



Overview

This 6th-grade physical education teacher created this SGO to focus on the grade-level physical education content standards in order to prepare their students for continued success and well-being throughout middle and high school. This SGO is aligned to the 6th grade 2014 NJCCCS for Comprehensive Health and Physical Education and uses several data points to determine each student’s preparedness group (two separate diagnostics and Markers of Future Success). The teachers chose in this SGO to focus on wellness, motor skill development and fitness.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		6	Phys Ed	95	Sept-Feb

Standards, Rationale, and Assessment Method
 Name content standards covered and state rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.

RATIONALE
 The vision of the 2014 comprehensive health and physical education standards is one of students receiving “a quality comprehensive health and physical education program.” This program will foster a population that will, among other things,
 1) Maintain a physical, social, and emotional health by practicing healthy behaviors and goal setting.
 2) Engage in a physically active lifestyle.
 3) Is knowledgeable about health and wellness.
 In this SGO, the teacher will measure their students understanding for the health-related fitness concepts in order to maintain a healthy active lifestyle. Standard 2.6 is the fitness standard. It states that “All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.” By combining health promotion concepts and skills acquired during wellness education, along with understanding how to utilize safe, efficient, and effective movement during motor skills instruction, students will continue to grow in their overall understanding of developing and maintaining a healthy, active lifestyle.

ASSESSMENT
 The assessment of student growth will be a combination of two separate assessments created by the phys ed team and averaged into one overall score.
 1) The first will be a written assessment assessing both wellness and fitness standards. This written assessment will be a series of short answer free responses in which students will respond to a series of questions measuring the four identified wellness standards as well as the five identified fitness standards.
 2) The second assessment will be a performance task measuring identified standards falling under motor skill development s well as fitness standards 2.6.6.A.3 and 2.6.6.A.2.
 Both assessments will be scored using a rubric developed by the phys ed team. Each assessment will count for 50% of the overall growth score. For example, if student “A” scored 90% on the written assessment and 84% on the performance task, that would equate to $90 + 84 = 174 / 2 = 87$.

STANDARDS
Wellness:
 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
 2.2.6.B.1 Use effective decision-making strategies.
 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
 2.2.6.B.3 Determine how conflicting interests may influence one’s decisions.
 2.2.6.B.4 Apply personal health data and information to support achievement of one’s short- and long-term health goals.

Motor Skill Development:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

Fitness:

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

	Information #1	Information #2	Information #3
Preparedness Group	Diagnostic written pre-assessment on student knowledge of concepts related to a healthy lifestyle	Markers of Future Success including attendance and preparedness for class	Diagnostic performance assessment on physical fitness.
Low	≤50	5-6 points	≤50
Middle	51-75%	3-4 points	51-75%
High	≥76%	1-2 points	≥76%

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. “75% of students in each group will meet the target score.” Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Modify the table as needed.

85% of students in each group will reach the target score.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
Low	45	≥70
Middle	29	≥80
High	21	≥90

Scoring Plan

State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low	≥70	≥95%	85-94%	75-84%	≤74
Middle	≥80	≥95%	85-94%	75-84%	≤74
High	≥90	≥95%	85-94%	75-84%	≤74

Approval of Student Growth Objective

Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____ Signature _____	Date Submitted _____
Evaluator _____ Signature _____	Date Approved _____

Results of Student Growth Objective

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score

Notes

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review SGO at Annual Conference

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher _____ Signature _____	Date _____
Evaluator _____ Signature _____	Date _____