

Educator Name: Mrs. Colvin

Grade/Subject: 8<sup>th</sup> Grade PE

**Baseline & Trend Data**

*(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)*

EHMP1.A.8 and EHMP.1.B.8 (see below) were targeted as these two standards are essential for students to understand in order to make connections and good choices for maintaining a healthy lifestyle.

Data results from end of course assessment from the 2013 and 2014 Spring end of course assessment for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade physical education/health showed students mastered less than 30% of the skills and concepts identified during the unwrapping of the following Priority Standards:

- EHMP.1.A.8 Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness
- EHMP.1.B.8 Describe the cause/effect of nutrition and exercise in maintaining a healthy weight (calories in = calories out)

Baseline data was established August 2014 when assessing current 8th grade students on a common pre-assessment using a common rubric created by a team of teachers from the physical education/health department.

Results of the pre-assessment showed:

15 scored Below Basic	0-69%
5 scored Near Proficient	70-79%
5 scored Proficient	80-89%
3 scored Advanced	90-100%

By the end of the year, students scoring in Below Basic on the pre-assessment will show minimum growth of two intervals (moving them to Proficient). Those students “Near Proficient” will show minimum growth of one interval (moving them to Proficient). Those students in “Proficient” and “Advance” will maintain the interval or show growth (percentage).

**Student Population(s)**

*(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)*

This SLO includes all 8th grade students enrolled in 2<sup>nd</sup> period Physical Education for the 2014-2015 school year.

There are 28 female students enrolled in the class. Twenty-eight students will be included in this SLO. Three students have an IEP. Two students are English Language Learners.

IEP specific accommodations and motivations will be provided by appropriate school personnel. Student growth may be impacted by student attendance issues in the class due to absence from school or suspensions resulting in time outside of school (SLO only applies to those students who were present for more than 80% of the instructional days of this interval of instruction), as well as issues with dressing out for the class.

#IEP	#ELL
3	2

**Interval of Instruction**

*(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)*

August 13, 2014-May 20, 2015; one school year

### Learning Content

*(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)*

The course focuses on knowledge of the Missouri Learning Standards. The exact language of the Missouri Learning Standards is as follows:

- EHMP.1.A.8 Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness
- EHMP.1.B.8 Describe the cause/effect of nutrition and exercise in maintaining a healthy weight (calories in = calories out)

For more information, please see the attached form that enumerates the precise Missouri Learning Standards/GLEs.

### Assessment

*(Identify the assessment. How does the assessment provide "stretch" so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)*

District Common Physical Education Assessment

This assessment was developed and reviewed by the Physical Education vertical team. Results will be evaluated and analyzed annually.

The pre-assessment includes student's weight, measurements of upper arms, thighs, abdomen, chest, and hips as well as a written assessment which includes concepts of health and skill-related fitness as it pertains to maintaining a healthy lifestyle. Benchmark assessments will be given quarterly with formative assessments embedded each weekly. Students will be stretched by reflecting on formative assessment data, evaluating progress, setting goals, and creating actions plans for the next benchmark.

State assessment data should also show a marked improvement. Trend data will be analyzed each year to monitor growth.

### Growth Targets

*(Indicate the target post-test score for students at different levels of performance on the pre-test).*

It is expected that:

Students in Below Basic will move to Proficient

Students in Near Proficient will move to Proficient

Students in Proficient to Advanced will maintain or improve percentage within the interval.

### Rationale

*(State how the growth targets are appropriate and rigorous- how does it address student learning needs. What baseline data informed this target? Explain how attainment of this target will help students in future grades or life.)*

Total fitness consists of many aspects which includes health-related and fitness-related concepts for maintaining a healthy lifestyle. For students to lead healthy, productive lives, they must understand the importance of making good decisions when choosing foods to eat and types of exercise. These decisions have an impact on many aspects such as, but not limited to, future health, medical costs, life expectancy, employment opportunity, as well as general happiness and well-being.

### Scoring

Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment
Less than <b>65%</b> of students meet or exceed differentiated growth target	<b>65 – 79%</b> of students meet or exceed differentiated growth target	<b>80 – 93%</b> of students meet or exceed differentiated growth target	At least <b>94%</b> of students meet or exceed differentiated growth target