



Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: Locomotor Skills	Grade: 2	Date:
Content Area: Physical Education	School:	

Student Learning Objective
What is the expectation for student improvement related to school improvement goals?

SLO Focus Statement:

Students will successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, and walking), using a variety of pathways and speeds, in a modified game situation, while maintaining body control. (Reference Laban’s Movement Framework and Wheel)

Baseline – Trend Data
What data were reviewed for this SLO? How do the data support the SLO?

During the first few classes of the term, students will be observed and pre-assessed on 5 different locomotor skills (skipping, galloping, hopping, running, and walking). Data is collected using a performance-based rubric. Based on the previous year’s data, students will demonstrate progress in the variety of ways students use locomotor movement in advanced game-like situations.

Level 3 Proficiency is characterized by the student being able to successfully perform all 5 locomotor movements, while maintaining body control, in the modified game situation. [See Assessment Rubric]

[include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment]

At the beginning of the year ___% of students can perform all 5 locomotor skills at level 3-Proficient.

Student Population
Who are you going to include in this objective? Why is this target group/class selected?

All students in Grade 2 will be included in this objective.

Locomotor skills are an age-appropriate skill set and students in Grade 2 need to learn to advance this skill into more complex movement patterns.

Standards and Learning Content
What are the standards connected to the learning content?

Standards addressed:

CT HBLCF Standard 9: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
P.9.2 Demonstrates the ability to stop and start on a signal, combine sequences of several motor skills in an organized way and move through an environment with body control.

NASPE Standard (2013) 1: The physically literate individual demonstrates competency in a variety of

motor skills and movement patterns.

Possible connections [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

CCSS ELA/Literacy: College and Career Readiness Anchor Standard for Reading 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.

Example: Ask students, "How is the jump different than the hop? How are they the same?"

CCSS ELA/Literacy Anchor Standards for Speaking and Listening: Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Example: Describe, listen to others, and discuss with a partner and small groups, "How is the jump different than the hop? How are they the same?" Deeper questions can be cued by the teacher as appropriate.

CCSS Mathematics: Grade 2 Operations and Algebraic Thinking. Work with equal groups of objects to gain foundations for multiplication 3. Determine whether a group of (objects/movements) has an even or odd number of (members/steps or beats).

Suggested activity: Students are asked to create a movement pattern using skip, hop and slide step using 18 movements in continuous combination. *Grade 1 would be 9 continuous movements.

Example: Demonstrate a pattern of skip, hop, slide step with 36 movements. Can you make each movement the same number of steps?

Interval of Instruction

What is the time period that instruction for the learning content will occur?

The interval of instruction is one school year.

A pre-assessment will be implemented in September to collect a baseline data of the students' skills.

Formative assessments will be given periodically throughout the year to measure present level of ability and progress, and a summative assessment will be conducted in June to measure the student's yearly growth.

Assessments

How will you measure the outcome of your SLO?

The performance-based rubric will be used to assess the locomotor skills of Grade 2 students. Teachers will use the same performance-based rubric for the pre-assessment, formative assessment(s), and the summative assessment. [See Assessment Task, Assessment Protocol, Assessment Rubric, and Assessment Score Sheet]

Indicators of Academic Growth and Development (IAGDs)/Growth Targets
What are the quantitative targets that will demonstrate achievement of the SLO?

At the end of the year ___% of students will perform all 5 locomotor skills at level 3-Proficient or higher.

Level 3 Proficiency is characterized by the student being able to successfully perform all 5 locomotor movements, while maintaining body control, in the modified game situation. [See Assessment Rubric]

Instructional Strategies/Supports

*What methods will you use to accomplish this SLO? How will progress be monitored?
What professional learning/supports do you need to achieve this SLO?*

Teaching methods and strategies include:

- Exploration
- cooperative learning
- reciprocal/peer teaching
- guided discovery
- debate discussion

Progress will be monitored using

- self check
- peer assessment
- formative assessments administered by the teacher

Student Perspective Focus Statement will be displayed and reviewed during each instructional session:

I can successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, walking), using a variety of pathways and speeds, in a modified game situation, while maintaining body control.