Student Learning Objective (S.L.O.)
Middle School Physical Education
Skill Development

SLO Component	*Description*
Objective Summary Statement	Middle school students will demonstrate essential skills and knowledge needed to establish student growth measurements on performance-based skills in Fundamental Movement, Creative Movement, and Skill Themes as measured by district-wide or school developed performance based skills assessment administered in Grade 7.
Data Review & Baseline Evidence *(Before instructional interval begins)*	The data used to support this SLO include district-wide performance based skills assessment administered in Grade 7 during 2011-2012 school year. Mean scores on the district-wide performance based skills assessments for the 2011-2012 pretest and post-test will be used as historical data in the data analysis process to measure student progress. Mean scores of students on the 2011-2012 pretest was ____. Mean scores of students on the 2011-2012 post-test was ____. District-wide performance based skills assessments administered during 2012-2013 school year will be used as baseline data. Mean scores of students on the 2012-2013 pretest was ____.
Student Population	All Middle School Physical Education Students in Grade 7 are targeted for this SLO.

Learning Content	The Maryland State Standards for the Physical Education were used to develop this SLO. This SLO is developed from State Standard for Skillfulness for Grade 7.
	
	 Essential skills and knowledge needed to master this standard include:
	
	 Standard 1. A Fundamental Movement 1. Evaluate fundamental movement skills in a variety of physical education activities.
	      Assess personal fundamental movement skills, skill combinations, and skill themes in a variety of small group physical activity settings such as fitness, adventure and cooperative games, rhythms and dance, tumbling and gymnastics, recreational games, individual and team sports.
	 Standard 1. B. Creative Movement 1. Evaluate creative skill combinations in a variety of physical activities.
	      Assess an individual/partner performance sequence that exhibits quality movement based on common themes such as self-expression, rhythmical interpretation, form, or style.
	 Standard 1 C. Skill Themes1. Analyze strategies to solve tactical game problems.
	      Organize and choose different concepts/ strategies for each tactical game category (net/wall, invasion, striking/fielding, and target).
	      Investigate the importance of utilizing offensive and defensive strategies in game category in relationship to scoring and preventing scoring.

Instructional Interval	School year 2012-2013 (one year) Physical education instruction varies by local school system; however, instruction usually occurs weekly for the entire school year or weekly for one semester and represents a significant portion of the instructional period.
Target	There is a need for historical data on performance based skill development of students at the middle school level to establish student growth measurements. Mean scores on the performance-based skills assessments will be used to determine future grade-level targets and identify areas for additional instruction for student subgroups during this phase of the performance based skills assessment process.

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	Target: 85% of seventh grade students, who are in attendance 80% of the time, will demonstrate a mean score of three or competency for the performance based skills assessments established for each grade level and administered to students in the 2012-2013 school year.
Evidence of Growth	Student progress will be based on district-wide performance based skills assessment administered in Grade 7 during 2012-2013 school year. Mean scores on the performance based skills assessment for the 2012-2013 post-test students will be used to measure student progress toward the target. District wide or school developed benchmark performance based skills assessment will be used to measure progress toward meeting the student growth target or the use of sample formative assessments provided on www.mdk12.org. Mean scores on the performance based skills assessment for the 2012-2013 pre test was ____. Mean scores on the performance based skills assessment for the 2012-2013 post-test was ____.
Strategies	• Physical education instructional strategies focused on improved understanding of the learning cues for fundamental movement and object control skills and their reinforcement in the physical education setting; • Basic vocabulary instruction connected to physical education skill development and concepts; • Incorporating the use of Universal Design for Learning (UDL) for differentiated instruction; • Use of various types of instruction strategies such as peer/reciprocal teaching, group collaboration, teacher-led instruction for skill development application; • Use of formative skills assessments; and • Use of student portfolios as evidence to document progress.
Teacher Professional Development (PD) and Support	• Professional development on appropriate district-wide performance based skill assessments and their use with elementary students; • Professional development on the use of data collection tools to analyze student data; • Opportunities to collaborate with other professionals on the uses of technology for assessment and collection of student data; • Continued professional development on Universal Design for Learning and its application in the physical education setting; • Professional development on the use of assessments and scoring rubrics connected to Standard 5 for Skillfulness; • Appropriate instructional strategies on the use of student portfolios; • Participation in the State professional organization MAHPERD/AAHPERD through attendance at state/national conventions and use of resources providing by the MAHPERD/AAHPERD organization; and • Use of a Professional Learning Community (PLC) to review, discuss, and develop additional resources to address student needs in the area of skill development.