

# Student Learning Objectives Form

Teacher Name	Ms. Mason	Date	09/16/2021
School	MLK Middle School	Appraiser Name	Ms. Porter
Grade	7th grade	Subject Area	Physical Education

## Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.

The Focus area for this SLO is the student-designed personal fitness plan.

b. What is the SLO skill focus statement for this content area or subject?

Students will implement their self-designed personal physical fitness plan based on the 4 main training principles (frequency, intensity, type and time) and incorporating the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) in order to show growth toward their personal fitness goals.

c. What led to the decision to focus on this content area and the SLO skill focus?

Based on the TEKS for 7th grade PE, students being able to create their own personal fitness plan is a foundational part of the course. Students learning how to incorporate the 4 main training principles as they develop their plans, along with the 4 main components of fitness, lead not only to their ability to be successful in their personal fitness goals for this year, but also provide them with the support to maintain life-long healthy fitness habits.

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.

Strand: Health and Physical Activities/Fitness  
Substrand: Personal Assessment and Program planning

7.3D evaluate personal fitness goals and make appropriate changes for improvement; and 7.4C match personal physical activities to health-related fitness components; 7.4F identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs; 7.2C (C) describe the importance of goal setting in improving skill; 7.2D (D) detect and correct errors in personal or partner's skill performance; 7.4D, (D) analyze the strength and weaknesses of selected physical activities; 7.5D, (D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and 7.5D, (D) evaluate personal fitness goals and make appropriate changes for improvement; 7.3C (C) establish and monitor progress toward appropriate personal fitness goals related to at least two components of health-related physical fitness using tools in each of the components of health-related fitness such as personal logs, group projects, and norm spaced/criterion referenced tests; 7.3E (E) select and use appropriate technology tools to evaluate, monitor, and improve physical development; 7.5A, (A) use equipment safely and properly; 7.5B, (B) select and use proper attire that promotes participation and prevents injury; 7.5B, (B) select and use proper attire that promotes participation and prevents injury; 7.5C, (C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;

## Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").

Initial Student Skill Profile		
<b>SLO Skill Focus</b>	Students will implement their self-designed personal physical fitness plan based on the 4 main training principles (frequency, intensity, type and time) and incorporating the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) in order to show growth toward their personal fitness goals.	
<b>Level</b>	<b>Descriptors</b>	<b>Number of Students in this level</b>
Well above typical skill	Students are familiar with the concepts of strength and flexibility and can demonstrate the difference physically using their bodies. Students are familiar with the concepts of muscular endurance and cardiovascular endurance, and know how to track/measure them. Students can perform a series of physical exercises when prompted, and have some general ideas about how to develop their own plan/routines for exercise independently, including a plan for both endurance goals and strength goals.	
Above typical skill	Students are familiar with the concepts of strength and flexibility and can demonstrate the difference physically using their bodies. Students are familiar with the concepts of muscular endurance and cardiovascular endurance, but do not know how to track/measure them. Students can perform a series of physical exercises when prompted, and have some general ideas about how to develop their own plan/routines for exercise independently.	
Typical skill	Students are familiar with the concepts of strength and flexibility and can demonstrate the difference physically using their bodies. Students are not familiar with the concepts of muscular endurance and cardiovascular endurance. Students can perform a series of physical exercises when prompted, but are not able to develop their own plan/routines for exercise independently.	
Below typical skill	Students are familiar with the concepts of strength and flexibility but cannot demonstrate the difference physically using their bodies. Students are not familiar with the concepts of muscular endurance or cardiovascular endurance. Students can perform, with some assistance a series of physical exercises when prompted, but are not able to develop their own plan/routines for exercise independently.	
Well below typical skill	Students are not familiar with the concepts of strength and flexibility or how they differ. Students are not familiar with the concepts of muscular endurance or cardiovascular endurance. Students struggle to perform, a series of physical exercises when prompted, even when provided assistance. Students can follow specific physical instructions using their bodies.	

a. Who will be included in your SLO?

*When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.*

- Elementary classroom teachers: select your entire class.
- Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).

For this SLO I will include my 3rd period class, which is my largest class, and the most representative class, overall in relation to my total student roster of 142 students. There are 33 students in this class; 20 girls and 13 boys.

b. What multiple sources of evidence/student work (both current and historical) did you use to map students to the Initial Student Skill Profile?

I used the following sources of evidence: student self-analysis survey, observation log of students completion of a series of physical activities during the first 4 weeks of school, students initial documentation of repetitions and goals to increase strength and endurance.

c. Match your current students to the descriptions in the Initial Student Skill profile.

- List the total number of students at each level in the right hand column above, and
- Record the level for each individual student on the Student Growth Tracker.
- Check here when both tasks are complete: ☒

### Step 3: What are my expectations for these students?

- a. Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels, that student will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below

*The profile should describe your expectations for what this particular group of students' performance will look like at the end of the interval. For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval.*

Targeted Student Skill Profile	
SLO Skill Focus	Students will implement their self-designed personal physical fitness plan based on the 4 main training principles (frequency, intensity, type and time) and incorporating the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) in order to show growth toward their personal fitness goals.
Level	Expectations
Well above typical skill	Students able to attain all 5 of their fitness goals by implementing their personal fitness plan. Students able to demonstrate increased endurance by successfully completing at least 75% more repetitions of various physical exercises compared to the beginning of the year. Students able to demonstrate increased strength by successfully increasing the weights used during various physical exercises by at least 75%.
Above typical skill	Students able to attain 3-4 of their fitness goals by implementing their personal fitness plan. Students able to demonstrate increased endurance by successfully completing at least 50% more repetitions of various physical exercises compared to the beginning of the year. Students able to demonstrate increased strength by successfully increasing the weights used during various physical exercises by at least 50%.
Typical skill	Students able to attain 2-3 of their fitness goals by implementing their personal fitness plan. Students able to demonstrate increased endurance by successfully completing at least 25% more repetitions of various physical exercises compared to the beginning of the year. Students able to demonstrate increased strength by successfully increasing the weights used during various physical exercises by at least 25%.
Below typical skill	Students able to attain 1 of their fitness goals by implementing their personal fitness plan. Students able to demonstrate increased endurance by successfully completing at least 15% more repetitions of various physical exercises compared to the beginning of the year. Students able to demonstrate increased strength by successfully increasing the weights used during various physical exercises by at least 15%.
Well below typical skill	Students unable to attain any of their fitness goals by implementing their personal fitness plan. Students able to demonstrate minimal increased endurance. Students able to demonstrate minimal increased strength.

- b. Use available data on your current students (e.g., attendance, grades in relevant courses, current student work, prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.
- c. What evidence did you use to establish a targeted skill level for each student? Include multiple data sources.

Number of repetitions of exercises students able to complete during the first week of school, as compared to during the 6th week of school.  
 Number and kind of weights students able to use comfortably and safely during the first week of school as compared to during the 6th week of school  
 Class participation and interest in developing own personal fitness plan  
 Attendance  
 Student self-survey of fitness and initial pre-planning of personal fitness goals  
 Instructor's analysis of students initial pre-planning of personal fitness goals

- d. What will you include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

Students' personal fitness plan, including five personal goals  
 Students' progress logs  
 Timed observation of repetitions  
 Timed observation of type and kind of weights used  
 Students' self-assessment of progress toward meeting goals of fitness plan at end of the year  
 Instructor's assessment of students progress toward meeting the goals of their fitness plan at the end of the year  
 FitnessGram results, as they relate to the students' personal goals for increased strength and endurance (note: this is based on student's growth in these areas, compared to their status at the beginning of the year, not on national or state achievement benchmarks for FitnessGram)

#### Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?
- What strategies will you use to monitor progress? How will you document your body of evidence for each student?
- Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

#### Optional Notes

- Each student will create their own personal fitness goals. Higher achieving students will have more rigorous fitness goals because of the physical abilities and knowledge of fitness that they had coming into this class. Lower achieving students will have more modest fitness goals compared to higher achieving students, but their goals will be rigorous for them, based on the physical ability and knowledge of fitness that they had coming into this class. All students will use their personal fitness plan to increase their strength and endurance over the course of the year.
- Each student has a personal fitness goals progress tracker, as well as a daily log of activities. Log entries include both the number of repetitions completed, as well as the number and kind of weights used. In addition, at mid-year all students will complete a self-assessment of progress, and the instructor will complete an assessment of each student's progress based on their goals and the data from their log of activities.
- The other PE teacher and I meet weekly to review student logs, look for trends in how students are succeeding and any areas where it seems they need more support. We also will review the personal fitness goals of each other's students to ensure that all 7th graders will be successful in making progress to meet their personal fitness goals.

#### Student Learning Objectives Review & Approval

*By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.*

Comments	Decision
	<input type="checkbox"/> Approved <input type="checkbox"/> Revise and Resubmit
Teacher Signature <b>Ms. Mason</b>	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date