

New York State Student Learning Objective: Physical Education 6th-8th Grade

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. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>2 sections of PE 8, heterogeneously grouped, 60 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>NYS Physical Education Learning Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Intermediate Level: Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity.</p> <p>CCLS for Reading in Science & Technical Subjects – Key Ideas & Details #2 and #3. Craft & Structure #4.</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 Assessment: Fitnessgram Test will be given & students will write a journal about how they can improve their fitness levels based on the results of the Fitnessgram Scores. The journal entry will be written by each student on how to improve their performance in the fall. Evaluation will be based on their ability to elaborate on the FIT (Frequency, Intensity, Time) principle and provide details for a personal fitness plan.</p> <p>Summative Assessment- Based on the Fitnessgram self-assessment, students will create a personal fitness plan that includes goal setting for 2 fitness components. A 4 point rubric will be used to score the fitness plans (attached).</p>

<p>Baseline</p>	<p>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</p> <p>Average score of their 7th grade Fitnessgram scores.</p> <p>7th Grade Fitnessgram Results: 60% in Healthy Fitness Zone in 3 fitness areas 20% in Healthy Fitness Zone in 2 fitness areas 20% in Healthy Fitness Zone in 1 or less fitness areas</p> <p>On the journals, 20% were excellent, 40% were competent, and 40% were fair or poor (based on the rubric).</p>																																																																																	
<p>Target(s)</p>	<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>75% of students will score a 3 or higher on the personal fitness plan rubric (rubric is attached).</p>																																																																																	
<p>HEDI Scoring</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> <p>See scoring below:</p> <table border="1" data-bbox="369 833 2009 1063"> <thead> <tr> <th colspan="3">HIGHLY EFFECTIVE</th> <th colspan="9">EFFECTIVE</th> <th colspan="5">DEVELOPING</th> <th colspan="3">INEFFECTIVE</th> </tr> <tr> <th>20</th><th>19</th><th>18</th> <th>17</th><th>16</th><th>15</th><th>14</th><th><u>13</u></th><th>12</th><th>11</th><th>10</th><th>9</th> <th>8</th><th>7</th><th>6</th><th>5</th><th>4</th><th>3</th> <th>2</th><th>1</th><th>0</th> </tr> </thead> <tbody> <tr> <td>100-98</td><td>97-94</td><td>93-91</td> <td>90-88</td><td>87-84</td><td>83-80</td><td>79-76</td><td>75%</td><td>74-71</td><td>70-68</td><td>67-65</td><td>64-62</td> <td>61-60</td><td>59-57</td><td>56-55</td><td>54-53</td><td>52-50</td><td>49-45</td> <td>44-40</td><td>39-31</td><td><30</td> </tr> </tbody> </table>																				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	100-98	97-94	93-91	90-88	87-84	83-80	79-76	75%	74-71	70-68	67-65	64-62	61-60	59-57	56-55	54-53	52-50	49-45	44-40	39-31	<30
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<p>Rationale</p>	<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 content is specifically based on NYS Physical Education Learning Standard #1 and also incorporates CCLS for Reading and Writing.</p> <p>Developing a personal plan will help motivate students to participate in regular physical activity and understand the importance of maintaining personal health. Using the baseline assessment of the Fitnessgram, students will be able to analyze their fitness scores in the healthy fitness zone & which components of fitness they need to improve. The summative assessment of creating a personal fitness plan will assist students in attaining and/or maintaining a specified level of fitness throughout the school year. This process will provide students with a fitness foundation that will continue to grow throughout high school. The target is determined using a 4 point rubric scale to assess students' fitness plan. Using this rubric, students will be evaluated on the fitness plan process, rather than their test scores.</p>																																																																																	

Performance Level				
	Poor 1 pts	Fair 2 pts	Competent 3 pts	Excellent 4 pts
Goal Setting	<p>Poor</p> <p>Goals not written or too vague and unclear.</p>	<p>Fair</p> <p>Goals are general and not measurable. Goals are not realistic compared to pre-test data.</p>	<p>Competent</p> <p>Goals are clear and realistic, but lacking some details.</p>	<p>Excellent</p> <p>Goals are clear, realistic & challenging based on interpretation of pre-test data.</p>
Program Design FITT- Frequency, Intensity, Time, Type	<p>Poor</p> <p>FITT Principles not applied in training plan.</p>	<p>Fair</p> <p>Program does not relate to goals but does include FITT Principles in training plan. Is missing or has some incorrect exercises for fitness improvement.</p>	<p>Competent</p> <p>Program clearly relates to goals & FITT Principles in training plan. Appropriate choice of most exercises.</p>	<p>Excellent</p> <p>Program clearly relates to goals & FITT Principles with excellent choice of exercises.</p>
Training Log	<p>Poor</p> <p>Does not monitor exercise. Training log is incomplete.</p>	<p>Fair</p> <p>Sometimes monitors and follows fitness plan. Training log partially completed.</p>	<p>Competent</p> <p>Regularly monitors and follows fitness plan. Mostly completed training log.</p>	<p>Excellent</p> <p>Always monitors and follows fitness plan. Made modifications if necessary. Fully completed training log.</p>
Implementation During PE Class	<p>Poor</p> <p>Participates with minimal effort and requires constant encouragement. Completed >50% of the days.</p>	<p>Fair</p> <p>Participates with some encouragement, Completed at least 50+% of the days.</p>	<p>Competent</p> <p>Regularly demonstrates consistent effort and stays on task. Completed 80+% of the days.</p>	<p>Excellent</p> <p>Always on task and strives for personal best during selected activities. Completed 100% of the days.</p>