

Wisconsin Student Learning Objective

After reviewing available data and identifying the student population for whom the SLO will apply based on the needs identified by trends and patterns in the data, create a Student Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level

Physical Education – 2nd Grade

Baseline Data and Rationale: *(What sources of data did you examine in selecting your SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)*

Assessment data collected on **all 2nd graders** during the 2013/2014 school year revealed that 44% of these students did not meet benchmark on two or more of the locomotor skills. Specific concerns are based on the following end-of-the-year data:

- 38% of our 2nd graders did not demonstrate benchmark on the ability to use their body in opposition in a controlled, coordinated fashion while moving through space (running, skipping, leaping)
- 41% of our 2nd graders did not demonstrate benchmark on the ability to rhythmically, coordinate cross lateral movements (running, skipping, leaping)
- 32% of our 2nd graders did not demonstrate benchmark on the ability to control their body upon landing (jumping, hopping, leaping)
- 39% of our 2nd graders did not demonstrate benchmark on the ability to move in both a horizontal and vertical plane (skipping, hopping, jumping, galloping)
- 38% of our 2nd graders did not demonstrate the benchmark on the ability to move in one direction while facing, or maintaining a square position to an different (perpendicular) position (galloping, sliding)

Proficient performance of the locomotor skills is a pre-requisite for the 4th-5th grade physical education curriculum. Students in 4th-5th grade are expected to apply these skills in complex, specialized movement situations such as invasion games, dance, and fitness-based activities. Without a fully developed set of fundamental movement skills it becomes very unlikely for students to continue developing specialized movement skills which are necessary for continued involvement in future lifetime physical activities.

Fundamental movement skills (locomotor, non-locomotor, object control/manipulative skills) are developmental and dependent on many variables. In addition the window of opportunity (or period of greatest readiness) for developing fundamental movement skills occurs during the span of time when growth has slowed down (typically around 5 years of age) and before it speeds up again (start of puberty). Therefore fundamental movement skills are introduced, practiced, and assessed in an ongoing manner starting in kindergarten. In addition based universal maturation, growth and development most students are ready to move out of the fundamental movement skill phase of development and into the specialized movement skill phase of development around the age of 7-8 (i.e. 3rd grade). If students have not fully developed the fundamental movement skills by the time they move into the 4th-5th grade curriculum, they will not be equipped with the pre-requisites for continued development with the more complex, specialized skills taught in these upper elementary grades.

Learning Content and Grade Level: *(Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?)*

This student learning objective focuses on locomotor skills, including running, jumping, galloping, sliding, hopping, skipping, and leaping.

The primary emphasis focuses specifically on **the following critical movement processes:**

- Arm-leg opposition
 - Rhythmical, coordinated cross lateral movements
 - Body control upon landing
 - Movement in multiple planes
 - Movement in one direction while visually focusing in a different direction
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Student Population: *(Which students are included in the target population? How does the data analysis support the identified student population?)*

Third grade students who did not meet benchmark on 5 out of 7 locomotor skills as the end of 2nd grade. This population includes 44% of the third grade students. These students did not meet benchmark on 3 or more of the locomotor skills.

Targeted Growth: *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

90% of the 44% of 3rd grade students, who did not meet benchmark, will reach proficiency on at least 5 out of the 6 locomotor skills.

Interval: *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?)*

Student's movement competency will be monitored and assessed throughout the 2014/2015 school year, starting with unit 3 (scheduled to start in early October), and ending with unit 8 (scheduled to start in late March or early April).

Evidence Sources: *(What benchmark assessments will you use (pre-instruction, mid-interval, and post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

A movement observation tool will be used to monitor and assess students' locomotor skill performance. This rubric describes the developmental progressions, including observable movement processes or critical elements, for each locomotor skill (rubric attached).

SLO Goal Statement: *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

By the end of March 2015, 90% of the 44% of third graders who had not met benchmark by the end of 2nd grade will demonstrate proficiency on 5 out of 7 locomotor skills as described on level 3 of the standards-based observational assessment rubric (rubric attached) (Standard 1).

Instructional/Leadership Strategies and Support: *(What professional development opportunities support this goal? What instructional/leadership methods will you employ so that students' progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?)*

-All 3rd grade students will begin practicing the locomotor skills during the first unit of the school year. During this unit the teacher will informally assess students' current skill level, identifying students and specific locomotor skills that require targeted instruction. Data from these informal observations will be compared to data collected at the end of the previous year, identifying if any students had made progress on developing these skills over the summer. This data will be used to plan instructional strategies for Unit 3.

-Unit 3 will focus specifically on four of the locomotor skills (run, gallop, slide, skip), where students will be given a variety of opportunities to practice these skills, while receiving skill-specific feedback. Ongoing assessment will also occur during this unit. During this unit students will be given opportunities to analyze their own movement form as well as their peers' movement form using a student friendly rubric. In addition visuals including task cards and video clips will be utilized as instructional aids. These visuals will include special attention to helping students use the academic language specific to locomotor skills (i.e., names of the skills, names of body parts used for the skills as well as terms such as opposition and plane)

-Students will continue to be given practice opportunities throughout the next 5 units. (i.e., Unit 4 – playground games unit focusing on cooperation where students will use the locomotor skills during game play; Unit 5 - fitness knowledge unit where students will use the locomotor skills to increase heart rate, etc.).

-Unit 8 will focus specifically on reviewing the four previously taught skills, as well as explicitly focusing on jumping, hopping, and leaping. As with unit 3, students will use student friendly rubrics to self and peer assess, and will be provided with a variety of visuals as they learn the skills and related language. Final assessments for all 6 skills will occur during this unit.

-Locomotor skills will be taught in Units 3 and 8 using educational game play where students practice these skills in a motivating, dynamic environment which will increase the quality and quantity of their practice time.