Baseline Data EXAMPLE (Grade 5 Physical Education example)

Use the following worksheet to help guide the identification of appropriate baseline data to consider collecting, reviewing, and analyzing to set SLO Targets.

Suggested discussion questions: 1) How is this process similar to what you already do? How is it different? 2) What do you find interesting about this process? How do you think this process might improve instructional practice?

Learning Goal *What do my students need to know or be able to do?*	*My fifth grade students will understand, monitor, and be able to explain in writing how physical fitness and nutrition influence their health and wellness.*
Baseline Data *What data are available for me to review?*	• *Interviews with previous year and current year teachers on basic math skills (necessary for calculating calories, nutritional facts, portions, distance, etc.) and writing skills* • *Student writing portfolios* • *Previous success in physical education courses* • *State assessment from 4th grade (mathematics)*
What do these data tell me about my students?	*I was able to identify the students that had a solid grasp of 4th grade mathematical skills as well as those students that are able to communicate well in writing. In addition, these baseline data provided me with information about which students would be in need of additional support in mathematics, writing, or in both.*
Do these data impact my Learning Goal? (If yes, revise and reexamine the baseline data.)	*No, based on the baseline information, a majority of the students will be able to calculate the necessary information and to be able to communicate their learning about the influence of physical fitness and nutrition on their health and wellness.*
How will I group students for my Targets based on these data (e.g., whole group, tiered, individual)?	*Because students are expected to demonstrate their understanding of the physical education/health content in conjunction with using math and writing skills, the baseline data indicate that students should be grouped in the following tiered Targets:* • *Students who demonstrate a solid understanding of 4th grade mathematics and writing skills.* • *Students who have some understanding of 4th grade mathematics and/or writing skills.* • *Students who struggle with 4th grade mathematics and/or writing skills.*

How will I set my Targets based on these data (e.g., progress, mastery, combination)?	*Targets will be set as a combination because the majority of the students were stronger in their math and writing skills than students from previous years. Therefore, I would expect:* • *100% of students in the high group to demonstrate proficiency or above on the summative assessment,* • *80% of the average group to demonstrate proficiency on the summative assessment and the other 20% to grow by 1 level from the baseline data (mathematics and writing).* • *100% of the low group to grow by at least 1 level from the baseline data.*
What other data do I need and how can I gather these data? (Consider Mid-Year data and conference to alter beginning of year Targets.)	*A student writing sample from a Wellness journal that includes how they calculate potential calories burned, distance walked/run, a tally of calories consumed from what they eat and drink, a counting of servings from the different food groups, and a reflection on how they felt before, during and after the physical activity. This journal entry will allow me to identify how the students currently apply their math and writing skills within the context of physical education.*
Do these new data alter the Targets or groups?	*After three weeks of reviewing journals as part of the baseline data, my Targets have changed. Students in the average group are stronger than expected and are performing as well as the students in the high group. The students in the low group are, however, in need of support. Therefore, I would expect:* • *100% of students in the high and average group to demonstrate proficiency or above on the summative assessment,* • *100% of the low group to grow by at least 1 level from the baseline data.*