

# Student Learning Objectives Template

## Part 1: Standards and Assessments

*Part 1 must be approved by school administration before part 2 is accessible on MyPGS. The majority of time on your SLO should be spent on reviewing data to determine student needs and in determining a quality assessment that is aligned to standards with clear, replicable scoring protocols.*

### Standards

#### Success Criteria

- Provides clear explanation why content is an appropriate focus and/or area of need
- Focuses on standards-based essential understandings/skills for the course and grade level
- Represents big ideas or essential understandings/skills students need to attain for success at the next level

\*1.1: Content Area

1a: If “Other” was chosen, please specify here

Health and Physical Education

\*1.2: Grade Level(s) and/or Course

- |                               |                            |  |  |
|-------------------------------|----------------------------|--|--|
| <input type="checkbox"/> PreK | <input type="checkbox"/> 3 | <input type="checkbox"/> 7             | <input checked="" type="checkbox"/> 11 |
| <input type="checkbox"/> K    | <input type="checkbox"/> 4 | <input type="checkbox"/> 8             | <input checked="" type="checkbox"/> 12 |
| <input type="checkbox"/> 1    | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 9  | <input type="checkbox"/> 13+           |
| <input type="checkbox"/> 2    | <input type="checkbox"/> 6 | <input checked="" type="checkbox"/> 10 |  |

\*1.3: Selected standards (copied and pasted from NVACs without abbreviating, a minimum of 2 and less than half for course are required)

2.12.1: Analyze complex skills in a physical activity setting.  
1.12.4: Apply safe practices while participating in physical activities.

\*1.4: Why are these essential understandings/skills important to focus on, and what information on current student abilities and/or trend data informed the selection of these standards?

These two standards support one another because they both look at skills involved in physical activity, but through different lenses (analyzing and actually engaging in the activity). Specifically, we are analyzing and engaging weight room activities. These standards are most essential for students because students need to gain the knowledge about fitness to carry on a life-long physical activity pattern. As we know with recent research, today's youth are not as engaged in physical activity and are leading a more sedentary lifestyle. Therefore, it is our belief, goal, and mission to help students become intrinsically motivated to take control of their health and engage in physical activity that will promote their overall well-being, for the rest of their lives.

## Assessments

### Success Criteria

- The depth and complexity of the standards are present in the assessment
- Measurable and specific evidence will be used to determine progress toward the goals
- Assessment includes multiple opportunities or items to demonstrate growth toward learning targets

\*1.5: Upload Assessment Documents:

- Baseline and Culminating Assessments
- Answer Keys/Scoring Rubrics
- Standards Alignment
- Translation to 8-level Scale

\*1.6: How does your assessment address the depth and complexity of the selected standards?

We are using a video to articulate and analyze the complex movements and activities in the weight room. Students will analyze a video that illustrates proper and improper movements commonly associated with weight room physical activities. Our assessment will consist of questions in a DOK levels 3 or 4.

\*1.7: What measurable and specific evidence will you use to determine progress toward the goal? (formative process)

Physical education uses formative assessment every second of every day. Students who are competing and being physically active in a Physical Education class require formative assessment not only for their understanding of the physical movement or activity, but more importantly their safety. During the bench press and back squat formative assessment will be used to create a safe lifting performance for every student as well as create an individualized work out plan that will support each student and create an understanding for a life-long fitness. Formative assessment will also allow for teacher and student driven cognitive assessments, biomechanical refinement, kinesthetic adjustments, and physical adjustments.

\*1.8: Anticipated start date of instruction

9/11/2017

**Enter in MyPGS and click “Submit for Review” when all required fields are completed.**



## Part 2: Student Population and Growth Targets

(Note: Part 2 cannot be started until Part 1 is complete and approved)

### Instructional Interval

\*2.1: Start of Instruction

9/11/2017

\*2.2: End of Instruction

11/9/2017

\*2.3: Is this Interval of Instruction a minimum of six weeks of school (not including holiday breaks and completed by the evaluation deadline)?

Yes

\*2.4: On average, how many days per week do you instruct the selected students in the content area for this SLO?

4

\*2.5: On average, how many minutes of instruction occur on a given day in the content area for this SLO?

30

### Student Population

#### Success Criteria

- Student strengths, abilities and areas of need related to selected standards are described in a culturally responsive manner
- Analysis demonstrates the teacher believes all students can show growth
- Teacher utilizes evidence of student learning from baseline data and formative process to describe abilities relative to the selected standards
- Uses data to determine student abilities and needs (e.g. test scores/performance from prior years, etc.)

2.6: Now that you have looked at evidence of student performance on the baseline assessment and other data sources, describe the students' strengths, abilities and needs relative to the selected standards.

My 3rd-period physical education class consists of 40 girls, grades 9-12, with approximately four girls having experience in a weight room. Only two have taken part in a structured weights class setting. All students will improve test scores through increased activity specific vocabulary, safety protocols, and physical practice. Standard 2:12:1, analyze complex skills in a physical activity setting will be addressed by student participation in strength training activities two days a week will provide needed physical practice and opportunities to analyze classmates lifting skills as well. Standard 1:12:4, apply safe practices while participating in physical activities is addressed when the students participate as the "spotter" during lifting activities. These spotters are responsible for the safety of the lifter for the duration of the lift.

The ability to analyze complex skills allows students to improve their own technique as well as collaborate with their group mates to improve the group's technique over all. Applying correct form improves safety as well increases strength and improved skill.

## 2.6a: Attachments for Student Population Data (Optional)

## Student Growth Targets

### Success Criteria

- Uses baseline or pretest data to determine appropriate growth/proficiency target with clear explanation of how targets are determined
- Targets are realistically achievable given the timeframe and identified 8-level scale
- Targets are rigorous yet attainable, developmentally appropriate, and measurable
- Multiple sources of data used to determine growth targets for all students are identified in the SLO (qualitative and quantitative)
- Includes explanations for growth/proficiency targets that establish and differentiate expected performance for identified students

\*2.7: How did the data inform your choice in growth targets and target levels for students?

37 of the 40 students in the focus student population received 1 on the 8- point scale, with three students receiving a score of 2. All students are in need of significant growth to successfully attain the skills of analysis and safety as they pertain to the standards 2:12:1 & 1:12:4. The growth targets of 6 for 34 of the students represents a change in score from "F" to "B". Three students have limited written English capacity, for this reason, have a culminating target set at 5 on an 8-point scale. The students that scored 2 on the baseline assessment have culminating targets of 7, which equates to an "A" in traditional grading scales. These more experienced students understand basic form of the bench and back squat lifts but need increased vocabulary and information on safety as well as the application of skills to real world fitness and athletics.

**Each question must be answered in its entirety to receive credit. Use complete sentences. (18 pts. Total) Each question addresses both standards, 1.12.4 and 2.12.1.**

1. Analyze the start phase of the bench press as shown in the video. Explain how you would improve the lifter's technique and why? (2 pts.)
2. Analyze the decent phase of the bench press as shown in the video. How would you improve the lifters technique and why? (2 pts.)
3. Analyze the ascent phase of the bench press as shown in the video. How would you improve the lifters technique and why? (2 pts.)
4. Analyze the start phase of the Back Squat as shown in the video. How would you improve the lifters technique and why? (2 pts.)
5. Analyze the decent phase of the Back Squat as shown in the video. How would you improve the lifters technique and why? (2 pts.)
6. Analyze the ascent phase of the Back Squat as shown in the video. How would you improve the lifters technique and why? (2 pts.)
7. Explain how the muscles strengthened during bench press relate to physical fitness and/or athletics? Cite two specific instances when these groups would be used. (3 pts.)
8. Explain how the muscles strengthened back squat relate to physical fitness and/or athletics? Cite two specific instances when these groups would be used. (3 pts.)



PE SLO 2017-2018 video link

Video summary: The video is broken into two parts. Part one is a demonstration of the bench press with a spotter. The person doing the bench press is acting out many of the incorrect lifting techniques (feet up, head up, bar too low, holding breath, thumbs not locked, unbalanced bar) while the spotter is not in a position to help the lifter or be safe. Part two is the back squat. In this clip, the lifter is performing the back squat, acting out many of the incorrect moves (shoulders over toes, one hand on bar, on toes, twisting, thighs not parallel to floor) while the spotter is once again out of position to help the lifter, putting both people in an unsafe situation.

If the link does not work, please copy and paste into your browser.

[https://washoeschools-my.sharepoint.com/personal/ekrysztof\\_washoeschools\\_net/\\_layouts/15/guestaccess.aspx?guestaccessoken=rsFIQiKBiCVyNAQJv0bcbex73iA4AYZZK44qjjMUXYU%3d&docid=2\\_1a4f79aba292647439380c89002558687&rev=1](https://washoeschools-my.sharepoint.com/personal/ekrysztof_washoeschools_net/_layouts/15/guestaccess.aspx?guestaccessoken=rsFIQiKBiCVyNAQJv0bcbex73iA4AYZZK44qjjMUXYU%3d&docid=2_1a4f79aba292647439380c89002558687&rev=1)

**Each question must be answered in its entirety to receive credit. Use complete sentences. (18 pts. Total) Each question addresses both standards, 1.12.4 and 2.12.1.**

1. Analyze the start phase of the bench press as shown in the video. Explain how you would improve the lifter's technique and why? (2 pts.)
  - a. Head resting on bench, even grip, thumbs around bar and feet firmly on the floor (safety lifter/spotter and proper muscle engagement).
2. Analyze the decent phase of the bench press as shown in the video. How would you improve the lifters technique and why? (2 pts.)
  - a. Breathing should be controlled throughout the movement, bar position should be at chest, head should stay on the bench, butt should not lift off the bench (safety lifter/spotter and proper muscle engagement).
3. Analyze the ascent phase of the bench press as shown in the video. How would you improve the lifters technique and why? (2 pts.)
  - a. Butt should not lift off the bench, bar needs to be balanced and level, head should stay on the bench, press wasn't at proper angle (safety lifter/spotter and proper muscle engagement).
4. Analyze the start phase of the Back Squat as shown in the video. How would you improve the lifters technique and why? (2 pts.)
  - a. Bar should be set at chest height, Hands should stay on the bar at all times, chest should be held up, feet should remain flat throughout the motion, chin should remain up (safety lifter/spotter and proper muscle engagement).
5. Analyze the decent phase of the Back Squat as shown in the video. How would you improve the lifters technique and why? (2 pts.)
  - a. Hips should bend before knees, weight should be over the middle of the foot or heels, knees should remain over the ankles, tops of thighs should be parallel to the floor (safety lifter/spotter and proper muscle engagement).
6. Analyze the ascent phase of the Back Squat as shown in the video. How would you improve the lifters technique and why? (2 pts.)
  - a. Hips should remain under the bar, chest should remain out, head should remain up, push bar with legs rather than back (safety lifter/spotter and proper muscle engagement).

7. Explain how the muscles strengthened during back squat relate to physical fitness and/or athletics? Cite two specific instances when these groups would be used. (3 pts.)
- Primary and secondary muscles during the bench press are essential to physical fitness / athletics. The bench press engages push and pull muscles. Push on the ascent and pull on the decent. (Push: pectorals, anterior and medial deltoid, and triceps; Pull: middle back, infraspinatus, supraspinatus, posterior deltoid, and trapezius.)
  - In athletics, football line men, linebackers. Basketball chest pass, catching a pass, tennis, track shotput, wrestling (all moves)
8. Explain how the muscles strengthened back squat press relate to physical fitness and/or athletics? Cite two specific instances when these groups would be used. (3 pts.)
- Primary and secondary muscles during the bench press are essential to physical fitness / athletics. The back squat engages multiple muscle groups through a range of primary and secondary muscle movers. Quadriceps, glutes, and abdominals are primary during the ascent while the hamstrings, calves (soleus, gastrocnemius) are primary during the decent. These muscles are important for jogging, squatting, sprinting, and jumping.
  - In athletics any cross country, football, basketball, baseball, power lifting, track sports that demand strong lower body muscle development for explosive speed and power.

## **PE SLO 2017-2018**

**Raw score translated to an 8 pt. scale**

$$0-4 = 1$$

$$5-8 = 2$$

$$9-10 = 3$$

$$11-12 = 4$$

$$13-14 = 5$$

$$15-16 = 6$$

$$17 = 7$$

$$18 = 8$$

Student Nam	Baseline Level	Baseline Max	Culminating Target	Culminating Max
A	1	8	6	8
B	1	8	6	8
C	1	8	6	8
D	1	8	5	8
E	1	8	6	8
F	1	8	6	8
G	1	8	6	8
H	1	8	6	8
I	1	8	6	8
J	1	8	6	8
K	1	8	6	8
L	1	8	6	8
M	1	8	6	8
N	1	8	6	8
O	1	8	6	8
P	1	8	6	8
Q	1	8	6	8
R	1	8	6	8
S	1	8	6	8
T	1	8	6	8
U	1	8	6	8
V	1	8	6	8
W	1	8	6	8
X	2	8	7	8
Y	1	8	6	8
X	1	8	6	8
AA	1	8	6	8
BB	1	8	6	8
CC	1	8	6	8
DD	2	8	7	8
EE	1	8	6	8
FF	1	8	6	8
GG	1	8	5	8
HH	1	8	6	8
II	1	8	6	8
JJ	1	8	6	8
KK	1	8	6	8
LL	2	8	7	8
MM	1	8	6	8

HS PE