid-April 2014.Students will take quizzes on the tactical components after each game taught throughout the class.Game performance assessments will also be given within each of the types of games taught over the course of the class (ie. Invasion games, net games, fielding games).Students will mostly demonstrate their “stretch” by creating a portfolio of their individual growth in the knowledge and application of tactical awareness in games. The requirements of the portfolio will be tiered to three levels. A rubric will be used to assess the portfolio.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 have 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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| 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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| **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 team sports with Ms Rich before. These students need to grow anywhere between 38-48 points on the post assessment.****The mid-range students (needing to score 30-40 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.****Only two students scored above 70 on the pre-assessment. Both of those students are 12 graders and are high achieving students.** |
| 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
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| * 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)
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| 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 for learning for the low level students will be on content knowledge of game tactics at Level I of Tactical Complexity. The focus for learning for the mid-range students will be on content knowledge of game tactics at Level II of Tactical Complexity.The focus for learning for high level students will be on content knowledge of game tactics at Level III of Tactical Complexity.Students will be able to reach these targets because they will be immersed in the games both physically and tactically each week. Students will work in small groups with their teammates to for small games, practice, and then again small games. Students will be able to transfer the knowledge of one game to other games of similar type (ie. Invasion games, net games, fielding games). Students will be given verbal and written quizzes during and after games are taught.Students will also be able to watch video of games and complete game performance assessments frequently to test their knowledge of tactical problems within the games. |
| 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)
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| 1st:2nd:3rd:4th:5th:6th: |