



Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: Racquet Sports Performance Analysis	Grade: 9-12	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 utilize proper shot placement and selection at least 70% of the time during modified game play in a racquet activity.

Students will watch, analyze and write a one-paragraph summary of a peer’s performance to aid in performance improvement.

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

At the start of the year (or unit), students will take a pre-assessment. Student’s performance during the modified racquet activity will be graded with a peer-assessment skill rubric. Student summaries will be graded by the teacher using a holistic rubric. The data supports the SLO by providing a baseline measurement for future assessments in order to provide valid evidence of growth at the end of the year.

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

Using the holistic rubric at the beginning of the (year, term or unit – see Interval of Instruction options) ___% of students scored at Level 3-Proficient on the pre-assessment.

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

All of the students in Grade 10 will be included in this objective.

Focusing on shot placement and selection is a developmentally appropriate activity for sophomores to practice. Skills learned can transfer to multiple activities. Shot selection can be applied to any racquet sport (i.e. badminton, tennis, and racquetball).

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

Standards addressed:

CT HBLCF (2006) Standard 9: Motor Skill Performance. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

H.9.4. Develop advanced skills in selected physical activities.

NASPE (2013) Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

CT HBLCF (2006) Standard 10: Applying Concepts and Strategies. Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.

NASPE (2013) Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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: English Language Arts Standards for Science & Technical Subjects Grades 9-12.

W.9. Draw evidence from informational texts to support analysis, reflection, and research.

Example: Students will be given a sheet with the following criteria identified:

You will be required to write a paragraph that has five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.

CCSS Math: K-12 Standards for Mathematical Practice 8. Look for and express regularity in repeated reasoning. Use repeated reasoning to: understand algorithms, make generalizations about patterns, derive formulas and evaluate the reasonableness of intermediate results.

Example: Categorize and collect data on offensive shots and on the success of opponents in returning the shots. Analyze the types of shots used and their statistical effectiveness.

Interval of Instruction

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

Depending on the curriculum structure and scheduling configuration, multiple instructional interval options exist for this SLO. The interval must align with the frequency and duration of instructional episodes and curriculum focus.

Instructional Interval Examples:

Interval of Instruction 1:

- A pre-assessment will be implemented in September to collect baseline data of the students' skills.
- Students participate in number of different racquet units (badminton, pickleball, tennis) throughout the course. At the end of each unit students take a formative assessment to check progress.
- A summative assessment will be conducted in June to measure the student's yearly growth.

Interval of Instruction 2:

- Instead of multiple units, students participate in one quality racquet unit.
- Students still complete a pre-assessment, formative assessments, and a summative assessment to measure growth.

Assessments

How will you measure the outcome of your SLO?

Assessment Task: Students will be peer assessed on the use of offensive shot selection during modified game play (3 min/singles or 6 min/doubles or ten hits per student) in a racquet activity (example: badminton). Students will analyze their partner’s performance based upon the performance-based assessment rubric and videotaped footage. A 5-8 sentence paragraph will be created utilizing discipline specific vocabulary in order to describe and provide constructive feedback to improve future performance. The summaries will be graded using a holistic rubric. Students will do this task for the pre-assessment and summative assessment. [See Assessment Task, Performance and Analysis Rubrics]

Indicators of Academic Growth and Development (IAGDs)/Growth Targets

What are the quantitative targets that will demonstrate achievement of the SLO?

Using the holistic rubric*, by the end of the (year, term or unit – see Interval of Instruction options) ___% of students will score at Level 3-Proficient or higher.

*The holistic rubric combines the 2 rubrics below: skill rubric (performance-based) and analysis rubric (summary).

Skill Rubric:

Level	Hitting Placement	Shot Selection
4 Exemplary	Returns the birdie to the best placement 85% of the time.	Chooses appropriate return 85% of the time.
3 Proficient	Returns the birdie to the best placement 70% of the time.	Chooses appropriate return 70% of the time.
2 Developing	Returns the birdie to the best placement 50% of the time.	Chooses appropriate return 50% of the time.
1 Below Standard	Returns the birdie to the best placement <50% of the time.	Chooses appropriate return <50% of the time.
0	Violates safety procedure and/or does not complete the task	

Analysis Rubric:

Level	Analysis
4 Exemplary	Five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.
3 Proficient	Incorporates 4 of the 5 indicators listed above.
2 Developing	Incorporates 3 of the 5 indicators listed above.
1 Below Standard	Incorporates 1-2 of the 5 indicators listed above.
0	Violates safety procedure and/or does not complete the task

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:

- Application of prior knowledge
- Question & answer
- Modeling & Mimicking
- Guided practice
- Group practice
- Reteaching
- Flexible grouping
- Exploration
- Peer teaching
- Scaffolding questions
- Formative assessment activities
- Teaching by invitation
- Intratask variation
- Closure

Visually Display Student Perspective Focus Statements:

I can use proper shot placement and selection at least 70% of the time during modified game play in a racquet activity.

I can watch and analyze a peer's performance, along with writing a one-paragraph summary to help them improve.

Progress will be monitored using

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