

New York State Student Learning Objective: **Secondary Health (grades 10-12)**

All SLOs MUST include the following basic components:

Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO.</i></p> <p>Five sections of Health students, grouped heterogeneously (135 total students)</p>
Learning Content	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>New York State Health, Physical Education and Family/Consumer Science Standards:</p> <p><u>Standard 1: Personal Health and Fitness.</u></p> <p>Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p><u>Standard 2: A Safe and Healthy Environment.</u></p> <p>Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p><u>Standard 3: Resource Management.</u></p> <p>Students will understand and be able to manage their personal and community resources.</p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p> <p>2012-2013 School Year</p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p>Baseline: District-wide assessment (District-created pre-assessment that is based on Health related physical questions from a previous District High School Health Final Exam and District Middle School Health Final Exam. Questions are concentrated on a variety of questions from units covered throughout the approved New York State Health Curriculum. This assessment will be administered at the beginning of the school year.</p> <p>Summative: District-Wide Exam will be used as the summative assessment.</p>

Baseline	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p>On the baseline assessment:</p>																				
			Class average				Median score				% below 65				% above 85%						
	Section 1		70				75				55				12						
	Section 2		72				75				58				8						
	Section 3		69				77				62				8						
	Section 4		71				70				55				11						
Section 5		71				72				60				4							
Target(s)	<p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</p> <p>The expected outcome is that 70% of students will score a 65% or higher on the Health Final Exam at the conclusion of the course, based on the baseline data and district history.</p>																				
	<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p>																				
HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE								DEVELOPING					INEFFECTIVE				
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100%	92-95%	87-91%	83-86%	80-82%	76-79%	72-75%	69-71%	70-67%	66-63%	62-59%	58-55%	54-51%	50-47%	46-43%	42-39%	38-35%	34-31%	30-27%	26-23%	<22%
Rationale	<p>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</p>																				
	<p>The diagnostic assessment used, was one that determined the basic content-specific knowledge of current students. Many basic Health-related concepts were taught in the intermediate years (Grades 7-8) of the students' schooling. Therefore, the use of previous exam covering the range of topics covered in Health class is appropriate.</p>																				