

EXAMPLE Student Learning Objective (SLO) Template (with Embedded Checklist)

Teacher Name: _____ Content Area and Course(s): Physical Education Grade Level(s): 7th 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?

A fitness baseline pre-test which is based on the Fitness Gram that the Physical Education programs in the school district are already using will be administered at the beginning of each semester. A bi-weekly pacer endurance test will be administered and growth will be recorded during the duration of the semester. Trend data will be based on 7th/8th grade students' growth from one year to the next. Trend data will not be available for the 2012-2013 school years but will be available for the upcoming years. The test and the data collected will aide in assessing Ohio Physical Education Standard 4.

Checklist & Comments: Baseline and Trend Data

Does the identified baseline and trend data meet the following criteria?

X Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments)
 Draws upon trend data, if available
 Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses

Comments/Questions:

1. Teachers will be using the Pacer Individual Score sheets and reporting the score in the scoring template.
2. No data will be collected until the end of the 2013 school year.
3. After the 2012-2013 school year there will be baseline data to compare and only then will we have evidence for determining strengths and weaknesses. We have collaborated with our neighboring elementary school so we can compare scores between the two schools and be able to compare growth from 5-8th grade.

Student Population

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

This SLO will include all 7th/8th grade Physical Educations students.

No students were excluded.

Checklist & Comments: Student Population

Does the identified student population meet the following criteria?

- X Identifies the class or subgroup of students covered by the SLO
- X Describes the student population and considers any contextual factors that may impact student growth
- X If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO

1. Includes all students
2. Student population will include students that are involved in athletics either in or outside the school as well as the students will have PE every other day for the entire school year.
3. No subgroups are excluded.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

August 2013 to April 2014

This class meets (x) number of days a week for an average of (y) minutes per day.
2 to 3 days per week for an average of 43 minutes per day.

Checklist & Comments: Interval of Instruction

Does the interval of instruction identified meet the following criteria?

- X Matches the length of the course (e.g., quarter, semester, year)
- X Considers the length of the course in relation to the instructional pacing when the initial (starting point) and summative (endpoint) growth measure evidence collection occurs – deadline of April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)

1. Yes, this will match the length of the course and will follow the OTES timeline.
- 2.
- 3.

Standards and Content

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

This SLO target will relate to Standard 4 but more specifically achieving and maintain aerobic/cardio-respiratory endurance.
Checklist & Comments: Standards and Content
Do the standards and content described meet the following criteria?
X 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
X Represents the big ideas or domains of the content taught during the interval of instruction (between the initial (starting point) to the summative (endpoint) growth measure evidence collection - deadline occurs: April 15 th for year-long courses and 2 nd semester courses / as identified for 1 st semester courses and 9-week courses (no later than April 15 th)
1. Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)
<ol style="list-style-type: none"> Standard 4 of the ODE will be addressed. This SLO addresses fitness based activities. Students will show levels of endurance during other physical education activities.

Assessment(s)

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

Throughout the year, I will monitor student progress with a variety of formative and summative assessments approved by the district.
Fitness Gram Pacer Test and Presidential ½ mile run.
Checklist & Comments: Assessment(s)
Does the description above meet the following criteria?
<ol style="list-style-type: none"> 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 Provides a plan for combining assessments if multiple summative assessments are used Follows the guidelines for appropriate assessments Matches the interval of instruction and reflects consideration of summative (endpoint) growth measure evidence collection deadline occurs – April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)
<ol style="list-style-type: none"> We will be using the advanced, proficient and limited level rating system. Pacer Test Sub-Groups are as follows: ADVANCED 40+LINES, PROFICIENT 39-19 LINES, LIMITED 18 and below. I have set tiered growth targets for my students. All students will be expected to show progress. Students’ baseline data will be increased by the following

tiered targets:

Advanced Level—2-5% Increase

Proficient Level—5-10% Increase

Limited Level –10-15% Increase

3. To figure the growth for each student we will take the difference between the original score and the final score and divide it by the original.

$(\pm)\frac{\text{Difference}}{\text{Original}} = \%$

Original 100 will calculate your growth.

4. I do not have students that need modifications/accommodations based on physical attributes in IEP's/ MFE's for this SLO.

Growth Target(s)

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

A student who scored in the basic range on the pre-assessment will make an (x%) improvement or better on the post assessment 10-15%

A student who scored in the proficient range on the pre-assessment will make an (x%) improvement or better on the post assessment 5-10%

A student who scored in the advanced range on the pre-assessment will make an (x%) improvement or better on the post assessment 2-5%

Checklist & Comments: Growth Target(s)

Does the identified growth target(s) meet the following criteria?

7. All students in the class have a growth target in at least one SLO

8. Uses baseline or pretest data to determine appropriate growth

9. Sets developmentally appropriate targets

10. Creates tiered targets when appropriate so that all students may demonstrate growth

11. Sets ambitious yet attainable targets

12. Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline occurs – April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)

1. All students are expected to show growth.

2. Yes, all students will be pre-tested and post tested.

3. We will know the following year so we can compare from 2012-2013/2013-2014 school years.

Rationale for Growth Target(s)

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

Based on the beginning of the year pre-assessment, it was clear that the students needed additional instruction to demonstrate the level of proficiency or advanced knowledge of _____ standards. This aligns with our district goal of improved student achievement. The questions on the pre and post-assessments are based on the _____ Standards. The scoring formula allows for the identification of individual needs and growth targets. Students who demonstrate the expected growth will be prepared for the _____ curriculum and beyond.

Checklist & Comments: Rationale for Growth Target(s)
Does the rationale described above meet the following criteria?
<ul style="list-style-type: none"><input type="checkbox"/> Demonstrates teacher knowledge of students and content<input type="checkbox"/> Explains why target is appropriate for the population<input type="checkbox"/> Addresses observed student needs<input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets<input type="checkbox"/> Explains how targets align with broader school and district goals<input type="checkbox"/> Sets rigorous expectations for students and teacher(s)<input type="checkbox"/> Reflects consideration of interval of time between initial (starting point) growth measure evidence collection and summative (endpoint) growth measure evidence collection deadline occurs – April 15th for year-long courses and 2nd semester courses / as identified for 1st semester courses and 9-week courses (no later than April 15th)
<p>1. We set tiered targets to help ensure that all students will be able to demonstrate developmentally appropriate growth. The students that score lower on the pre-assessment will be expected to demonstrate more growth in order to meet age/developmentally expectations. The rankings are based on nationally recognized fitness scores.</p>

Pre-Assessment Data from PACER Test:

NAME	GRADE	Pre-Assessment Score	Post-Assessment Score
Allen, Anthony	7	15	
Baltrunas, Adon	7	35	
Colton, Kayla	7	43	
Cromie, Sarah	7	25	
Dawson, Serenity	7	10	
Gallagher, Elizabeth	7	28	
Horton, Nathanael	7	22	
Jassaud, Taylor	7	26	
Laney, Cain	7	10	
Leland, Jonathan	7	42	
Madda, Nicholas	7	41	
Malta, Victoria	7	27	
Metz, Haylee	7	15	
Nagy, Morrigan	7	34	
Perry, William	7	14	
Piatek, Emma	7	25	
Russo Southard, Christy	7	34	
Skale, Max	7	37	
Thomas, Cassidy	7	15	
Vahcic, Jonathan	7	20	
Valletto, Taylor	7	48	
Wietrzykowski, Caitlynn	7	20	
Wiseman, Hailey	7	16	
Arnold, Makenzi	8	36	
Bailey, Rachel	8	12	
Bonde, Hailee	8	34	
Carter, Allison	8	22	
Cassidy, Brandon	8	44	
Cook, Samuel	8	37	
Gammon, Diamond	8	28	

Gazso, Jacob	8	21	
Ginter, Joseph	8	8	
Gracie, Collin	8	31	
Pintar, Emma	8	12	
Poppy, Joseph	8	42	
Reid, Walker	8	16	
Russell, Dylan	8	20	
Signorelli, Nicholas	8	46	
Smith, Joshua	8	19	
Smith, Skylar	8	30	
White, Tyler	8	46	
Allen, Summer	8	16	
Ayres, Nicholas	8	43	
Beemiller, Christopher	8	56	
Bergeron, Zachary	8	40	
Bosworth, Emily	8	8	
Bryant, Marissa	8	44	
Cantrell, Cory	8	50	
Czubaj, Nicholas	8	16	
Davis, Justin	8	35	
DeMarco, Adrianna	8	60	
Dodd, Tyler	8	41	
Fussner, Emma	8	35	
Hannan, Molly	8	32	
Hukill, Katelyn	8	19	
Kerns, Jenna	8	28	
Kleinhenz, Devin	8	60	
Kramer, Casey	8	33	
Marotta, Gabrielle	8	16	
McCarthy, Ryan	8	28	
Moran, Molly	8	14	
Morehouse, Breana	8	29	
Oliveri, Cameron	8	11	
Painter, Christopher	8	24	
Peters, Isaiah	8	40	
Pirosko, Samantha	8	50	
Stergar, Brian	8	46	
Streb, Kenneth	8	53	

Thomas, Jonathan	8	33	
Varga, Marko	8	29	
Zehe, Gavin	8	8	
Bailey, Abby	8	17	
Barron, Brandon	8	54	
Boehnlein, Jacob	8	50	
Brown, Kaili	8	22	
Burrows, Bradley	8	42	
Car, John	8	41	
Clark, Michael	8	45	
Dawson, Carla	8	35	
Figer, Maiya	8	20	
Fording, Mikaela	8	19	
Foss, Rece	8	44	
Frydrych, Arieana	8	35	
Ganser, Natalie	8	20	
Genter, Alexis	8	20	
Green, Kenneth	8	20	
Hartman, Tessa	8	42	
Hink, Kaila	8	17	
Hinton, Spencer	8	17	
Hudak, Allison	8	18	
Karpovitch, Kayla	8	18	
Kostelnik, Samuel	8	16	
Labarbera, Kurtis	8	71	
Misenhimer, Amy	8	17	
Rayl, Joseph	8	41	
Regovich, Brian	8	44	
Slate, Jacob	8	49	
Snetsinger, Mackenzie	8	15	
Svigel, Nicholas	8	40	
Thoss, Natalie	8	64	
Timothy, Ryan	8	16	
Tizzano, Haley	8	16	
Wheaton, Megan	8	18	
White, Xavier	8	17	
Winters, Jaden	8	15	
Wisdom, Alex	8	41	

Zavoda, Sydney	8	32	