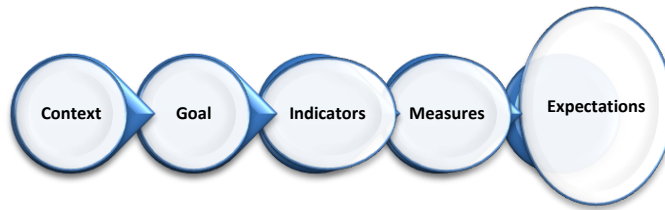


STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



1. Classroom Context

1a. Name	Suzann M. Goldsmith	1b. School	Harris Elementary	1c. District	Harris School District
1d. Class/ Course Title	Physical Education	1e. Grade Level	3	1f. Total # of Students	60
1g. Typical Class Size	20	1h. Class Frequency	1 time per week	1i. Typical Class Duration	40 minutes

2. SLO Goal

2a. Goal Statement	Apply basic movement skills and concepts. Focus on manipulative skills and concepts.
2b. PA Standards	10.5.3a. , 10.5.3b
2c. Rationale	A competent (skillful) mover is more likely to be active for a lifetime. This goal prepares students to build skills applicable to PA Standard 10.4, Physical Activity, at future grade levels.

3. Performance Indicators (PI)

3a. PI Targets: All Student Group	<ul style="list-style-type: none"> • PI Target #1 Score of 3 or higher on the Critical Elements Demonstration Post-test rubric for three, age-appropriate, manipulative skills (backhand throw, backhand strike, catching an object from the backhand) • PI Target #2 Score of 3 or higher on the Critical Elements Constructed Response Post-test rubric for three, age-appropriate, manipulative skills • PI Target #3 Score of 3 or higher on the Critical Elements in Context rubric for all three processes 															
3b. PI Targets: Focused Student Group (optional)	<ul style="list-style-type: none"> • PI Target #1 Students who score below 2 on PM #1 pre-test will improve a minimum of one level on PM #2 post-test. • PI Target #2 Students who score below 2 on PM #3 pre-test will improve a minimum of one level on PM #4 post-test and will score 1 or higher on PM #5 Critical Elements in Context Assessment. 															
3c. PI Linked (optional)		3d. PI Weighting (optional)	<table border="1"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td></td> </tr> <tr> <td>#2</td> <td></td> </tr> <tr> <td>#3</td> <td></td> </tr> <tr> <td>#4</td> <td></td> </tr> <tr> <td>#5</td> <td></td> </tr> </tbody> </table>		PI	Weight	#1		#2		#3		#4		#5	
PI	Weight															
#1																
#2																
#3																
#4																
#5																

4. Performance Measures (PM)



4a. Name	<ul style="list-style-type: none"> • PM #1: Critical Elements Demonstration Pre-test • PM #2: Critical Elements Demonstration Post-test • PM #3: Critical Elements Constructed Response Pre-test • PM #4: Critical Elements Constructed Response Post-test • PM #5: Critical Elements in Context 	4b. Type	<ul style="list-style-type: none"> ___ District-designed Measures and Examinations ___ Nationally Recognized Standardized Tests ___ Industry Certification Examinations ___ Student Projects ___ Student Portfolios ___ Other: <u>Teacher Developed</u> 	
4c. Purpose	<ul style="list-style-type: none"> • PM #1: Critical Elements Demonstration Pre-test Intended as a diagnostic assessment • PM #2: Critical Elements Demonstration Post-test Measures student understanding of three, age-appropriate, manipulative skills • PM #3: Critical Elements Constructed Response Pre-test Intended as a diagnostic assessment • PM #4: Critical Elements Constructed Response Post-test Measures student ability to describe three, age-appropriate, manipulative skills • PM #5: Critical Elements in Context Summative Assessment Measures student application of three, age-appropriate, manipulative skills 	4d. Metric	<ul style="list-style-type: none"> <input type="checkbox"/> Growth (change in student performance across two or more points in time) <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input checked="" type="checkbox"/> Growth and Mastery 	
4e. Administration Frequency	<ul style="list-style-type: none"> • PM #1: Critical Elements Demonstration Pre-test At the beginning of the semester • PM #2: Critical Elements Demonstration Post-test At the end of the semester • PM #3: Critical Elements Constructed Response Pre-test At the beginning of the semester • PM #4: Critical Elements Constructed Response Post-test At the end of the semester • PM #5: Critical Elements in Context Random sampling during the instructional period 	4f. Adaptations/ Accommodations	<ul style="list-style-type: none"> <input type="checkbox"/> IEP <input type="checkbox"/> ELL 	<ul style="list-style-type: none"> <input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other



<p>4g. Resources/ Equipment</p>	<ul style="list-style-type: none"> • PM #1: Critical Elements Demonstration Pre-test Appropriate Frisbee, ball, and paddle • PM #2: Critical Elements Demonstration Post-test Appropriate Frisbee, ball, and paddle • PM #3: Critical Elements Constructed Response Pre-test Pencil and paper, folder, and assessment worksheet • PM #4: Critical Elements Constructed Response Post-test Pencil and paper, folder, and live or recorded demonstrations • PM #5: Critical Elements in Context Appropriate Frisbee, ball, and paddle. 	<p>4h. Scoring Tools</p>	<p>All data can be placed on the Performance Indicator Data Collection Sheet.</p> <p>Process 1: Checklist</p> <p>Process 2: Assessment prompt with sample responses rubric</p>
<p>4i. Administration & Scoring Personnel</p>	<p>Certified Physical Education teachers should be able to administer and score the performance measures using the tools and rubrics provided.</p>	<p>4j. Performance Reporting</p>	<ul style="list-style-type: none"> • PM #1: Critical Elements Demonstration Pre-test Summary list of students who meet the PI target • PM #2: Critical Elements Demonstration Post-test Summary list of students who meet the PI target • PM #3: Critical Elements Constructed Response Pre-test Summary list of students who meet the PI target • PM #4: Critical Elements Constructed Response Post-test Summary list of students who meet the PI target • PM #5: Critical Elements in Context Summary list of students who meet the PI target

5. Teacher Expectations



5a. Level	<u>Failing</u> 0% to 60% of students will meet the PI targets.	<u>Needs Improvement</u> 61% to 84% of students will meet the PI targets.	<u>Proficient</u> 85% to 94% of students will meet the PI targets.	<u>Distinguished</u> 95% to 100% of students will meet the PI targets.
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Elective Rating	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u>Notes/Explanation</u>
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____



PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Critical Elements Demonstration Pre-test		
SLO Alignment				
b.	Class/Course Title	Physical Education	c.	Grade(s)/Level 3
d.	PA Standards	10.5.3a.		
e.	Performance Measure Purpose	Intended as a diagnostic assessment		

1. Administration (Teacher)		
1a.	Administration Frequency	At the beginning of the semester
1b.	Unique Task Adaptations/ Accommodations	Follow IEP as per district policy
1c.	Resources/ Equipment	Appropriate Frisbee, ball, and paddle

2. Process (Student)		
2a.	Task Scenarios	<p>Students will be asked to demonstrate the critical elements of a backhand throw, backhand strike, and catching a Frisbee from a backhand throw.</p> <p>Pre-test Task – Backhand Throw</p> <p>The students will stand 10-15 feet from a target area (wall). The students will be instructed to throw a foam Frisbee to the wall using a backhand throw. The students will have multiple attempts within a designated time frame to throw the foam Frisbee to the target area.</p> <p>Pre-test Task – Backhand Strike</p> <p>The students will stand 10-15 feet from a target area (wall). The students will be instructed to use a foam paddle to strike a ball (Wiffle/foam) to the wall using a backhand strike. The students may strike either from a self-dropped ball without a bounce or from a self-dropped ball with a bounce on the floor. The students will have multiple attempts within a designated time frame to strike the ball to the target area.</p> <p>Pre-test Task – Catching a Frisbee from a Backhand Throw</p> <p>The students will stand 10-15 feet from a partner. The students will be instructed to catch a foam Frisbee thrown backhand from a partner. The students may catch the foam Frisbee with either one hand (Wave technique) or two hands (Sandwich technique). The students will have multiple attempts within a designated time frame to catch the foam Frisbee from the partner.</p>



2b.	Process Steps	<p>Instructions to Students – Backhand Throw</p> <p>Stand on the designated line with your Frisbee.</p> <p>Throw your Frisbee to the target area (wall) using the backhand throw.</p> <p>Retrieve your Frisbee and continue throwing to the target area until instructed to stop.</p> <p>Instructions to Students – Backhand Strike</p> <p>Stand on the designated line with your foam paddle and Wiffle/foam ball.</p> <p>Self-drop the ball or self-bounce the ball and strike the ball to the target area (wall) using a backhand strike.</p> <p>Retrieve your ball and continue striking to the target area until instructed to stop.</p> <p>Instructions to Students – Catching a Frisbee from a Backhand Throw</p> <p>Stand on the designated line across from your partner.</p> <p>Your partner will throw (using a backhand throw) the Frisbee to you.</p> <p>You will catch the Frisbee with either one or two hands.</p> <p>You will throw the Frisbee (using the backhand throw) back to your partner.</p> <p>Your partner will catch the Frisbee with either one or two hands.</p> <p>You and your partner will continue throwing and catching the Frisbee until instructed to stop.</p>
2c.	Requirements	Demonstrate the critical elements of the manipulative skill.
2d.	Products	Students demonstrate manipulative skills.



3. Scoring (Teacher)

3a. Scoring Tools Data Collection Sheet, Critical Elements Demonstration Pre-test Rubric

Physical Education

Critical Elements

Performance Indicator Data Collection Sheet

	Data Collection : One Skill Per Sheet – Indicate skill below	Workspace					Final Score
	<input type="checkbox"/> Backhand Throw <input type="checkbox"/> Backhand Strike <input type="checkbox"/> Backhand Catch	Critical Element 1	Critical Element 2	Critical Element 3	Critical Element 4	Critical Element 5	
	Student Name:						
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							



PM #1- Critical Skills Demonstration Pre-test Scoring Tool

<u>Backhand Throw: Critical Elements</u>	<u>Backhand Strike: Critical Elements</u>	<u>Catching an Object from a Backhand Throw: Critical Elements</u>
1. Side to target 2. Arm way across body 3. Follow through	1. Watch the ball 2. Paddle position (flat paddle) 3. Side to target 4. Paddle way across body 5. Follow through	1. Watch the object 2. Move the object 3. Reach for the object 4. Hand position (two-handed/one-handed)
4 = Performs 3 out of 3 critical elements 3 = Performs 2 out of 3 critical elements 2 = Performs 1 out of 3 critical elements 1 = Performs an incorrect skill 0 = Performs 0 out of 3 critical elements	4 = Performs 5 out of 5 critical elements 3 = Performs 4 out of 5 critical elements 2 = Performs at least 2 out of 5 critical elements 1 = Performs 1 out of 5 critical elements 0 = Performs 0 out of 5 critical elements or an incorrect skill	4 = Performs 4 out of 4 critical elements 3 = Performs 3 out of 4 critical elements 2 = Performs 2 out of 4 critical elements 1 = Performs 1 out of 4 critical elements 0 = Performs 0 out of 4 critical elements or an incorrect skill

3b.	Scoring Guidelines	Observe and record student demonstration of critical elements identified for each performance measure. Teacher is not evaluating the quality of the critical elements performed. Use the Pre-test scoring tool to determine a score.
3c.	Score/Performance Reporting	Summary list of students who meet the performance indicator



PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Critical Elements Demonstration Post-test		
SLO Alignment				
b.	Class/Course Title	Physical Education	c.	Grade(s)/ Level
				3
d.	PA Standards	10.5.3a.		
e.	Performance Measure Purpose	Measures student understanding of three, age-appropriate, manipulative skills		

1. Administration (Teacher)		
1a.	Administration Frequency	At the end of the semester
1b.	Unique Task Adaptations/ Accommodations	Follow IEP as per district policy
1c.	Resources/ Equipment	Appropriate Frisbee, ball, and paddle

2. Process (Student)		
2a.	Task Scenarios	<p>Students will be asked to demonstrate the critical elements of a backhand throw, backhand strike, and catching a Frisbee from a backhand throw.</p> <p>Post-test Task – Backhand Throw The students will stand 10-15 feet from a target area (wall). The students will be instructed to throw a foam Frisbee to the wall using a backhand throw. The students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for the backhand throw. The students will have multiple attempts within a designated time frame to throw the foam Frisbee to the target area.</p> <p>Post-test Task – Backhand Strike The students will stand 10-15 feet from a target area (wall). The students will be instructed to use a foam paddle to strike a ball (Wiffle/foam) to the wall using a backhand strike. The students may strike either from a self-dropped ball without a bounce or from a self-dropped ball with a bounce on the floor. The students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for the backhand strike. The students will have multiple attempts within a designated time frame to strike the ball to the target area.</p> <p>Post-test Task – Catching a Frisbee from a Backhand Throw The students will stand 10-15 feet from a partner. The students will be instructed to catch a foam Frisbee thrown backhand from a partner. The students may catch the foam Frisbee with either one hand (Wave technique) or two hands (Sandwich technique). The students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for catching a Frisbee. The students will have multiple attempts within a designated time frame to catch the foam Frisbee from the partner.</p>



2b.	Process Steps	<p>Instructions to Students – Backhand Throw</p> <p>Stand on the designated line with your Frisbee.</p> <p>Throw your Frisbee to the target area (wall) using the backhand throw.</p> <p>Retrieve your Frisbee and continue throwing to the target area until instructed to stop.</p> <p>Instructions to Students – Backhand Strike</p> <p>Stand on the designated line with your foam paddle and Wiffle/foam ball.</p> <p>Self-drop the ball or self-bounce the ball and strike the ball to the target area (wall) using a backhand strike.</p> <p>Retrieve your ball and continue striking to the target area until instructed to stop.</p> <p>Instructions to Students – Catching a Frisbee from a Backhand Throw</p> <p>Stand on the designated line across from your partner.</p> <p>Your partner will throw (using a backhand throw) the Frisbee to you.</p> <p>You will catch the Frisbee with either one or two hands.</p> <p>You will throw the Frisbee (using the backhand throw) back to your partner.</p> <p>Your partner will catch the Frisbee with either one or two hands.</p> <p>You and your partner will continue throwing and catching the Frisbee until instructed to stop.</p>
2c.	Requirements	<p>Remind the students of the need to demonstrate independent and effortless use of the critical elements for the backhand throw.</p> <p>Remind the students of the need to demonstrate independent and effortless use of the critical elements for the backhand strike.</p> <p>Remind the students of the need to demonstrate independent and effortless use of the critical elements for catching the Frisbee.</p>
2d.	Products	Students demonstrate manipulative skills.

3. Scoring (Teacher)

3a.	Scoring Tools	Data Collection Sheet, Critical Elements Demonstration Post-test Rubric
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Physical Education

Critical Elements

Performance Indicator Data Collection Sheet

	Data Collection : One Skill Per Sheet – Indicate skill below	Workspace					Final Score
	<input type="checkbox"/> Backhand Throw <input type="checkbox"/> Backhand Strike <input type="checkbox"/> Backhand Catch	Critical Element 1	Critical Element 2	Critical Element 3	Critical Element 4	Critical Element 5	
	Student Name:						
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							



PM #2- Critical Skills Demonstration Post-test Scoring Tool

<u>Backhand Throw: Critical Elements</u>	<u>Backhand Strike: Critical Elements</u>	<u>Catching an Object from a Backhand Throw: Critical Elements</u>
<ol style="list-style-type: none"> 1. Side to target 2. Arm way across body 3. Follow through 	<ol style="list-style-type: none"> 1. Watch the ball 2. Paddle position (flat paddle) 3. Side to target 4. Paddle way across body 5. Follow through 	<ol style="list-style-type: none"> 1. Watch the object 2. Move the object 3. Reach for the object 4. Hand position (two-handed/one-handed)
<p>4 = Use of 3 out of 3 critical elements automatically (effortlessly) and independently with Frisbee traveling in a straight pathway to the target area</p> <p>3 = Use of 3 out of 3 critical elements automatically (effortlessly) and independently</p> <p>2 = Use of 2 out of 3 critical elements automatically (effortlessly) and independently</p> <p>1 = Use of 1 out of 3 critical elements automatically (effortlessly) and independently</p> <p>0 = Use of critical elements not evident</p>	<p>4 = Use of 5 out of 5 critical elements automatically (effortlessly) and independently</p> <p>3 = Use of 4 out of 5 critical elements automatically (effortlessly) and independently</p> <p>2 = Use of 3 out of 5 critical elements automatically (effortlessly) and independently</p> <p>1 = Use less than 3 out of 5 critical elements automatically (effortlessly) and independently</p> <p>0 = Use of critical elements not evident</p>	<p>4 = Use of 4 out of 4 critical elements automatically (effortlessly) and independently</p> <p>3 = Use of 3 out of 4 critical elements automatically (effortlessly) and independently</p> <p>2 = Use 2 out of 4 critical elements automatically (effortlessly) and independently</p> <p>1 = Use of 1 out of 4 critical elements automatically (effortlessly) and independently</p> <p>0 = Use of critical elements not evident</p>

3b.	Scoring Guidelines	Observe and record student demonstration of critical elements identified for each performance measure. Teacher evaluates the quality of the critical elements performed using the Post-test scoring tool.
3c.	Score/Performance Reporting	Summary list of students who meet the performance indicator



PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Critical Elements Constructed Response Pre-test		
SLO Alignment				
b.	Class/Course Title	Physical Education	c.	Grade(s)/ Level
				3
d.	PA Standards	10.5.3b		
e.	Performance Measure Purpose	Intended as a diagnostic assessment		

1. Administration (Teacher)

1a.	Administration Frequency	At the beginning of the semester		
1b.	Unique Task Adaptations/ Accommodations	As per district policy and IEP, students may write, draw, or respond orally.		
1c.	Resources/ Equipment	Pencil and paper, folder, assessment worksheet, live or recorded demonstrations of backhand throw, backhand strike, and catching a Frisbee from backhand throw		

2. Process (Student)

		Students will be asked to describe (verbal or written) the critical elements of a backhand throw, backhand strike, and catching an object from a backhand throw.		
2a.	Task Scenarios	<p>Pre-test Task – Backhand Throw The students will be provided with an assessment prompt designed to elicit their prior knowledge of the critical elements of the backhand throw. All writing materials (pencils, folders, and assessment worksheets) will be provided for the students. Student responses may be in the form of written, illustration, or verbal. Students will have a designated time period to complete the pre-test.</p> <p>Pre-test Task – Backhand Strike The students will be provided with an assessment prompt designed to elicit their prior knowledge of the critical elements of the backhand strike. All writing materials (pencils, folders, and assessment worksheets) will be provided for the students. Student responses may be in the form of written, illustration, or verbal. Students will have a designated time period to complete the pre-test.</p> <p>Pre-test Task – Catching a Frisbee from a Backhand Throw The students will be provided with an assessment prompt designed to elicit their prior knowledge of the critical elements of catching a Frisbee from a backhand throw. All writing materials (pencils, folders, and assessment worksheets) will be provided for the students. Student responses may be in the form of written, illustration, or verbal. Students will have a designated time period to complete the pre-test.</p>		



2b.	Process Steps	<p>Instructions to Students – Backhand Throw</p> <p>Give responses for the following prompt – A skillful mover knows how to throw a Frisbee backhand.</p> <p>What do you know about throwing a Frisbee backhand?</p> <p>You may respond with words (written/orally) or illustrations.</p> <p>You must complete this assessment within a designated time frame.</p> <p>Instructions to Students – Backhand Strike</p> <p>Give responses for the following prompt – A skillful mover knows how to use a backhand strike.</p> <p>What do you know about striking a ball backhand?</p> <p>You may respond with words (written/orally) or illustrations.</p> <p>You must complete this assessment within a designated time frame.</p> <p>Instructions to Students – Catching a Frisbee from a Backhand Throw</p> <p>Give responses for the following prompt – A skillful mover knows how to catch a Frisbee that was thrown backhand.</p> <p>What do you know about catching a Frisbee that was thrown backhand?</p> <p>You may respond with words (written/orally) or illustrations.</p> <p>You must complete this assessment within a designated time frame.</p>
2c.	Requirements	<p>Identify the critical elements for the manipulative skill.</p> <p><u>Pre-test Prompt: Backhand Throw:</u> A skillful mover knows “how” to throw an object backhand.</p> <p><u>Pre-test Prompt: Backhand Strike:</u> A skillful mover knows “how” to throw an object backhand.</p> <p><u>Pre-test Prompt: Catching a Frisbee from a Backhand Throw:</u> A skillful mover knows “how” to throw an object backhand.</p>
2d.	Products	Student produces written or oral descriptions of the critical elements.

3. Scoring (Teacher)

3a.	Scoring Tools	Constructed Response Pre-test Scoring Rubric
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PM #3 Critical Elements Constructed Response Pre-Test Scoring Tool

Pre-test Prompt:

View a performance of a manipulative skill and use content specific/common vocabulary to identify and describe the critical skills performed.

<p><u>Backhand Throw: Critical Elements</u></p> <p>1. Side to target 2. Arm way across body 3. Follow through</p> <p><i>Combinations of content specific vocabulary: stretch to target, turn to wall, hand at side</i></p>	<p><u>Backhand Strike: Critical Elements</u></p> <p>1. Watch the ball 2. Paddle position (flat paddle) 3. Side to target 4. Paddle way across body 5. Follow through</p> <p><i>Combinations of content specific vocabulary: eye on ball, turn to wall, stretch to target, paddle at side, do not tilt paddle, lean forward at the end</i></p>	<p><u>Catching an Object from a Backhand Throw: Critical Elements</u></p> <p>1. Watch the object 2. Move the object 3. Reach for the object 4. Hand position (two-handed/one-handed)</p> <p><i>Combinations of content specific vocabulary: eye on the object, go to the object, and put your arms up to get the ball</i></p>
Pre-test Scoring Tool	Pre-test Scoring Tool	Pre-test Scoring Tool
<p>4 = Response gives evidence of 3 out of 3 critical elements of the backhand throw using limited content specific vocabulary</p> <p>3 = Response gives evidence of 3 out of 3 critical elements of the backhand throw using a combination of content specific vocabulary/common language/illustrations</p> <p>2 = Response gives evidence of 2 out of 3 critical elements of the backhand throw using a combination of content specific vocabulary/common language/illustrations</p> <p>1 = Response gives evidence of 1 out of 3 critical elements of the backhand throw using a combination of content specific vocabulary/common language/illustrations</p> <p>0 = Response gives evidence of 0 out of 3 critical elements of the backhand throw</p>	<p>4 = Response gives evidence of 5 out of 5 critical elements of the backhand strike using limited content specific vocabulary</p> <p>3 = Response gives evidence of 4 out of 5 critical elements of the backhand strike using a combination of content specific vocabulary/common language/illustrations</p> <p>2 = Response gives evidence of at least 2 out of 5 critical elements of the backhand strike using a combination of content specific vocabulary/common language/illustrations</p> <p>1 = Response gives evidence of at least 1 out of 5 critical elements of the backhand strike using a combination of content specific vocabulary/common language/illustrations</p> <p>0 = Response gives evidence of 0 out of 5 critical elements of the backhand strike</p>	<p>4 = Response gives evidence of 4 out of 4 critical elements of catching a Frisbee using limited content specific vocabulary</p> <p>3 = Response gives evidence of 3 out of 4 critical elements of catching a Frisbee using a combination of content specific vocabulary/common language/illustrations</p> <p>2 = Response gives evidence of at least 2 out of 4 critical elements of catching a Frisbee using a combination of content specific vocabulary/common language/illustrations</p> <p>1 = Response gives evidence of 1 out of 4 critical elements of catching a Frisbee using a combination of content specific vocabulary/common language/illustrations</p> <p>0 = Response gives evidence of 0 out of 5 critical elements of catching a Frisbee</p>

3b.	Scoring Guidelines	Student responses may be in the form of written, illustration, or verbal. Students will have a designated time period to complete the pre-test.
3c.	Score/Performance Reporting	Summary list of students who meet the performance indicator



PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Critical Elements Constructed Response Post-test		
SLO Alignment				
b.	Class/Course Title	Physical Education	c.	Grade(s)/ Level
d.	PA Standards	10.5.3b		
e.	Performance Measure Purpose	Measures student understanding of three, age-appropriate, manipulative skills		

1. Administration (Teacher)

1a.	Administration Frequency	At the end of the semester		
1b.	Unique Task Adaptations/ Accommodations	As per district policy and IEP, students may write, draw, or respond orally.		
1c.	Resources/ Equipment	Pencil and paper, folder, assessment worksheet, live or recorded demonstrations of a backhand throw, of a backhand strike, and of catching a Frisbee from backhand throw		

2. Process (Student)

2a.	Task Scenarios	<p>View a performance of a manipulative skill and use content vocabulary to identify and describe the critical skills performed.</p> <p>Post-test Task – Backhand Throw The students will view a performance (live/recorded) of a Frisbee being thrown backhand. The performance will show the backhand throw in real-time and in slow motion. The students will be required to identify and describe the critical elements observed during the performance. All writing materials (pencils, folders, and assessment worksheets) will be provided for the students. Student responses may be in the form of written, illustration, or verbal. Students will have a designated time period to complete the post-test.</p> <p>Post-test Task – Backhand Strike The students will view a performance (live/recorded) of a backhand strike. The performance will show the backhand strike in real-time and in slow motion. The students will be required to identify and describe the critical elements observed during the performance. All writing materials (pencils, folders, and assessment worksheets) will be provided for the students. Student responses may be in the form of written, illustration, or verbal. Students will have a designated time period to complete the post-test.</p> <p>Post-test Task – Catching a Frisbee from a Backhand Throw The students will view a performance (live/recorded) of a Frisbee being caught from a backhand throw. The performance will show the catch in real-time and in slow motion. The students will be required to identify and describe the critical elements observed during the performance. All writing materials (pencils, folders, and assessment worksheets) will be provided for the students. Student responses may be in the form of written, illustration, or verbal. Students will have a designated time period to complete the post-test.</p>		
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2b.	Process Steps	<p>Instructions to Students – Backhand Throw Watch the performance of the backhand throw.</p> <p>You will see the backhand throw performed in real-time motion and slow motion.</p> <p>On your assessment worksheet, identify and describe the critical elements observed in the performance.</p> <p>You may respond with words (written/orally) or illustrations.</p> <p>Remind students that the use of content specific vocabulary scores higher on the rubric.</p> <p>You must complete this assessment within a designated time frame.</p> <p>Instructions to Students – Backhand Strike Watch the performance of the backhand strike.</p> <p>You will see the backhand strike performed in real-time motion and slow motion.</p> <p>On your assessment worksheet, identify and describe the critical elements observed in the performance.</p> <p>You may respond with words (written/orally) or illustrations.</p> <p>Remind students that the use of content specific vocabulary scores higher on the rubric.</p> <p>You must complete this assessment within a designated time frame.</p> <p>Instructions to Students – Catching a Frisbee from a Backhand Throw Watch the performance of the catching a Frisbee thrown backhand.</p> <p>You will see the catch performed in real-time motion and slow motion.</p> <p>On your assessment worksheet, identify and describe the critical elements observed in the performance.</p> <p>You may respond with words (written/orally) or illustrations.</p> <p>Remind students that the use of content specific vocabulary scores higher on the rubric.</p> <p>You must complete this assessment within a designated time frame.</p>
2c.	Requirements	<p>View a performance of a manipulative skill and use content specific/common vocabulary to identify and describe the critical skills performed.</p> <p><u>Post-test Prompt: Backhand Throw:</u> A skillful mover knows “how” to throw an object backhand.</p> <p><u>Post-test Prompt: Backhand Strike:</u> A skillful mover knows “how” to throw an object backhand.</p> <p><u>Post-test Prompt: Catching a Frisbee from a Backhand Throw:</u> A skillful mover knows “how” to throw an object backhand.</p>
2d.	Products	<p>Student produces written or oral descriptions of the critical elements.</p>



3. Scoring (Teacher)

3a.	Scoring Tools	Constructed Response Post-test Scoring Rubric	
PM #4 Critical Elements Constructed Response Post-test Scoring Rubric			
<u>Backhand Throw: Critical Elements</u>		<u>Backhand Strike: Critical Elements</u>	
<ol style="list-style-type: none"> 1. Side to target 2. Arm way across body 3. Follow through <p><i>Combinations of content specific vocabulary: stretch to target, turn to wall, hand at side</i></p>		<ol style="list-style-type: none"> 1. Watch the ball 2. Paddle position (flat paddle) 3. Side to target 4. Paddle way across body 5. Follow through <p><i>Combinations of content specific vocabulary: eye on ball, turn to wall, stretch to target, paddle at side, do not tilt paddle, lean forward at the end</i></p>	
<u>Catching an Object from a Backhand Throw: Critical Elements</u>			
<ol style="list-style-type: none"> 1. Watch the object 2. Move the object 3. Reach for the object 4. Hand position (two-handed/one-handed) <p><i>Combinations of content specific vocabulary: eye on the object, go to the object, and put your arms up to get the ball</i></p>			
Post-test Scoring Tool		Post-test Scoring Tool	
<p>4 = The response gives evidence of complete understanding (3 out of 3) of the critical elements of the backhand throw using content specific vocabulary</p> <p>3 = The response gives evidence of complete understanding (3 out of 3) of the critical elements of the backhand throw using a combination of content specific vocabulary/common language/illustrations</p> <p>2 = The response gives evidence of partial understanding (2 out of 3) of the critical elements of the backhand throw using a combination of content specific vocabulary/common language/illustrations</p> <p>1 = The response is lacking in evidence of understanding (1 out of 3) of the critical elements of the backhand throw using a combination of content specific vocabulary/common language/illustrations</p> <p>0 = There is no response, or the work is completely incorrect or irrelevant</p>		<p>4 = The response gives evidence of complete understanding (5 out of 5) of the critical elements of the backhand strike using content specific vocabulary</p> <p>3 = The response gives evidence of complete understanding (5 out of 5) of the critical elements of the backhand strike using a combination of content specific vocabulary/common language/illustrations</p> <p>2 = The response gives evidence of partial understanding (at least 3 out of 5) of the critical elements of the backhand strike using a combination of content specific vocabulary/common language/illustrations</p> <p>1 = The response is lacking in evidence of understanding (less than 3 out of 5) of the critical elements of the backhand strike using a combination of content specific vocabulary/common language/illustrations</p> <p>0 = There is no response, or the work is completely incorrect or irrelevant</p>	
		<p>4 = The response gives evidence of complete understanding (4 out of 4) of the critical elements of catching a Frisbee using content specific vocabulary</p> <p>3 = The response gives evidence of complete understanding (4 out of 4) of the critical elements of catching a Frisbee using a combination of content specific vocabulary/common language/illustrations</p> <p>2 = The response gives evidence of partial understanding (at least 2 out of 4) of the critical elements of catching a Frisbee using a combination of content specific vocabulary/common language/illustrations</p> <p>1 = The response is lacking in evidence of understanding (less than 2 out of 4) of the critical elements of catching a Frisbee using a combination of content specific vocabulary/common language/illustrations</p> <p>0 = There is no response, or the work is completely incorrect or irrelevant</p>	
3b.	Scoring Guidelines	Students must complete the assessment within the time frame. Oral or written responses are acceptable.	
3c.	Score/Performance Reporting	Summary list of students who meet the performance indicator	



PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Critical Elements in Context		
SLO Alignment				
b.	Class/Course Title	Physical Education	c.	Grade(s)/ Level 3
d.	PA Standards	10.5.3a.		
e.	Performance Measure Purpose	Measures student application of three, age-appropriate, manipulative skills		

1. Administration (Teacher)		
1a.	Administration Frequency	Random sampling during the instructional period
1b.	Unique Task Adaptations/ Accommodations	As per district policy and IEP, students may write, draw, or respond orally.
1c.	Resources/ Equipment	Appropriate Frisbee, ball, and paddle

2. Process (Student)		
2a.	Task Scenarios	<p>Student will be asked to apply (perform in context) the critical elements of backhand strike backhand throw, and catching an object from a backhand throw.</p> <p>Backhand Throw The students will use the backhand throw in a small sided game/partner activity of the teacher's choice. The students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for the backhand throw. The students will have multiple opportunities in the activity to demonstrate the critical elements of the backhand throw.</p> <p>Backhand Strike The students will use the backhand strike in a small sided game/partner activity of the teacher's choice. The students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for the backhand strike. The students will have multiple opportunities in the activity to demonstrate the critical elements of the backhand strike.</p> <p>Catching a Frisbee from a Backhand Throw The students will catch a Frisbee in a small sided game/partner activity of the teacher's choice. The students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for catching a Frisbee thrown backhand. The students will have multiple opportunities in the activity to demonstrate the critical elements of catching a Frisbee thrown backhand.</p>



2b.	Process Steps	Instructions to Students – Backhand Throw The students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for the backhand throw.
		Instructions to Students – Backhand Strike The students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for the backhand strike.
		Instructions to Students – Catching a Frisbee from a Backhand Throw The students will be reminded that their performance should demonstrate independent and effortless use of the critical elements for catching a Frisbee thrown backhand.
2c.	Requirements	Students independently apply critical elements of manipulative skills within the context of a game or activity.
2d.	Products	Students use critical elements of manipulative skills in context.

3. Scoring (Teacher)

3a.	Scoring Tools	Critical Elements in Context Scoring Rubric
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PM #5 Critical Elements in Context Scoring Tool		
<u>Backhand Throw: Critical Elements</u>	<u>Backhand Strike: Critical Elements</u>	<u>Catching an Object from a Backhand Throw: Critical Elements</u>
1. Side to target 2. Arm way across body 3. Follow through	1. Watch the ball 2. Paddle position (flat paddle) 3. Side to target 4. Paddle way across body 5. Follow through	1. Watch the object 2. Move the object 3. Reach for the object 4. Hand position (two-handed/one-handed)
Post-test Scoring Tool	Post-test Scoring Tool	Post-test Scoring Tool
4 = Use of 3 out of 3 critical elements automatically (effortlessly) and independently in a small sided game/partner activity 3 = Use of 2 out of 3 critical elements automatically (effortlessly) and independently in a small sided game/partner activity 2 = Use of 1 out of 3 critical elements automatically (effortlessly) and independently in a small sided game/partner activity 1 = Use of 1 out of 3 critical elements with reminders during the small sided game/partner activity 0 = Use of critical elements not evident	4 = Use of 5 out of 5 critical elements automatically (effortlessly) and independently in a small sided game/partner activity 3 = Use of 4 out of 5 critical elements automatically (effortlessly) and independently in a small sided game/partner activity 2 = Use of at least 2 out of 5 critical elements automatically (effortlessly) and independently in a small sided game/partner activity 1 = Use of 1 out of 5 critical elements with reminders during the small sided game/partner activity 0 = Use of critical elements not evident	4 = Use of 4 out of 4 critical elements automatically (effortlessly) and independently in a small sided game/partner activity 3 = Use of 3 out of 4 critical elements automatically (effortlessly) and independently in a small sided game/partner activity 2 = Use of 2 out of 4 critical elements automatically (effortlessly) and independently in a small sided game/partner activity 1 = Use of 1 out of 4 critical elements with reminders during the small sided game/partner activity 0 = Use of critical elements not evident



3b.	Scoring Guidelines	Observe and record student application of critical elements identified for each performance measure in context (while participating in a developmentally-appropriate authentic context activity i.e., small sided game, partner activity, etc.). Teacher evaluates the quality of the critical elements performed using the assessment scoring tool.
3c.	Score/Performance Reporting	Summary list of students who meet the performance indicator

