

New York State Student Learning Objective

SLO GRADE 1 Demonstrates knowledge of how the body responds to various forms of physical activity.

Population	<p>If a teacher has 200 total students, they need to assess 100 students (50%) starting with their largest class. For example ~</p> <p>Period 3 ~ 35 students Period 5 ~ 33 students Period 7 ~ 32 students</p> <p>Provide student names and/or ID numbers for all students included in this SLO.</p>
Learning Content	<p>¹ <i>Health Related Fitness</i></p> <p>² <i>NYS Physical Education Standard 1 (B): Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</i></p> <p>³ <i>Elementary</i></p> <ul style="list-style-type: none"> • understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition) • demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness • understand the relationship between physical activity and individual well being
Interval of Instructional Time	<p><i>Full year - September 2012 – June 2013</i></p>
Evidence	<p><i>District-wide common <u>cognitive</u> pre-assessment administered at the beginning of the school year.</i></p> <p><i>1. District-wide common <u>cognitive</u> summative assessment will be administered in June 2013</i></p> <p><i>See attached assessment used for pre and summative assessment</i></p>

<p>Baseline</p> <p>Baseline data is determined utilizing students pre-assessment scores</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p> <p><i>Task ~ Describe how students performed on the identified pre-assessment(s) for the learning content, including any additional data that informed SLO Development. (Actual baseline scores for each student are required.)</i></p>																																																														
<p>Target(s)</p> <p>This is the numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time.</p> <p>(the entire school year in our sample SLO's see interval of instructional time)</p>	<p>1.) Student targets will be measured by the District-wide common summative assessment in June 2013 grouped as follows:</p> <p>A. ___% of students who scored 0-20% on baseline will score ___% or higher</p> <p>B. ___% of students who scored 21-30% on baseline will score ___% or higher</p> <p>C. ___% of students who scored 31-40% on baseline will score ___% or higher</p> <p>D. ___% of students who scored 41 + on baseline will score ___% or higher</p> <p>Highly Effective: ___% + make group target</p> <p>Effective: ___% make group target</p> <p>Developing: ___% make group target</p> <p>Ineffective: ___% make group target</p> <table border="1" data-bbox="384 1101 1990 1401"> <thead> <tr> <th colspan="3">Highly Effective (18-20 pts)</th> <th colspan="8">Effective (9-17 pts)</th> <th colspan="5">Developing (3-8pts)</th> <th colspan="4">Ineffective (0-2pts)</th> </tr> <tr> <th>20</th><th>19</th><th>18</th><th>17</th><th>16</th><th>15</th><th>14</th><th>13</th><th>12</th><th>11</th><th>10</th><th>9</th><th>8</th><th>7</th><th>6</th><th>5</th><th>4</th><th>3</th><th>2</th><th>1</th><th>0</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </tbody> </table>	Highly Effective (18-20 pts)			Effective (9-17 pts)								Developing (3-8pts)					Ineffective (0-2pts)				20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	<input type="checkbox"/>																				
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HEDI Scoring	LEVEL	POINTS	DESCRIPTION																		
	<i>Highly Effective</i>	18-20	<i>Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above District expectations.</i>																		
	<i>Effective</i>	9-17	<i>Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations.</i>																		
	<i>Developing</i>	3-8	<i>Expectations described in the SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.</i>																		
	<i>Ineffective</i>	0-2	<i>Evidence indicates little to no student learning gain across SLO(s). Expectations described in the SLO(s) are not met. Results are well-below District expectations.</i>																		
	HIGHLY EFFECTIVE	EFFECTIVE									DEVELOPING						INEFFECTIVE				
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
Rationale	<i>Students at the early elementary levels need to develop an understanding of how their bodies respond to various types of physical activity.</i>																				