

Louisiana Believes

Student Learning Target

Grade: 1 st – 5 th	Subject: Health & Physical Education	Interval of Instruction: Full Year
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1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?

- What [content](#) will I prioritize?
 - What standards are most tied to success?
 - What prior knowledge will they need to be successful?
- What [assessment](#) will provide the best evidence of my students' mastery of the priority content at the end of the year?
 - Will this assessment method enable me to determine how students are progressing throughout the year?

Priority Content:

The [Louisiana Physical Education Handbook](#) defines the Grade Level Expectations for grades K-12.

Standard 3. Exhibits a physically active lifestyle is the priority focus of this student learning target and is defined below.

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop movement competence, and they should be encouraged to participate in vigorous and unstructured play. As students get older, the structure of activity tends to increase, and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well-being. This yields a comprehensive perspective on maintaining the idea of a healthy lifestyle.

End-of-Year Assessment Method and Name:

The Aerobic Capacity and Body Composition portions of the [FitnessGram](#) Assessment will measure the students' mastery of the above. It will be administered at the end of the year and I will compare the EOY results to the beginning of the year.

2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?

- What [knowledge/skills are related to success](#) with this year's [priority content](#)?
- What [data sources](#) and [background information](#) are available?
- What diagnostic assessment resources are available?
- What can I conclude about students' mastery of prior knowledge and skills?
- Based on the data, what can I conclude about students' readiness?

At the beginning of the year, each student was given the PacerTest and the BMI was measured.

95 students had a BMI that placed them in the category of "Some Risk" or "High Risk."

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3. IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET?

- Have I set learning targets for all of my students?
- Which subgroups in my school population need additional support to achieve success?
- Which students will need additional support to achieve success?

The 95 students who were identified, by the measured BMI, as “some risk” or “high risk” will be the focus of this student learning target.

STUDENT LEARNING TARGET:

- What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve?

80% of my identified subgroup students will increase their Pacer score by 30% or better AND decrease their BMI so they move to the Healthy Zone (Some Risk on beginning of the year) or Some Risk (High Risk on beginning of the year).

SCORING PLAN:

- How will you measure your students’ success?
- Based on students’ baseline data, what is the minimum level of performance I expect from the identified students?
- Based on students’ baseline data, how many students can reasonably be expected to meet or exceed the expected level of performance?

Insufficient Attainment of Target (1 point): The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.	Partial Attainment of Target (2 points): The teacher has demonstrated some impact on student learning, but did not meet the target.	Full Attainment of Target (3 points): The teacher has demonstrated a considerable impact on student learning by meeting the target.	Exceptional Attainment of Target (4 points): The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement range: <60 increase 30% on the Pacer AND/OR decrease their BMI to move to the next category.	Achievement range: 60-79% increase 30% on the Pacer AND/OR decrease their BMI to move to the next category.	Achievement range: 80-85% increase 30% on the Pacer AND decrease their BMI to move to the next category.	Achievement range: >85% increase 30% on the Pacer AND decrease their BMI to move to the next category.

4. HOW WILL I MONITOR PROGRESS?

- When will I monitor students’ developing mastery of the priority content?
- What [curricular resources](#) and [assessment methods](#) will I use to determine students’ mastery of the priority content on an on-going basis?
 - Are these assessment methods aligned with the end-of-year assessment identified in Step 1?

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Ongoing

Students will keep an activity log and I will monitor this in addition to the activities taking place throughout the year during the regular physical education instructional time and other related events (field day, after school activities, etc).

Checkpoint 1

Review Activity Logs and meet with each student - October

Checkpoint 2

Administer the Pacer and measure BMI - January

Checkpoint 3

Review Activity Logs and meet with each student - February