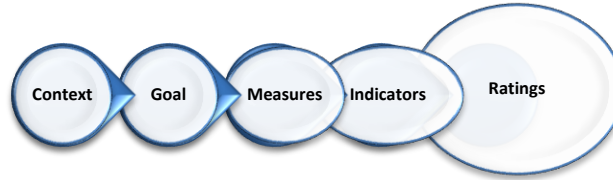


# STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context					
<b>1a. Name</b>	Suzann Goldsmith	<b>1b. School</b>	Harris High School	<b>1c. District</b>	Harris School District
<b>1d. Class/ Course Title</b>	Physical Education	<b>1e. Grade Level</b>	9-12	<b>1f. Total # of Students</b>	70
<b>1g. Typical Class Size</b>	20	<b>1h. Class Frequency</b>	Every day for one quarter	<b>1i. Typical Class Duration</b>	45 minutes

2. SLO Goal	
<b>2a. Goal Statement</b>	Participation in physical activity impacts wellness throughout a lifetime.
<b>2b. PA Standards</b>	<p><u>10.4.9.A</u>: Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goal.</p> <p><u>10.4.9.B</u>: Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <p><u>10.4.9.C</u>: Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <p><u>10.4.9.D</u>: Analyze factors that affect physical activity preferences of adolescents.</p>
<b>2c. Rationale</b>	Developing a solid foundation of knowledge and skills is necessary to lead a healthy lifestyle.

3. Performance Measures (PM)			
<b>3a. Name</b>	<ul style="list-style-type: none"> <li><u>PM #1: Physical Activity Student Log and Reflection Task</u></li> <li><u>PM #2: My Personal Fitness</u></li> </ul>	<b>3b. Type</b>	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input checked="" type="checkbox"/> Student Projects <input checked="" type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: _____
<b>3c. Purpose</b>	<ul style="list-style-type: none"> <li><u>PM #1: See Physical Activity Student Log and Reflection Performance Task Framework</u></li> <li><u>PM #2: See My Personal Fitness Performance Task Framework</u></li> </ul>	<b>3d. Metric</b>	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input checked="" type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery
<b>3e. Administration Frequency</b>	<ul style="list-style-type: none"> <li><u>PM #1: Physical Activity Student Log and Reflection</u> 4<sup>th</sup> 9-week grading period</li> <li><u>PM #2: My Personal Fitness</u> 2<sup>nd</sup> 9-week grading period</li> </ul>	<b>3f. Adaptations/ Accommodations</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> IEP  <input type="checkbox"/> ELL                             </div> <div style="width: 45%;"> <input type="checkbox"/> Gifted IEP  <input type="checkbox"/> Other                             </div> </div> <p>Accommodations will be afforded based on IEP, ELL, and 504 plans.</p>

<b>3g. Resources/ Equipment</b>	<ul style="list-style-type: none"> <li>• <b>PM #1:</b> <u>Physical Activity Student Log and Reflection</u> Personal Fitness Activity Participation Log or Journal Form; rubric</li> <li>• <b>PM #2:</b> <u>My Personal Fitness</u> Student portfolio, rubric</li> </ul>	<b>3h. Scoring Tools</b>	<ul style="list-style-type: none"> <li>• <b>PM #1:</b> <u>Physical Activity Student Log and Reflection</u> rubric</li> <li>• <b>PM #2:</b> <u>My Personal Fitness</u> rubric</li> </ul>
<b>3i. Administration &amp; Scoring Personnel</b>	<ul style="list-style-type: none"> <li>• <b>PM #1:</b> <u>Physical Activity Student Log and Reflection</u> Certified physical education teacher will administer and score all performance tasks.</li> <li>• <b>PM #2:</b> <u>My Personal Fitness</u> Certified physical education teacher will administer and score all performance tasks.</li> </ul>	<b>3j. Performance Reporting</b>	<ul style="list-style-type: none"> <li>• <b>PM #1:</b> <u>Physical Activity Student Log and Reflection</u> Scores for all students will be reported in a summary report. Individual students will receive a scored rubric.</li> <li>• <b>PM #2:</b> <u>My Personal Fitness</u> Scores for all students will be reported in a summary report. Individual students will receive a scored rubric.</li> </ul>

#### 4. Performance Indicators (PI)

<b>4a. PI Targets: All Student Group</b>	<ul style="list-style-type: none"> <li>• <b>PI Target #1</b> Achieve <i>Level</i> or <i>Level 3</i> in all three dimension of the <u>Physical Activity Student Log and Reflection Task</u> rubric.</li> <li>• <b>PI Target #2</b> Achieve <i>Advanced</i> or <i>Proficient</i> in all five criteria of the <u>My Personal Fitness</u> rubric.</li> </ul>								
<b>4b. PI Targets: Focused Student Group (optional)</b>									
<b>4c. PI Linked (optional)</b>		<b>4d. PI Weighting (optional)</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td></td> </tr> <tr> <td>#2</td> <td></td> </tr> </tbody> </table>	PI	Weight	#1		#2	
PI	Weight								
#1									
#2									

#### 5. Elective Rating

<b>5a. Level</b>	<u><b>Failing</b></u> 0% to 69% of students will meet the PI targets.	<u><b>Needs Improvement</b></u> 70% to 84% of students will meet the PI targets.	<u><b>Proficient</b></u> 85% to 94% of students will meet the PI targets.	<u><b>Distinguished</b></u> 95% to 100% of students will meet the PI targets.
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>5b. Rating</b>	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u><b>Notes/Explanation</b></u>
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

# PERFORMANCE TASK FRAMEWORK

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
<b>a.</b>	<b>Performance Measure Name</b>	<u>Physical Activity Student Log and Reflection</u>		
SLO Alignment				
<b>b.</b>	<b>Class/Course Title</b>	Physical Education	<b>c.</b>	<b>Grade(s)/ Level</b>
				9-12
<b>d.</b>	<b>PA Standards</b>	<p><b>10.4.9.A:</b> Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goal.</p> <p><b>10.4.9.C:</b> Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p>		
<b>e.</b>	<b>Performance Measure Purpose</b>	The <u>Physical Activity Student Log and Reflection</u> performance task is designed to evaluate student's knowledge and application of health-related fitness components.		
1. Administration (Teacher)				
<b>1a.</b>	<b>Administration Frequency</b>	4 <sup>th</sup> 9-week grading period		
<b>1b.</b>	<b>Unique Task Adaptations/ Accommodations</b>	Accommodations will be afforded based on IEP, ELL, and 504 plans.		
<b>1c.</b>	<b>Resources/ Equipment</b>	Personal Fitness Activity Participation Log or Journal Form; rubric		
2. Process (Student)				
<b>2a.</b>	<b>Task Scenarios</b>	Students will complete a weekly log indicating their participation in physical activity both during and outside of school.		
<b>2b.</b>	<b>Process Steps</b>	<p>1. Using the <u>Personal Fitness Activity Participation Log or Journal Form</u>, students document weekly physical activity including the following:</p> <ul style="list-style-type: none"> <li>• number of minutes per day for each activity</li> <li>• type of activity and the intensity level</li> <li>• location of the completed physical activity and associated cost (if any)</li> <li>• how it felt to participate in the activity</li> <li>• reasons for missed days</li> </ul> <p>2. Students discuss the following:</p> <ul style="list-style-type: none"> <li>• why participation in regular physical activity is important to a healthy lifestyle</li> <li>• if he/she completed the assignment</li> <li>• motivational factors for participating</li> <li>• obstacles encountered</li> <li>• activities enjoyed most and least</li> </ul>		
<b>2c.</b>	<b>Requirements</b>	Enrollment in the course		
<b>2d.</b>	<b>Products</b>	Completed <u>Personal Fitness Activity Participation Log or Journal Form</u>		
3. Scoring (Teacher)				
<b>3a.</b>	<b>Scoring Tools</b>	<u>Personal Physical Activity Student Log and Reflection Rubric</u>		

### Personal Physical Activity Student Log and Reflection Rubric

<b>Participation Level</b>	4	<ul style="list-style-type: none"> <li>Met the goal of 60 minutes or more of activity per day on at least 6 days per week. Gradually increased activity time and reached the goal by the end of the 12 week period. Activities involved a balance of moderate and high intensity levels. Participated in physical activity outside of school. Participated in activity on at least one weekend day.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Met the goal of 60 minutes of activity per day on at least 5 days per week. Most activity was of at least moderate intensity. Participated in some activity outside of school.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Generally participated in less than 30 to 60 minutes of activity on at least 4 days per week. Intensity levels for activities were low to moderate. Participated in some activity each week outside of physical education class.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Participated in at least 30 minutes of activity per day on 2 to 4 days per week. Intensity levels of activities were low to moderate. Activity participation was limited to physical education class. Little effort was given to participation.</li> </ul>
<b>Log Completion</b>	4	<ul style="list-style-type: none"> <li>Completed all areas required on the log form for at least 6 days per week and for 12 weeks total by the end of the semester. Demonstrated an understanding of how to overcome personal obstacles to regular participation in physical activity.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Completed all areas required on the log form for at least 5 days per week and for 12 weeks total. Demonstrated an understanding of how to overcome personal obstacles in regular participation in physical activity.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Completed most areas required on the log form for at least 5 days per week and for 12 weeks total. Demonstrated recognition of personal obstacles to regular physical activity but did not develop strategies to overcome them.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Completed some areas required on the log form. Did not record activity for the required number of weeks. Did not recognize personal obstacles to regular participation in physical activity.</li> </ul>
<b>Quality of Journal Reflection</b>	4	<ul style="list-style-type: none"> <li>Reflectively answered all questions for the log. In-depth log entries went beyond the required questions. Demonstrated a clear understanding of the personal benefits of regular participation in physical activity.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Thoroughly completed all questions in the log entries. Log entries went beyond the required questions. Demonstrated understanding of the personal benefits of regular participation in physical activity.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Completed most questions in the log entries. Expanded entries somewhat beyond what the prompts required. Demonstrated general understanding of the benefits of physical activity.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Did not adequately answer all questions. Did not go beyond questions in the log. Showed poor understanding of personal benefits of regular participation in physical activity.</li> </ul>

<b>3b.</b>	<b>Scoring Guidelines</b>	Certified physical education teacher will use the rubric to score the student's activity log.
<b>3c.</b>	<b>Score/Performance Reporting</b>	Scores for all students will be reported in a summary report. Individual students will receive a scored rubric.

# PERFORMANCE TASK FRAMEWORK

This template is used to organize performance tasks used in the SLO process.

Performance Measure					
<b>a.</b>	<b>Performance Measure Name</b>	<u>My Personal Fitness</u>			
SLO Alignment					
<b>b.</b>	<b>Class/Course Title</b>	Physical Education	<b>c.</b>	<b>Grade(s)/ Level</b>	9-12
<b>d.</b>	<b>PA Standards</b>	<p><u>10.4.9.B</u>: Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <p><u>10.4.9.D</u>: Analyze factors that affect physical activity preferences of adolescents.</p>			
<b>e.</b>	<b>Performance Measure Purpose</b>	The <u>My Personal Fitness</u> performance task is designed to evaluate student’s knowledge of the principles, components, and practices of health-related physical fitness as they relate to a variety of physical activities.			
1. Administration (Teacher)					
<b>1a.</b>	<b>Administration Frequency</b>	2 <sup>nd</sup> 9-week grading period			
<b>1b.</b>	<b>Unique Task Adaptations/ Accommodations</b>	Accommodations will be afforded based on IEP, ELL, and 504 plans.			
<b>1c.</b>	<b>Resources/ Equipment</b>	Student portfolio, rubric			
2. Process (Student)					
<b>2a.</b>	<b>Task Scenarios</b>	The student will develop a personal fitness portfolio.			
<b>2b.</b>	<b>Process Steps</b>	<ol style="list-style-type: none"> <li>1. Students will evaluate and interpret the results of their fitness assessment.</li> <li>2. Students will develop goals for improving and/or maintaining fitness levels.</li> <li>3. Students will utilize health-related activities to improve or maintain cardiovascular endurance, flexibility, muscular strength, and muscular endurance.</li> <li>4. Students will apply specificity, overload and progression as it applies to the development and maintenance of health-related fitness.</li> <li>5. Students will apply the FITT principles to the chosen physical activities for each component of health-related fitness.</li> </ol>			
<b>2c.</b>	<b>Requirements</b>	Enrollment in the course			
<b>2d.</b>	<b>Products</b>	Student portfolio			
3. Scoring (Teacher)					
<b>3a.</b>	<b>Scoring Tools</b>	<u>My Personal Fitness rubric</u>			

### My Personal Fitness Rubric

Level	Criteria				
	Evaluation of Current Fitness Level	Fitness Goals	Fitness Plan	Fitness Schedule	Barriers and Helpers
<b>3 Advanced</b>	Provides a specific description to explain the student's current performance on each aspect of the fitness assessment.	Provides a specific, measureable, achievable, realistic, and timely goal for each component based on student's current level of fitness.	Provides exercises/ activities from chosen/ current unit that would enhance the aligned fitness component. The plan demonstrates a clear application of the FITT training principles.	Provides a time schedule to implement an exercise plan using the chosen activity.	Identifies barriers and helpers to implementing the fitness program and provides suggestions for overcoming barriers and enhancing helpers.
<b>2 Proficient</b>	Provides a brief description of the current level of performance on each aspect of the fitness assessment.	Provides a goal to improve each component of health-related fitness, but some of the goals lack specific, measureable, achievable, realistic, and timely aspects.	Provides exercises/activities from chosen/ current unit that would enhance health-related fitness, but does not consistently align with the identified component. The plan demonstrates the FITT principles.	Provides a time schedule to implement an exercise plan using the chosen activity, but does not allow enough time to complete the activity.	Identifies barriers and helpers to implementing the fitness program.
<b>1 Needs Improvement</b>	Does not provide a description of the current level of performance on each aspect of the fitness assessment.	Does not provide fitness goals for each component.	Does not provide exercises/activities from chosen/ current unit to develop the identified component. FITT principles are not used.	Does not provide a sufficient time schedule to implement the plan.	Does not identify specific barriers and helpers to implementing a fitness program.

<b>3b.</b>	<b>Scoring Guidelines</b>	The <u>My Personal Fitness rubric</u> will be given to students at the beginning of the project. Certified physical education teacher will administer and score all performance tasks.
<b>3c.</b>	<b>Score/Performance Reporting</b>	Scores for all students will be reported in a summary report. Individual students will receive a scored rubric.