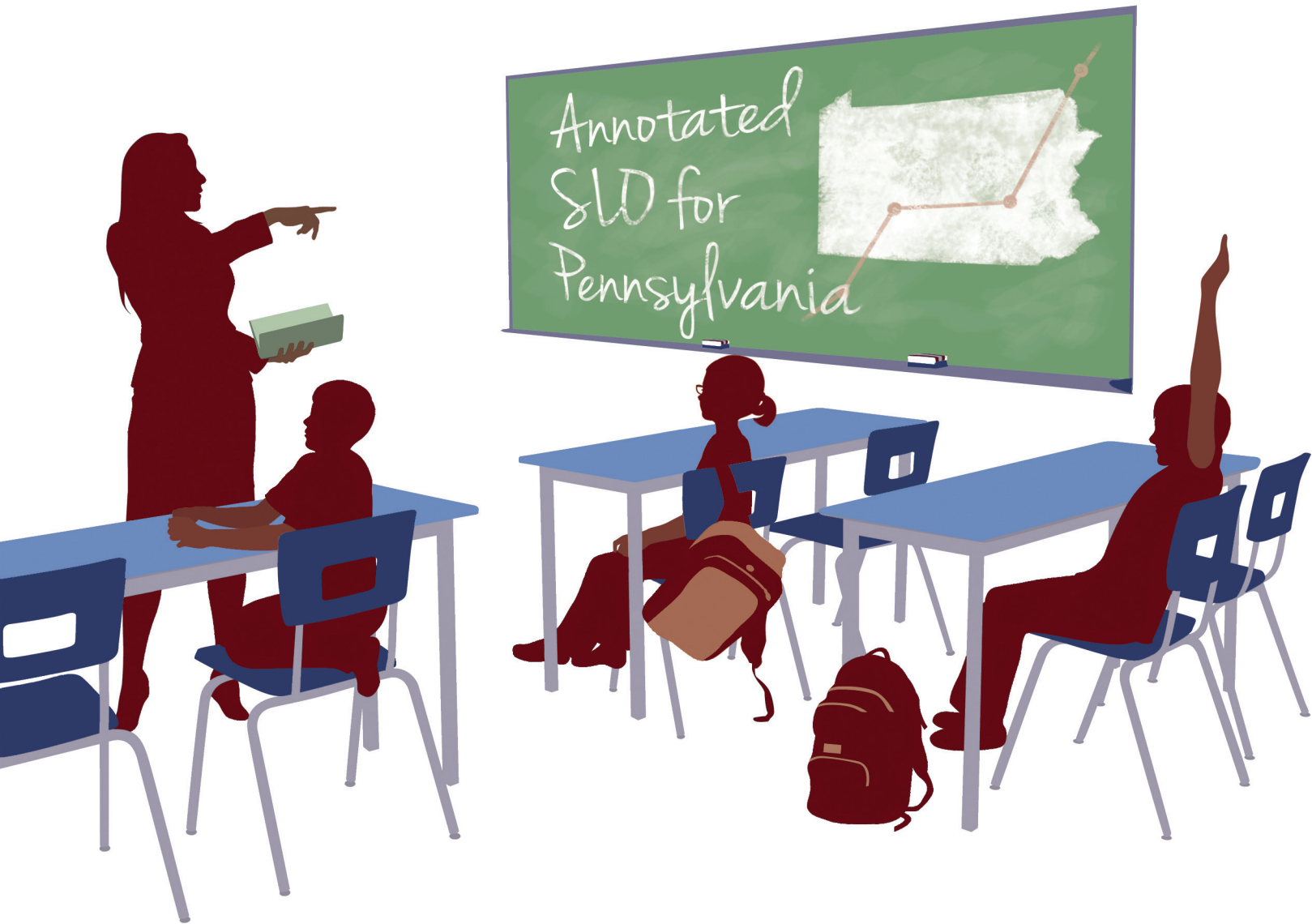




Reform Support Network



Pennsylvania Student Learning Objective Physical Education (Grade 6)

May 2013

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Introduction

What is an SLO?

As States and school districts implement educator evaluation systems that include measures of student growth, one of the challenges they face is identifying measures for non-tested grades and subjects. The use of **student learning objectives (SLOs)** is one promising approach to addressing this challenge. Structurally, an SLO consists of several “elements” that describe a specific learning objective for a particular student population as well as a specific, systematic process for how an educator can identify and implement strategies to track progress toward that goal and achieve it.

What is an Annotated SLO?

The Reform Support Network (RSN) has developed a series of annotated SLOs to orient readers around their structure, provide analysis and suggest specific actions to strengthen the SLO’s quality. Each annotated SLO, such as the one in this document, provides analysis and suggestions for improvement for each individual element within the SLO as well as the SLO as a whole. States, school districts, colleges, universities and others can use the RSN’s collection of annotated SLOs, the “SLO Library,” to prepare teachers and administrators to develop high-quality SLOs or to improve SLOs that they have already developed.

The SLO Library is not a collection of exemplary SLOs. The RSN designed the library as a teaching tool, so most of the jurisdictions intentionally provided the library with SLOs that vary in quality. They also vary in their subject areas and grade levels. Each SLO review identifies and discusses both strengths and areas for improvement. It is up to the reader, then, not to mimic the SLOs found in the library but to extrapolate lessons learned from them to produce new, original and high quality SLOs.

How to Use This Document

The RSN intends for the SLO Library to support any stakeholder actively engaged in learning about or implementing SLOs: State departments of education, school districts and schools, teachers implementing SLOs, administrators leading an SLO process and colleges of education interested in adding SLO coursework to their teacher or administrator preparation programs.

Each annotated SLO begins with contextual information for the jurisdiction that produced the SLO and then presents each element of the SLO in sequence. Each element begins with the jurisdiction’s actual description of it, which is followed by the text of “an author” from the jurisdiction. Think of the author as the teacher(s) or school district administrator(s) who actually wrote the SLO. The language from the jurisdiction’s description comes from the jurisdiction’s SLO template or other guidance materials. The author’s text comes from the SLO provided by the jurisdiction. Both sections are unedited.

The subsequent section, “Review of the Author’s Text and Potential Improvements,” is the focus of the library and should be of greatest interest to the reader. This section analyzes the text written by the author from the jurisdiction and provides considerations for improving the quality of the individual element.

An overall summary of the entire SLO follows the presentation of the elements and concludes the review of the SLO.

The appendix contains what the RSN calls an “element comparison tool,” which links the name of the element used by this jurisdiction to the standardized term used in the SLO Library. The comparison table intends to provide readers with the means to compare elements across SLOs, even if they are called by different names.

Pennsylvania Contextual Information

SLO Implementation Timeline	
School year the jurisdiction piloted or plans to pilot SLOs without stakes for teachers ¹	2013–2014
School year the jurisdiction piloted or plans to pilot SLOs with stakes for teachers ²	Schools may choose to implement SLOs in 2013 but are required to implement them in 2014–2015.
School year began or plans to begin large scale implementation	2014–2015
SLO Development and Approval	
Who develops SLOs?	Individual teachers, grade- or content-level teams of teachers and school curriculum administrators
Are collectively developed SLOs permitted (for example, by teams of teachers and administrators)?	Yes
Who approves SLOs?	The local educational agency (LEA), most likely the school administrator, decides.
SLO Use in Evaluation	
Are SLOs required or optional for use in evaluating educators?	Required
Are SLOs the sole measure of student growth in the evaluation system? If not, what other measure(s) does the jurisdiction use?	For teachers without eligible data from the Pennsylvania Value-Added Assessment System (PVAAS), yes. For teachers with eligible PVAAS data, no; these data will be used.
Does the jurisdiction use SLOs to determine educator compensation?	The LEA decides.
What weight does the SLO carry in determining the summative rating for teachers in the jurisdiction's evaluation system?	For teachers without eligible PVAAS data, 35 percent. For teachers with eligible PVAAS data, 20 percent.
What weight does the SLO carry in determining the summative rating for administrators in the jurisdiction's evaluation system?	20 percent
SLO Implementation	
How many SLOs are required for most teachers?	TBD
How many SLOs are required for most school administrators?	TBD
Which teachers and administrators are required to use SLOs?	All teaching and non-teaching certified professional employees; all principals
SLO Assessment	
Who selects which assessments are used for SLOs?	Individual teachers, grade- or content-level teams of teachers, and school curriculum administrators
Are there standards or required development processes for assessments created by teachers, schools, or districts? If so, what are they?	Yes. An assessment literacy process is being developed, as well as content-specific models of SLOs and accompanying student performance measures and scoring tools.
What types of assessments are permitted?	District-designed measures and examinations, nationally recognized standardized tests, industry certification examinations, student projects pursuant to local requirements and student portfolios, pursuant to local requirements
Are performance or portfolio-based assessments permitted for SLOs?	Yes
Are commercially available assessments permitted for SLOs?	Yes

¹ SLOs will not be used in educator evaluations

² SLOs may be used in educator evaluations

Student Learning Objective: Physical Education (Grade 6)

Element List

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Teacher Information

Standardized Name

Other Information

JURISDICTION'S DESCRIPTION OF THE ELEMENT

The jurisdiction left this section blank.

AUTHOR'S TEXT FOR THE ELEMENT

1. Teacher Information	
Teacher Name	<i>Teacher Name Removed</i>
School Name	<i>School Name Removed</i>
District Name	<i>District Name Removed</i>

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The jurisdiction has redacted identifying information on the teacher, the school and the school district.

Content Area

Standardized Name

Learning Content

JURISDICTION'S DESCRIPTION OF THE ELEMENT

The jurisdiction left this section blank.

AUTHOR'S TEXT FOR THE ELEMENT

2. Content Area	
Course Title or Content Area	Physical Education 6th Grade
PA Standards Subject Area	Physical Education
Grade Level(s)	6
Brief Description of the course/ content area	Guided by the PA academic standards for health, safety, and physical education, this course teaches students how to develop proficient motor skills; gain knowledge of movement concepts, principles, and strategies; carry an awareness of physical activity, its benefits, and its parameters; and pursue lifelong fitness.
Number of students per class/session	7-45
Frequency of classes/sessions	Once every three days for an entire year
Number of minutes per class/session	55
Total number of classes/sessions	60

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author provides key information about the course. Most importantly, he or she makes it clear that the class does not meet every day. This information will help teachers and evaluators judge whether the objective for the SLO is rigorous and achievable.

Student Learning Objective

Standardized Name

Rationale

JURISDICTION'S DESCRIPTION OF THE ELEMENT

- Learning objectives that can be validly measured to document student learning over a defined period of time.
- Why is this objective important and meaningful to your students?
- How is your student learning objective measurable and clearly understood by students in this grade/course?
- Based upon this objective, how will students independently demonstrate their learning?
- What are the big ideas, essential questions, concepts and competencies (as identified by PA's Curriculum Framework) to be measured? www.pdesas.org
- Based upon the big ideas, essential questions, concepts and competencies selected, what content standards are aligned to this objective?

AUTHOR'S TEXT FOR THE ELEMENT

3. SLO (Student Learning Objective)	
Student Learning Objective	Students will identify, describe, and apply knowledge and skills needed to achieve and maintain a physically active and healthful life (effects of physical activity on the body, on physical fitness, on skill improvement, and on group interactions; concepts, principles, and strategy of movement).
SLO Rationale	Students will demonstrate their learning of conceptual knowledge by completing written assessments. They will demonstrate their application of concepts, principles, and strategies of movement by completing performance assessments.
Standards Alignment	<p>10.4.6.A: Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.</p> <p>10.4.6.B: Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.</p> <p>10.4.6.C: Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • heart rate monitoring • checking blood pressure • fitness assessment <p>10.4.6.D: Describe factors that affect childhood physical activity preferences.</p> <ul style="list-style-type: none"> • enjoyment • personal interest • social experience • opportunities to learn new activities • parental preference • environment <p>10.4.6.E: Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.</p> <ul style="list-style-type: none"> • success-oriented activities • school-community resources • variety of activities • time on task

Standards Alignment (continued)	<p>10.5.6.A: Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.</p> <p>10.5.6.B: Identify and apply the concepts of motor skill development to a variety of basic skills.</p> <ul style="list-style-type: none"> • transfer between skills • selecting relevant cues • types of feedback • movement efficiency • product (outcome/result) <p>10.5.6.C: Describe the relationship between practice and skill development.</p> <p>10.5.6.D: Describe and apply the principles of exercise to the components of health-related and skill-related fitness.</p> <ul style="list-style-type: none"> • cardiorespiratory endurance • muscular strength • muscular endurance • flexibility • body composition <p>10.5.6.E: Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> • Newton’s Laws of Motion • application of force • static/dynamic balance • levers • flight <p>10.5.6.F: Identify and apply game strategies to basic games and physical activities.</p> <ul style="list-style-type: none"> • give and go • one on one • peer communication
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REVIEW OF AUTHOR’S TEXT AND POTENTIAL IMPROVEMENTS

The author identifies multiple essential concepts and states that students will demonstrate learning of these concepts through written and performance-based assessments. The author lists several standards, each with associated performance indicators. The author does not provide a rationale for the selection of the SLO, choosing instead to use the space the template allots for a “rationale” to address how the author will assess whether the objective has been met.

The content is potentially too broad, covering most, if not all, standards addressed by this course. A review of baseline data on past student performance would help teachers and evaluators determine if the breadth of the SLO is appropriate for student learning needs.

Data and Targets Used to Establish the SLO

Standardized Name

Student Growth Targets

JURISDICTION'S DESCRIPTION OF THE ELEMENT

- What, if any, are the course or grade prerequisites?
- What do you know about the students in this class at the beginning of the learning process?
- What may typical and not-so-typical student progress look like on the way to achieving the learning objective?
- What is the expected outcome or goal by the end of the designated instructional period (i.e., year, semester, course length, etc.)?
- Using student baseline data, are differentiated targets/goals needed? If yes, what are those targets/goals?
- Are the targets ambitious yet realistic, and how will you monitor progress along the way?

AUTHOR'S TEXT FOR THE ELEMENT

4. Data and Targets Used to Establish the SLO	
Student Preparedness/ Baseline Data	<p>There are no specific course pre-requisites. Students will be in sixth grade. Most students will have had physical education experiences in elementary school, and will be familiar with class protocols. Depending on the needs of students, I may need to review concepts and competencies. I will give prewrites to assess conceptual knowledge prior to units of study. A typical student is expected to demonstrate progress over time through instruction, feedback, and practice. Students who demonstrate atypical progress may need</p> <ol style="list-style-type: none"> a. remediation (students can come meet with my during a resource period; a time at the end of the day for students to meet with teacher for extra help). The teacher can also give them a study guide and/or refer them to a Blackboard class (online class that supplements face-to-face class. This offers content through a different means b. acceleration (use of Blackboard for high achievers to give them additional resources). Giving additional or revised assessment questions to challenge students to think at higher levels. <p>All students have a tracking sheet to track their progress toward proficiency/advanced. If below proficient, students are expected to develop a revision plan.</p>
Targets	<p>Some students may need different goals depending on cognitive and physical abilities. The "universal design" will be used to help meet the needs of all learners. Therefore, differentiated instruction and appropriate modifications are available to struggling students and to high-performing students.</p> <p><u>Universal Design</u></p> <p>This is a set of principles for curriculum/instructional development that give all students equal opportunities to learn. I monitor and adjust throughout each lesson and plan for individual needs. I accommodate the differences in learning by providing multiple methods of instructional delivery (visual, demonstrations, auditory, etc.). I also allow alternative ways for students to demonstrate what they have learned (oral vs. written assessments). When appropriate, I allow choices. The activities are merely the best mode to have students understand the content, so if students suggest certain activities because of interest, then I will consider using new activities to teach my content. Here's another example, I'll give students choices of what type of ball or equipment to use. I also let my students come up with game rules that will be fair to all students.</p>

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author identifies “prewrites” as measures that users of the SLO will administer before units of study begin in order to determine student conceptual understanding of the material the unit will cover. The author here does not specify that users of the SLO will use these “pre-assessments” to establish growth targets, though in element nine, the author does suggest that evaluators of the person who implements this SLO will base the effectiveness rating in part on the growth shown by students between their pre- and post-writing exercises.

The author indicates that some students may need remediation or acceleration and that some students may need different goals than others. However, the author never establishes specific targets for students, which need to be described in great detail so that teachers and evaluators can determine if they are rigorous and attainable. The author also does not mention specifically how users of the SLO will pre-assess students’ physical abilities.

Later in the SLO (element nine), the author shows clearly that student growth and mastery both will factor into the final teacher effectiveness rating. This means that the author should consider describing in greater detail how the implementer of the SLO will collect baseline information for the knowledge-level objectives (in element seven, the author states that students will not complete pre-assessments for standards requiring physical performance). This is essential because evaluators will not be able to judge the performance of the person implementing this SLO without it.

Finally, the author could consider displaying pre-assessment scores disaggregated by students, even though giving written pre-assessments throughout the year (as opposed to at the beginning of the year) makes this difficult.

Assessment/Performance Task

Standardized Name

Assessments

JURISDICTION'S DESCRIPTION OF THE ELEMENT

- Who is the developer of the assessments/performance task used (e.g., teacher-made, district-developed, commercial, etc.)?
- What is a description of the assessment/performance task that will be used to measure the student learning objective (SLO)?
- Are there any products or artifacts that will be gathered as part of the data collection process?
- Describe how the assessment/performance task authentically reflects the student learning objective (SLO).
- How does this assessment/performance task measure student mastery and/or growth toward the PA standards?
- How do the assessment/performance task outcomes inform instruction?

AUTHOR'S TEXT FOR THE ELEMENT

5. Assessment/Performance Task

<p>Name of the Assessment/Performance Task</p>	<p>Because of standards-based grading in the <i>[district name removed]</i>, we have learning targets for every subject. For physical education, these are general categories that include a breakdown of content from the PA state standards. For this SLO, I will reference five learning targets. Below is a list of my learning targets, the corresponding state standards, and the assessments. For this SLO, my assessments are grouped according to learning these targets. As a department we have “unpacked” the content to organize what would be assessed at each grade level. The content in the standards not covered in 6th grade was assessed in either 4th or 5th grade in my district. English language learners are entitled to accommodations aligned to their levels of English language proficiency. Written assessments will be accommodated in collaboration with ESL teacher.</p> <p>Learning Target #1: Active Participation for Health, Fitness, & Skill Improvement Standards:</p> <ul style="list-style-type: none"> • 10.4A Physical activities that promote health and fitness • 10.4E Physical activity and motor skill improvement <p>Assessments: Factors that impact participation and motor skill improvement Assessment (written) Physical Activities and contributions to fitness and health Assessment (written)</p> <p>Learning Target #2 Effects of Regular Participation Standards:</p> <ul style="list-style-type: none"> • 10.4B Effects of regular participation • 10.4C Responses of the body systems to physical activity • 10.4D Physical activity preferences <p>Assessments: Moderate to vigorous Assessment (written) Muscular system Assessment (written) Heart rate Assessment (written) Factors that affect physical activity preferences (written)</p>
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<p>Name of the Assessment/ Performance Task (continued)</p>	<p>Learning Target #3 Physical Activity & Group Interaction Standard:</p> <ul style="list-style-type: none"> • 10.4F Physical activity and group interaction <p>Assessments: Teambuilding Assessment (written) Teambuilding Self-assessment (performance) Etiquette in net/wall games Assessment (written)</p> <p>Learning Target #4 Movement Skills, Concepts, and Strategies Standards:</p> <ul style="list-style-type: none"> • 10.5A Movement skills and concepts • 10.5B Motor skill development • 10.5C Practice strategies • 10.5F Game strategies <p>Assessments: Invasion game strategies Assessment (written) One-on-one Give and go Peer communication Invasion games strategies Assessment (performance) One-on-one Give and go Peer communication</p> <p>Gymnastics movement sequence (written) Gymnastics movement sequence (performance)</p> <p>Learning Target #5: Principles that Improve Movement & Fitness Standards:</p> <ul style="list-style-type: none"> • 10.5D Principles of exercise/training • 10.5E Scientific principles that affect movement <p>Assessments: Principles of exercise Assessment (written) Science principles in net/wall games (written) Science principles in net/wall games (performance) Science principles in fielding games (written) Science principles in fielding games (performance)</p>
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**Description of the Assessment/
Performance Task**

The assessments are developed by the teacher. In *[district name removed]* we use Depth of Knowledge (DOK) levels to help distinguish between proficient and advanced work. The questions with an asterisk indicated are those that represent higher DOK levels (levels 2, 3, and 4).

Factors that impact participation and motor skill improvement Assessment (written)

1. List two opportunities at school for participation in physical activity.
2. List two opportunities in the community for participation in physical activity.
3. Describe three ways participation in school and community resources can help improve your skills.*

Success Oriented Activities

1. What are success-oriented activities?
2. Describe three benefits you could get from participating in success-oriented activities.
3. Choose a physical activity with which you haven't had a lot of experience. Describe what you could do to help you feel more success in that physical activity.*
4. Describe how participating in success-oriented activities could help you improve your skills.

Note – Students will be assessed on school-community resources and success-oriented activities at different times during the year.

Physical Activities and contributions to fitness and health Assessment (written)

1. Identify at least three moderate physical activities.
2. Describe how one of those moderate physical activities contributes to your health.
3. Identify at least three vigorous physical activities.
4. Describe how one of those vigorous physical activities contributes to your physical fitness.
5. What is the value in knowing how physical activities help contribute to your fitness and health?*

Moderate to vigorous Assessment (written)

1. What is the difference between moderate and vigorous intensity levels? (complete T-chart – what does moderate look like and feel like, what does vigorous look like and feel like)
2. If it is recommended to participate in moderate physical activities every day to be healthy, what is the value in participating in some vigorous physical activities?
3. Choose one of the dances we practiced. How could you change it so that it's more vigorous?*
4. Muscular system Assessment (written)
5. Identify five muscles on the human body.
6. Describe an exercise that would help strengthen each of those muscles.
7. Create a warm-up routine that would help those muscles prepare for more vigorous activity.*

**Description of the Assessment/
Performance Task
(continued)**

Heart rate Assessment (written)

1. List two ways to monitor your heart rate.
2. Which way do you prefer to find and monitor your heart rate? Why?*
3. Identify a typical resting heart rate.
4. Identify a maximum heart rate for a 12 year old.
5. Why is it important to know what your maximum heart rate is?*
6. Identify the target heart rate zone for a 12 year old.
7. Why is it important to know what your target heart rate is?*

Teambuilding Assessment (written)

1. Use each letter of the word "leader" to write a word or phrase that would be examples of qualities that a good leader would have.
2. Being a good follower is also important when working with a group to complete challenges. List two qualities that a good follower would have.
3. Describe how positive interactions of leading and following helped your group be successful. If your group wasn't successful, describe what your group could have done.*

Teambuilding Self-assessment (performance)

Please answer the following questions honestly. Circle the answer that is most appropriate for you.

*Did you take on a leadership role?	Most of the time	Sometimes	Not enough
*Did you take on a good follower role?	Most of the time	Sometimes	Not enough
Did you include everyone in the group?	Always	Sometimes	Not enough
Did you share your ideas?	Most of the time	Sometimes	Not enough
Was your group creative?	Most of the time	Sometimes	Not enough
Did you have a positive attitude?	Always	Sometimes	Not enough
Did you put forth your best effort?	Always	Sometimes	Not enough

Your teacher will rate you through observation, and ratings will be compared. We will schedule a conference if needed.

Etiquette in net/wall games Assessment (written)

1. Describe what etiquette looks like in a net/wall game like volleyball.
2. Describe what etiquette looks like in another sport or physical activity.
3. Why is that rule of etiquette important for that sport/physical activity.*
4. What is the value in etiquette?*

Invasion game strategies Assessment (written)

One-on-one

1. Describe the one-on-one game strategy.
2. What is one way players could match-up when using the one-on-one?
3. List three strategies a defensive player could use in the one-on-one.
4. List three strategies an offensive player could use in the one-on-one.
5. List one strategy that is common between offense and defense in the one-on-one
6. What's the value in using the one-on-one game strategy?*

**Description of the Assessment/
Performance Task
(continued)**

Give and go

1. Look at the three plays, and identify which one is the give and go.
2. How can the give and go strategy help your team?*
3. For what sports would the give and go be a good strategy to use?

Peer communication

1. List two ways that teammates can verbally communicate with each other during invasion games.
2. List two ways that teammates can non-verbally communicate with each other during invasions.
3. How can communication help a team be successful?*
4. Describe how communication could be used as a game strategy in another type of game (net/wall or fielding).*

Invasion games strategies Assessment (performance)

One-on-one

Apply the one-on-one during game play. Teacher observation for the following:

1. Stay with the person you are guarding (deny space)
2. Find open spaces (create space)

Give and go

Apply the give and go during game play. Teacher observation for the following:

1. Pass the ball to a teammate and then move and get open for a return pass

Peer communication

Apply peer communication during game play. Teacher observation for the following:

1. Use of verbal communication (calling name, saying I'm open, etc.)
2. Use of non-verbal communication (tap stick, hand signal, etc.)

Gymnastics movement sequence (written)

1. What is a movement sequence?
2. List two important aspects of a good looking movement sequence.
3. List two strategies you could use to help you improve those aspects you listed in #2.
4. How will you know if you performed a movement sequence well?*

Gymnastics movement sequence (performance)

1. Using the list of gymnastics movements, create and perform a movement sequence.*

Principles of exercise Assessment (written)

1. List the five health-related fitness components.
2. Identify the FITT principle.
3. Describe the FITT principle to the components of health-related fitness.
4. Apply the FITT principle to physical activities that you enjoy participating in.*

Science principles in net/wall games (written)

1. Describe two factors that affect the flight of an object.
2. How does knowing about the principle of flight help you perform better in a net/wall game like volleyball?*

<p>Description of the Assessment/ Performance Task (continued)</p>	<p>Science principles in net/wall games (performance) Use the proper force and angle to hit a ball over a net. Teacher observation for the following:</p> <ol style="list-style-type: none"> 1. Force applied 2. Angle of arms or racquet to hit the ball <p>Science principles in fielding games (written)</p> <ol style="list-style-type: none"> 1. Identify an example of when force is applied in a fielding game such as softball. 2. Identify an example of when force is absorbed in a fielding game such as softball. 3. Why is it important to know how force is applied in a fielding game such as softball?* 4. Why is it important to know about force absorption in a fielding game such as softball?* <p>Science principles in fielding games (performance) Use the scientific principle of application of force to apply force when striking with a bat. Teacher observation for the following:</p> <ol style="list-style-type: none"> 1. Weight on back foot with hands and bat staying back 2. Drive with lead hip 3. Followed by elbow, hands, and hip rotation 4. Follow through
<p>Assessment/ Performance Task Objectives Rationale</p>	<p>The combination of written and performance assessments accurately reflects the content and skills in the PA standards for Health, Safety, and Physical Education. Students will have the opportunity to identify and describe as well as apply knowledge and skills. This knowledge and application will help give students the tools to take their learning outside of school to achieve physically active lives. These assessments will measure student achievement growth in their understanding and application of physical education standards. Depending on assessment outcomes, instruction will be adjusted accordingly with the intention of moving all students toward proficiency on learning targets.</p>
<p>Growth or Mastery</p>	<p>Check one:</p> <p><input type="checkbox"/> Growth (change in student achievement across two or more points in time)</p> <p><input type="checkbox"/> Mastery (attainment of a defined level of achievement)</p> <p><input checked="" type="checkbox"/> Growth and Mastery</p>

REVIEW OF AUTHOR’S TEXT AND POTENTIAL IMPROVEMENTS

The author takes care to align the learning targets, standards and assessments, which is very helpful to evaluators and teachers who must ensure that these three important components of SLOs link together seamlessly. This is an extremely large amount of material to cover and assess for an SLO. The author also states that SLO users will make accommodations for special populations of students but does not yet specify what those accommodations will be.

This SLO possibly attempts to do too much. In future years, the author might consider revising it to include fewer but potentially more comprehensive assessments.

Administration of the Assessment/Performance Task

Standardized Name

Assessments

JURISDICTION'S DESCRIPTION OF THE ELEMENT

- How often and when is this assessment/performance task administered?
- If measuring growth, are multiple assessment windows in place?
- What unique or specific equipment, technologies, or resources are needed to complete this assessment/performance task?
- What assessment/performance task adaptations are needed to assist diverse learners and/or students with disabilities?
- Can this assessment/performance task be administered by an equivalent peer (educator in a similar content area)? If not, please explain.
- Does a district policy exist with regard to assessment/performance task administration?

AUTHOR'S TEXT FOR THE ELEMENT

6. Administration of the Assessment/Performance Task	
Frequency of Assessment/Performance Task Administration	Assessments are administered throughout the course. Formative assessments are inherent in the instructional design. In standards-based grading, if students are not proficient the first time they take an assessment then they are able to retest. Prior to a retest, the student has to prepare an action plan proving that he/she has properly prepared for a revision. Pre-tests will be used prior to teaching conceptual knowledge to measure growth.
Resources Required	The school provides "typical" physical education equipment.
Adaptations for Diverse Learners and/or Students with Disabilities	Ongoing communication will take place with all special education teachers (Learning support, life skills, instructional support, etc.) to make sure that assessments are modified to best meet the needs of students with disabilities. Equipment modifications will be made for students with physical disabilities
Personnel	These tasks can be administered by an equivalent peer. No district policies exist.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author states that those using the SLO will administer assessments "throughout the course." The author also says that special education teachers will make sure that their students complete appropriate assessments.

Ideally, the author should set a schedule for assessments, particularly for an SLO as complex as this one. This will help teachers and evaluators alike monitor progress. The author should also consider providing examples of how teachers will modify assessments. For example, what sort of equipment modifications have physical education teachers historically made for students with disabilities?

The author might consider videotaping some student performances for viewing by an expert peer. This would help verify the accuracy of the scoring.

JURISDICTION'S DESCRIPTION OF THE ELEMENT

- How will individual student growth or mastery be determined (defined and scored) using this assessment/performance task? Include the specific rubric/scoring scale that will be used.
- Does the rubric and/or scoring scale correlate with the assessment/performance task?
- In what format will data be collected (e.g., database, graphed, portfolio, etc.)
- Is a pre-post test being used? (If so, please describe.)
- How frequently will data be collected?
- How was baseline data collected? (If baseline data was not collected, please explain.)
- Can baseline data be compared with the results of this assessment/performance task?
- What evidence will be presented to principal/evaluator to support the teacher effectiveness measure?
- How will data be presented to the principal/evaluator (e.g., database, graphed, portfolio, individual student artifacts, etc.)?
- How can the assessment/performance task results be interpreted in the same way across equivalent peers?
- Is there a reliable and valid scoring and interpretive process (e.g., state developed, district-based, commercial, standardized, etc.) that is associated with the assessment/performance task? If so, please describe.

AUTHOR'S TEXT FOR THE ELEMENT

7. Evidence of Student Achievement	
Rubrics/Scoring Scales	<p>Factors that impact participation and motor skill improvement Assessment (written) School-community resources 4 = Advanced All questions answered correctly, including the higher level DOK (#3) 3 = Proficient Student correctly answered #1 and #2, he/she attempted #3 2 = Approaching Proficient Student correctly answered either #1 or #2 1 = Insufficient Progress Student attempted to answer, but showed obvious misunderstanding.</p> <p>Success-oriented activities 4 = Advanced All questions answered correctly, including the higher level DOK (#3) 3 = Proficient Student correctly answered #1, 2, and 4, and attempted #3 2 = Approaching Proficient Student correctly answered two of the three lower level DOK (#1, 2, or 4) 1 = Insufficient Progress Student answered only one of the lower level DOK (#1, 2, or 4)</p>

Rubrics/Scoring Scales (continued)

Physical Activities and contributions to fitness and health Assessment (written)

4 = Advanced
All questions answered correctly, including the higher level DOK (#5)
3 = Proficient
Student correctly answered #1-4
2 = Approaching Proficient
Student correctly answered three of the lower level DOK (#1-4)
1 = Insufficient Progress
Student did not meet the requirements of Approaching Proficient

Moderate to vigorous Assessment (written)

4 = Advanced
All questions answered correctly, including the higher level DOK (#2 and #3)
3 = Proficient
Student correctly answered #1, and attempted #2 and #3
2 = Approaching Proficient
Student attempted #1, but showed some misunderstanding
1 = Insufficient Progress
Student was not able to answer #1

Muscular system Assessment (written)

4 = Advanced
All questions answered correctly, including the higher level DOK (#3)
3 = Proficient
Student correctly answered #1 and 2, attempted #3
2 = Approaching Proficient
Student correctly answered #1 or #2
1 = Insufficient Progress
Student did not meet the requirements of Approaching Proficient

Heart rate Assessment (written)

4 = Advanced
Student answered #1, 3, 4, and 6 correctly, and answered 2 out of the 3 higher DOK questions (#2, 5, 7)
3 = Proficient
Student correctly answered 3 out of the 4 lower level DOK (#1,3,4, or 6), attempted at least one of the higher DOK
2 = Approaching Proficient
Student correctly answered 2 out of the 4 (#1,3,4,or 6)
1 = Insufficient Progress
Student did not meet the requirements of Approaching Proficient

Teambuilding Assessment (written)

4 = Advanced
All questions answered correctly, including the higher level DOK (#3)
3 = Proficient
Student correctly answered #1 and 2, attempted #3

Rubrics/Scoring Scales (continued)	<p>2 = Approaching Proficient Student correctly answered #1 or #2 1 = Insufficient Progress Student did not meet the requirements of Approaching Proficient</p> <p>Teambuilding Self-assessment (performance) Proficient = student showed leadership and/or showed evidence of being a good follower Not Proficient = student did no show evidence of leadership or being a good follower</p> <p>Etiquette in net/wall games (written) 4 = Advanced All questions answered correctly, including the higher level DOK (#3 and #4) 3 = Proficient Student correctly answered #1 and 2, attempted #3 and/or #4 2 = Approaching Proficient Student correctly answered #1 or #2 1 = Insufficient Progress Student did not meet the requirements of Approaching Proficient</p> <p>Invasion game strategies Assessment (written) One-on-one 4 = Advanced All questions answered correctly, including the higher level DOK (#6) 3 = Proficient Student correctly answered 4 out of the 5 lower level DOK (#1-5) 2 = Approaching Proficient Student correctly answered 3 out of the 5 lower level DOK (#1-5) 1 = Insufficient Progress Student did not meet the requirements of Approaching Proficient</p> <p>Give and go 4 = Advanced All questions answered correctly, including the higher level DOK (#2) 3 = Proficient Student correctly answered #1 and 3, attempted #2 2 = Approaching Proficient Student correctly answered #1 or #3 1 = Insufficient Progress Student did not meet the requirements of Approaching Proficient</p> <p>Peer communication 4 = Advanced All questions answered correctly, including the higher level DOK (#3 and #4) 3 = Proficient Student correctly answered #1 and 2, attempted #3 and/or #4</p>
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Rubrics/Scoring Scales (continued)

Gymnastics movement sequence (written)

4 = Advanced

All questions answered correctly, including the higher level DOK (#4)

3 = Proficient

Student correctly answered 2 out of the 3 (#1-3), attempted #4

2 = Approaching Proficient

Student correctly answered 1 out of 3 (#1-3)

1 = Insufficient Progress

Student attempted but did not show evidence of understanding

Gymnastics movement sequence (performance)

4 = Advanced

At least 8 movements

Smooth transitions – no breaks/pauses

Nice flow between movements

3 = Proficient

At least 7 movements

Smooth transitions – no more than two breaks/pauses

Nice flow between movements

2 = At least 6 movements

Transitions – 3-4 breaks/pauses

More practice is needed for flow between movements

1 = Fewer than 6 movements

Significant practice is needed for smooth transitions and flow

Principles of exercise Assessment (written)

4 = Advanced

All questions answered correctly, including the higher level DOK (#4)

3 = Proficient

Student correctly answered 2 out of 3 (#1-3), attempted #4

2 = Approaching Proficient

Student correctly answered 1 out of 3 (#1-3)

1 = Insufficient Progress

Student did not meet the requirements of Approaching Proficient

Science principles in net/wall games Assessment (written)

4 = Advanced

All questions answered correctly, including the higher level DOK (#2)

3 = Proficient

Student correctly answered #1 and attempted #2

2 = Approaching Proficient

Student attempted #1, but not completely

1 = Insufficient Progress

Student did not show any evidence of understanding

<p>Rubrics/Scoring Scales (continued)</p>	<p>Science principles in net/wall games (performance) 4= Advanced Student consistently used proper force and angle 3 = Proficient Student showed at least two times of successful use of force and angle 2 = Approaching Proficient Student showed only one time of successful use of force and angle 1 = Insufficient Progress Student showed no evidence of successful use of force and angle</p> <p>Science principles in fielding games (written) 4 = Advanced All questions answered correctly, including the higher level DOK (#3 and #4) 3 = Proficient Student correctly answered #1 and #2 2 = Approaching Proficient Student correctly answered either #1 or #2 1 = Insufficient Progress Student did not meet the requirements of Approaching Proficient</p> <p>Science principles in fielding games (performance) 4= Advanced Student consistently used proper technique for generating force when striking 3 = Proficient Student showed at least two times using proper technique for generating force when striking 2 = Approaching Proficient Student attempted to generate force by using proper technique, but needed guidance from teacher 1 = Insufficient Progress Student attempted to generate force by using proper technique, but needed significant help from teacher</p> <p>22 Assessments 15 Written 7 Performance</p>
<p>Data Collection</p>	<p>Results from assessments will be recorded as evidence on excel spreadsheets. Scores will be recorded in the electronic gradebook under the corresponding learning target. For each assessment of conceptual knowledge, a pre-test will be used. Data will be collected throughout the course for each of the 22 assessments.</p>
<p>Scoring Student Progress</p>	<p>Baseline data is collected through pre-tests of retained knowledge. There is no assessment of application of skills and content prior to instruction.</p>
<p>Data Presentation</p>	<p>The electronic gradebook provides opportunity to present data in a variety of visual formats.</p>
<p>Data Analysis and Interpretation</p>	<p>An equivalent peer could score the assessments.</p>

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author details the means by which users of the SLO will score 22 assessments (15 written and seven performance based). In most cases, the author's preferred methodology is to use rubrics that attach single descriptors to scores ranging from one to four. This is useful to the degree that "equivalent peers" interpret the descriptors in the same way. In cases where the descriptors are numerically based (for example, the student answered three out of five questions correctly), equivalent peers would agree on how to score the same assessment. However, other descriptors invite disagreement. For example, the "student showed leadership and/or showed evidence of being a good follower" leaves much room for interpretation.

The author states that "baseline data is collected through pre-tests of retained knowledge" from previous physical education course and notes that SLO users will not administer pre-assessments for performance tasks.

Assessing the performance tasks (for example, gymnastics or fielding games requires interpretation and judgment). Involving a trained peer in the scoring of tasks could increase accuracy. The author might consider developing scoring guides for the performance tasks to add more specific detail to what, for instance, "a student showing leadership" looks like in practice.

To strengthen this element, the author might identify when the users of the SLO will administer the pre-assessments. This would help teachers and evaluators alike manage the implementation of the SLO.

Strategies/Actions to Achieve the SLO

Standardized Name

Instructional Strategies

JURISDICTION'S DESCRIPTION OF THE ELEMENT

- What formative assessment information lets you know if your instructional practices will lead to successful completion of the SLO?
- Based upon reflection, what instructional practices would you like to change or strengthen?
- What professional learning and/or other type of support will help you to achieve this SLO?

AUTHOR'S TEXT FOR THE ELEMENT

8. Strategies/Actions to Achieve the SLO	
Assessment for Learning	Formative assessment and opportunity for retesting are embedded into the instruction process.
Alignment with the Danielson Framework for Teaching	Based on the data found in the written assessments, the teacher will initiate an action research plan to develop performance activities appropriate to life-long involvement in physical activity for healthy living in the 21st Century. (Danielson 4E)

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author states that users of the SLO will provide ongoing, formative assessments of student learning and give students opportunities to retest if they do not meet standards on the first try. In addition, the author notes that teachers implementing the SLO will use information gathered from students' written assessments to develop performance activities.

The author could make clear how teachers implementing the SLO will integrate new performance activities and assessments for them into an already robust set of activities and assessments.

JURISDICTION'S DESCRIPTION OF THE ELEMENT

How will the aggregated scores of the "Evidence of Individual Student Achievement" results be used to define teacher effectiveness?

AUTHOR'S TEXT FOR THE ELEMENT

9. Teacher Effectiveness Measure

Classroom Objective

How will the aggregated scores of the "Evidence of Individual Student Achievement" results be used to define teacher effectiveness?

<u>Failing:</u> few students achieve content mastery or growth	<u>Needs Improvement:</u> less than a significant number of students achieve content mastery or growth	<u>Proficient:</u> A significant number of students achieve content mastery or growth	<u>Distinguished:</u> An exceptional number of students achieve content mastery or growth
Mastery: Less than 59% of students will score proficient or advanced on all 5 learning targets Growth: Less than 59% of students will show improvement (growth) from pre-write scores to post-write scores	Mastery: 60%-69% of students will score proficient or advanced on all 5 learning targets Growth: 60-69% of students will show improvement (growth) from pre-write scores to post-write scores	Mastery 70%-84% of students will score proficient or advanced on all 5 learning targets Growth: 70-84% of students will show improvement (growth) from pre-write scores to post-write scores	Mastery At least 85% of students will score proficient or advanced on all 5 learning targets Growth: At least 85% of students will show improvement (growth) from pre-write scores to post-write scores

Targeted Student Population Objective

How will the mastery or growth of targeted student populations be described and used to define teacher effectiveness?

<u>Failing:</u> Did not meet goal, little to no student mastery or growth	<u>Needs Improvement:</u> Did not fully meet goal but showed some student mastery or growth	<u>Proficient:</u> Met goal or otherwise demonstrated significant student mastery or growth	<u>Distinguished:</u> Surpassed goal otherwise demonstrated significant student mastery or growth
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Targeted Population:

Students who participate at minimum physical levels (insufficient progress) during team games.

Mastery and/or growth goal:

All targeted students will demonstrate an ability to physically apply the FITT principle to physical activities that they enjoy, using a rubric developed by PSAHPERD.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

In element nine, the author introduces two separate objectives, one for the entire class and one for a targeted group of students. The class objective has both mastery and growth targets, while the targeted objective has a mastery target. The descriptors for the targeted student objective in each rating category are less clear (for example, "did not meet goal," "did not fully meet goal," "met goal") than those for the classroom objective. In addition, the author has not clarified why the students in the target population would be assessed using both a different rubric and an apparently different assessment, one that the author has not introduced in previous elements. Finally, the author has not clarified how growth and mastery targets will interact to produce a final teacher effectiveness rating. What, for instance, would the teacher's rating be if the mastery goal were at the "needs improvement" level, but the growth goal was at the "proficient level?" The author could improve the quality of the SLO by addressing these issues.

Teacher Effectiveness Ratings

Standardized Name

Scoring

JURISDICTION'S DESCRIPTION OF THE ELEMENT

What were the results of the assessments/tasks and how do they relate to the classroom and targeted objectives?

AUTHOR'S TEXT FOR THE ELEMENT

10. Teacher Effectiveness Ratings	
What were the results of the assessments/tasks and how do they relate to the classroom and targeted objectives?	
<u>Classroom Objective</u> <input type="checkbox"/> Failing <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished	<u>Notes/Explanation</u>
<u>Targeted Objective</u> <input type="checkbox"/> Failing <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished	<u>Notes/Explanation</u>

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The implementation timeline indicates that an evaluator will score the SLO the first week in June, at which point this element would be completed.

Implementation Timeline

Standardized Name

Other Information

JURISDICTION'S DESCRIPTION OF THE ELEMENT

The jurisdiction left this section blank.

AUTHOR'S TEXT FOR THE ELEMENT

11. Implementation Timeline	
Date SLO is due to principal	Two weeks prior to the start of the school year
Date(s) for Assessment and Data Collection	Formative and summative data collection is embedded in the delivery of the curriculum.
Dates to complete Data Interpretation	Student assessments are scored upon completion, the aggregate scores will be completed at the end of May.
Date to present Teacher Effectiveness Measure	First week in June.

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author identifies specific dates for important SLO milestones. Notably, the author states that "data collection is embedded in the delivery of the curriculum," further emphasizing that SLO users will conduct pre-assessments for specific knowledge over the course of the class.

SLO Process Dimension

Standardized Name
Other Information

JURISDICTION'S DESCRIPTION OF THE ELEMENT

The jurisdiction left this section blank.

AUTHOR'S TEXT FOR THE ELEMENT

12. SLO Process Dimension	
SLO –Assessment Developers-Expertise	
Grain Size	Large
Exemplars of Student Work	

REVIEW OF AUTHOR'S TEXT AND POTENTIAL IMPROVEMENTS

The author presents the grain size of the SLO as "large," which is accurate if grain size refers to the amount of content covered.

Overview of Pennsylvania Physical Education (Grade 6)

This is an SLO that breaks with common practice. SLO implementation typically begins with one period of pre-assessment or baseline data collection and concludes with a single post-assessment — though sometimes that post-assessment can be a body of work, such as a portfolio. This SLO is unusual in that it uses so many assessments — 22 in fact — and calls for the teacher to administer pre-assessments throughout the interval of instruction as students begin learning new content. It will be important for teachers and evaluators to discuss how easy or difficult the SLO was to manage over the course of the year and to make adjustments as appropriate.

Appendix: Tool for Comparing SLO Elements Across Jurisdictions

Pennsylvania Element Name	Standardized Name
Teacher Information	Other Information
Content Area	Learning Content
Student Learning Objective	Rationale
Data and Targets Used to Establish the SLO	Student GrowthTargets
Assessment/Performance Task	Assessments
Administration of the Assessment/Performance Task	Assessments
Evidence of Student Achievement	Assessments
Strategies/Actions to Achieve the SLO	Instructional Strategies
Teacher Effectiveness Measure	Scoring
Teacher Effectiveness Ratings	Scoring
Implementation Timeline	Other Information
SLO Process Dimension	Other Information

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