

Student Learning Objectives (SLO) Form

Teacher Name	Teacher 1	Date	Date	
School	Campus A	Appraiser Name		
Grade	High School	Subject Area	Physical Education (PE)	

A. What is your SLO Skill Statement for this content area/subject?

Create your skill statement based on what your students should know and what they are able to show.

Students will implement their self-designed personal fitness plan based on the four main training principles (frequency, intensity, type, and time) and incorporate the four main components fitness (muscular strength, muscular, endurance, flexibility, and cardiovascular endurance) in order to show growth toward their personal fitness goals.

B. List three foundational skills your students need to successfully learn for this content area/subject

1. Safety Awareness and Application
2. Understanding of Recovery and Performance
3. Health-Related Fitness Principles

C. Initial Student Mapping

Identify and list students meeting the standard of previous years' performance based on the foundational skills. Use multiple sources of evidence/data to map each student to the appropriate proficiency level.

Quintile 1 - Level 1 Low Did Not Meet Previous Year's Standard Intervention Required	Quintile 2 - Level 2 High Did Not Meet Previous Year's Standard Intervention Required	Quintile 3 - Level 3 Approaching Previous Year's Standard	Quintile 4 - Level 4 Meeting Previous Year's Standard	Quintile 5 - Level 5 Mastered Previous Year's Standard
Total # of Students:	Total # of Students:	Total # of Students:	Total # of Students:	Total # of Students:

D: What are the expected skills students need to know and show across all five levels by the end of the year

- a. Complete the Targeted Student Skill Profile below, create a progression rubric that would describe your expectations for what this particular group of students' performance will look like at the end of the interval. *For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval. This Targeted Skill Profile will be utilized to measure student performance at each check-in to determine growth at the end of the interval.*

SLO Skill Statement	Students will implement their self-designed personal fitness plan based on the four main training principles (frequency, intensity, type, and time) and incorporate the four main components fitness (muscular strength, muscular, endurance, flexibility, and cardiovascular endurance) in order to show growth toward their personal fitness goals.
Level	Targeted Skill Profile (TSP)
Level 5: Mastering Standard Well above typical skill	Completes a personal fitness plan with all four training principles and components, including data-based adjustments at least twice per month. Executes all exercises with correct form 100% of the time without prompts. Tracks and documents progress in all components with accurate records for at least 90% of sessions.
Level 4: Meeting Standard Above typical skill	Completes a personal fitness plan with all four training principles and components. Executes exercises with correct form in at least 85% of sessions with no more than one prompt per activity. Records progress data in at least 80% of sessions, showing improvement in a minimum of three components.
Level 3: Approaching Standard Typical skill	Completes a personal fitness plan with at least three training principles and components present. Executes exercises with correct form in at least 70% of sessions with occasional prompts. Records progress data in at least 70% of sessions, showing improvement in at least two components.
Level 2: High Did Not Meet Standard Below typical skill	Fitness plan includes fewer than three training principles or components. Executes exercises with correct form in less than 70% of sessions, requiring frequent prompts. Records progress data in less than 60% of sessions, showing minimal improvement in one or fewer components.
Level 1: Low Did Not Meet Standard Well below typical skill	No complete fitness plan or plan missing most training principles and components. Executes exercises with correct form in less than 50% of sessions with frequent prompts. Rarely or never records progress data.

- b. Describe what you will include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

Personal Fitness Plan Review – evaluation of each student's plan for inclusion of all four training principles and components of fitness.

Mid-Point Fitness Assessment – re-measurement of all four fitness components to track progress.

Training Log Review – analysis of workout frequency, intensity, type, time, and recovery documentation.

Fitness Assessment & Reflection – end-of-interval testing paired with a student reflection on safety awareness, recovery strategies, and alignment to personal goals.

E. How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?
- What strategies will you use to monitor progress? How will you document your body of evidence for each student?
- Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

Notes (Optional)

- (a) Students will receive differentiated instruction by providing advanced training variations for high performers and modified, scaffolded exercises for those needing more support, ensuring all plans emphasize safety, recovery, and health-related fitness principles.
- (b) Progress will be monitored through baseline, mid-point, and final assessments aligned with the four training principles and fitness components. Students will maintain fitness logs documenting frequency, intensity, type, and time, along with reflections on recovery and performance, and this body of evidence will also include assessment results, observation notes, and self-assessments to track growth.
- (c) I will collaborate biweekly with PE teachers, athletic trainers, and health educators to review data, share best practices, and address performance gaps. Meeting notes, strategies, and resources will be stored in a shared digital folder for ongoing team access and improvement.

Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Comments	Decision
	<input type="checkbox"/> Approved <input type="checkbox"/> Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date

