



# Physical Education Evaluation Instrument

## 2012-2013

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**Standard 4, Benchmark A Grade Bands 3-5, 6-8, and 9-12:**

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# Ohio Physical Education Assessments

## Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

### Grade Band: K-2

#### Benchmark A

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.

**Skill and Task:** Running – observe multiple repetitions of your students running at a moderate speed (this could be done as a whole-class activity). Repeat the activity asking students to change speeds at times.

Level	Criteria
Advanced	Consistently demonstrates correct running technique with a smooth and effortless rhythm, at a variety of speeds.
Proficient	Runs while demonstrating correct technique (head up, slight forward lean, heel-to-toe landing/push off, knee lift, rear-heel kick, bent arms and relaxed hands).
Limited	Demonstrates an incorrect running technique.

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.

**Skill and Task:** Skipping – observe multiple repetitions of your students skipping around the gymnasium (this could be done as a whole-class activity).

Level	Criteria
Advanced	Consistently demonstrates correct skipping technique with a smooth and effortless rhythm.
Proficient	Skips while demonstrating correct technique (head up, slight forward lean, step/hop action, opposition of arms and legs).
Limited	Demonstrates an incorrect skipping technique.

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.  
**Skill and Task:** Hopping – observe multiple repetitions of your students hopping on their preferred leg (this could be done as a whole-class activity). After a few moments, ask the students to switch legs and continue to switch every few repetitions.

Level	Criteria
Advanced	Consistently demonstrates correct (one-leg) hopping technique on both right and left leg.
Proficient	Hops on the preferred leg with correct technique (head up, slight forward lean, knee bent to absorb the landing, pendulum action of the non-supporting leg, use of arms to aid momentum).
Limited	Demonstrates an incorrect hopping technique on the preferred leg.

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.  
**Skill and Task:** Gallop/slide – observe multiple repetitions of your students galloping/sliding at a moderate speed (this could be done as a whole-class activity).

Level	Criteria
Advanced	Consistently demonstrates correct galloping/sliding technique with a smooth and effortless rhythm.
Proficient	Gallops/slides while demonstrating correct technique (head up, sideways movement, pushes off the toes, arms bent, low-flight pattern, legs do not cross over).
Limited	Demonstrates an incorrect galloping/sliding technique.

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.  
**Skill and Task:** Rolling – observe multiple repetitions of your students attempting simple rolls (e.g., log, egg, parachute, circle, shoulder) on mats or other appropriate and safe surface.

Level	Criteria
Advanced	Rolls are performed with smooth and effortless technique.
Proficient	Students perform individual rolls with good technique (maintains body shape with tight muscles [curved, straight or round], body alignment and fluid motion).
Limited	Students show incorrect rolling technique. Entry and exit are choppy; body parts are “loose.”

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.  
**Skill and Task:** Balance – observe multiple repetitions of your students holding simple (1-, 2-, 3-point) balances. Ask students to combine balances with rolls into a simple routine.

Level	Criteria
Advanced	Able to hold 1-, 2- and 3-point balances with good technique and combine them smoothly with rolls into a simple routine.
Proficient	Able to hold 1-, 2- and 3-point balances with good technique (maintains body shape with tight muscles, body alignment, held for 3 seconds), but does not effectively combine balances with rolls in a routine.
Limited	Balances (1-, 2- and 3-point) have limited alignment and are unsteady (not held for 3 seconds).

**Benchmark A:** Demonstrate locomotor and non-locomotor skills in a variety of ways.  
**Skill and Task:** Rhythm – observe your students engaged in rhythmic activity, moving in time to a beat and combining steps together with good rhythm. Activities could include moving with a drum beat, Chicken Dance, Hokey Pokey or other simple dances.

Level	Criteria
Advanced	Consistently demonstrates good rhythm by following a sequence of dance steps in time with music.
Proficient	Able to move in time to a beat and follow a sequence of steps.
Limited	Can move in time to a beat but has difficulty following a sequence of steps.

Level	Average Rating
<b>3</b> <b>Advanced</b>	Average score 3.0 - 2.75
<b>2</b> <b>Proficient</b>	Average score 2.74 - 1.75
<b>1</b> <b>Limited</b>	Average score 1.74 - 0

See excel sheets for data collection.

# Ohio Physical Education Assessments

## Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

### Grade Band: K-2

#### Benchmark B

**Benchmark B:** Demonstrate developing control of fundamental manipulative skills.

**Skill and Task:** Catching (with hands) – observe multiple repetitions of your students catching an underhand throw (from a partner or a teacher). The ball should be 4-6 inches in diameter. Have the thrower vary the distance and height of the throw. Note: The quality of the throw will affect the ability to catch, so while students can throw to each other (if they are able), it might be necessary for the teacher to do some throwing, too.

Level	Criteria
Advanced	Able to catch consistently a ball thrown with moderate force from varying distances and heights.
Proficient	Able to catch consistently a ball thrown with moderate force from varying distances.
Limited	Has difficulty catching a ball thrown by a partner with moderate force from varying distances.

**Benchmark B:** Demonstrate developing control of fundamental manipulative skills.

**Skill and Task:** Throwing (underhand) – observe multiple repetitions of your students throwing underhand and catching in pairs, using a 4-6 inch ball. Have the students vary the distance between partners.

Level	Criteria
Advanced	Able to throw consistently a ball underhand with good accuracy and technique to a target (or person) with varying distances.
Proficient	Able to throw consistently a ball underhand with good technique (backswing, step with opposition on the forward swing, release between knee and waist, and follow through to target).
Limited	Has difficulty throwing a ball with good technique.

**Benchmark B:** Demonstrate developing control of fundamental manipulative skills.  
**Skill and Task:** Kicking – observe multiple repetitions of your students kicking an age-appropriate moving ball to a target area (perhaps 2 cones about 15 feet apart). Ask your students to then roll the ball forward and kick it while it is still rolling at the target. Then have students kick from varying distances.

Level	Criteria
Advanced	Able to kick consistently a moving ball to a target area with good technique and accuracy from varying distances.
Proficient	Able to kick consistently a moving ball to a target area from close range with good technique (moving in line with the ball, non-kicking foot close to the ball, kick through the center of the ball, follow through to the target).
Limited	Has difficulty kicking a moving ball and demonstrates inaccuracy from close range.

**Benchmark B:** Demonstrate developing control of fundamental manipulative skills.  
**Skill and Task:** Sidearm striking with dominant hand – observe multiple repetitions of your students striking a stationary, light, soft ball (volleyball size) one-handed to a target area (about 10 feet wide). Then ask your students to use a paddle to strike the ball.

Level	Criteria
Advanced	Able to strike consistently a ball with a paddle to a target area with accuracy and good technique.
Proficient	Able to strike consistently a ball with the hand with accuracy and good technique (hand goes down and back, arm is straight in the forward swing, step with opposition, make contact level with the front knee, hip rotation, follow through to target).
Limited	Has difficulty striking a ball accurately with either hand or paddle.

**Benchmark B:** Demonstrate developing control of fundamental manipulative skills.  
**Skill and Task:** Dribbling – observe multiple repetitions of your students dribbling with hands and feet in general space. Then ask them to speed up and slow down alternately, and to change directions.

<b>Level</b>	<b>Criteria</b>
Advanced	Able to dribble under control (and with correct form) with hands (one-handed) and feet at different speeds and while executing change in direction.
Proficient	Able to dribble under control with hands or feet at different speeds (showing the ability to speed up and slow down when required).
Limited	Has difficulty dribbling under control with hands and feet.

<b>Level</b>	<b>Average Rating</b>
<b>3 Advanced</b>	Average score 3.0 – 2.75
<b>2 Proficient</b>	Average score 2.74 – 1.75
<b>1 Limited</b>	Average score 1.74 - 0

See excel sheets for data collection.

# Ohio Physical Education Assessments

## Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

### Grade Band: 3-5

#### Benchmark A

**Benchmark A:** Combine locomotor and non-locomotor skills into movement patterns.  
**Skill and Task:** Performance of a creative movement pattern – in a movement setting (e.g., gymnastics, dance, jump rope), observe students as they individually develop and practice a sequence of locomotor and non-locomotor movements. The task can be built into an instructional unit with students being given time to develop and practice their movement sequences. Performances might be done by three or four students at a time (perhaps on a “performance day”) so that the teacher can adequately observe each student while not taking too long to observe the whole class. If possible, it would be appropriate to allow for more than one observation/assessment.

Level	Criteria
Advanced	Locomotor and non-locomotor skills are combined with smooth transitions. Successful performance includes challenging movements (e.g., inverted balances, complex dance steps, criss-cross jumps) and has an identifiable beginning and ending point.
Proficient	Locomotor and non-locomotor skills are combined with smooth transitions. Successful performance includes basic movements (e.g., simple balances, basic dance steps, basic jumps) and has an identifiable beginning and ending point.
Limited	Locomotor and non-locomotor skills are combined, though transitions are less than smooth. The sequence includes basic movements (e.g., simple balances, basic dance steps, basic jumps) and has an identifiable beginning and ending point.

See excel sheets for data collection.



# Ohio Physical Education Assessments

## Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

### Grade Band: 3-5

#### Benchmark B

**Benchmark B:** Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

**Skill and Task:** Throwing – observe multiple repetitions of your students throwing overhand (tennis ball size) at a target. This could be done as a class activity.

Level	Criteria
Advanced	Demonstrates correct technique; the ball flies with sufficient force and accuracy to hit the target consistently.
Proficient	Demonstrates correct technique (side to target, step with opposite foot, trunk rotation, elbow bend, extension and follow through).
Limited	Demonstrates incorrect overhand throwing technique.

**Benchmark B:** Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

**Skill and Task:** Catching with an implement (e.g., glove or scoop) – observe multiple repetitions of your students catching a thrown ball (baseball or softball size) with an implement. This should be observed in both a game and a practice-type setting.

Level	Criteria
Advanced	Consistently catches with correct technique in both practice and game settings.
Proficient	Catches with correct technique (eyes on the ball, moves into line with the ball, implement presented to the ball, force absorption) in a practice setting.
Limited	Demonstrates incorrect catching technique when using an implement.

**Benchmark B:** Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

**Skill and Task:** Striking – observe multiple repetitions of your students striking a moving ball with an implement in practice and game-like situations (e.g., softball, floor hockey). It is quite possible for the teacher to have multiple practices/games in progress concurrently, the teacher observing and assessing over a broad field of vision.

Level	Criteria
Advanced	Demonstrates correct striking technique with accuracy and control of force to be successful in game settings.
Proficient	Demonstrates correct striking technique (eyes on the ball, bat or stick goes back, step into the swing, trunk rotation, follow through) with accuracy and control of force to be successful in practice settings.
Limited	Demonstrates incorrect striking technique.

**Benchmark B:** Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

**Skill and Task:** Receive/Dribble/Pass with the feet – observe multiple repetitions of your students in a soccer practice setting. This can be done in pairs with one student acting as the “feeder” who rolls the ball to the “performer.” The performer receives the ball with the foot, dribbles 20-30 feet to a designated line and then passes the ball to a target (about 10 feet wide) from a distance of 15-20 feet.

Level	Criteria
Advanced	Demonstrates correct receiving technique, dribbles with speed and passes with power to the target.
Proficient	Demonstrates correct receiving, dribbling and passing technique (moves into line with the ball, uses the receiving foot to steer the ball in the required direction of dribble, keeps the ball close in the dribble, passes with the inside or laces of the foot to the target).
Limited	Demonstrates incorrect receiving, dribbling and passing technique.

**Benchmark B:** Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

**Skill and Task:** Punting – observe multiple repetitions of your students punting a soccer-sized ball or football to a target. This could be done as a class activity, but would necessitate sufficient indoor space or a suitable outdoor space.

Level	Criteria
Advanced	Demonstrates correct technique; the ball flies upward at approximately a 45-degree angle and over a distance of 30 feet or greater.
Proficient	Demonstrates correct technique (holds the ball with two hands, takes a long stride, drops the ball onto the foot, points the toe, contacts the ball with the laces, follows through to the target).
Limited	Demonstrates incorrect punting technique.

**Benchmark B:** Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

**Skill and Task:** Dribbling a basketball, hockey puck or ball – observe multiple repetitions of your students dribbling to avoid stationary objects in open space. This can probably be done as a class activity. Then observe them dribbling in game or game-like (competitive drill) situations.

Level	Criteria
Advanced	Demonstrates correct technique and dribbles with control in game or game-like situations.
Proficient	Demonstrates correct technique (use of appropriate surfaces, eyes up, ball/puck is kept under control) while avoiding stationary objects in practice situations.
Limited	Demonstrates incorrect dribbling technique and inability to avoid stationary objects in practice situations.

Level	Average Rating
3 Advanced	Average score 3.0 – 2.75
2 Proficient	Average score 2.74 – 1.75
1 Limited	Average score 1.74 - 0

See excel sheets for data collection.

# Ohio Physical Education Assessments

## Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

### Grade Band: 6-8

#### Benchmark A

**Benchmark A:** Demonstrate movement skills and patterns in a variety of activities.

**Setting and Task:** Design and perform a movement performance with a partner. Routines should last approximately 1-2 minutes and could be in activities such as gymnastics, dance, jump rope, fitness or yoga.

Level	Criteria
Advanced	Performance of a routine containing complex movements, smooth transitions and effective synchronization of performers.
Proficient	Performance of a routine containing simple movements (e.g., balances, rolls, steps), smooth transitions and effective synchronization of performers.
Limited	Performance of a routine containing simple movements, and lacking smooth transitions and effective synchronization of performers.

# Ohio Physical Education Assessments

## Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

### Grade Band: 6-8

#### Benchmark B

**Benchmark B:** Demonstrate critical elements of specialized manipulative skills in a variety of settings.

**Setting and Task:** Invasion games (e.g., soccer, basketball, hockey, football, ultimate Frisbee) – observe multiple repetitions of your students in invasion game performance, paying particular attention to the quality of technical skill performance.

Level	Criteria
Advanced	Sending, receiving, dribbling and shooting skills are performed well during both practice and small-sided game situations; game-related outcomes are successfully achieved.
Proficient	Sending, receiving, dribbling and shooting skills are performed in practice settings, though less frequent success is achieved in applying the skills to game situations.
Limited	Sending, receiving, dribbling and shooting skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations.

**Benchmark B:** Demonstrate critical elements of specialized manipulative skills in a variety of settings.

**Setting and Task:** Net/wall games (e.g., volleyball, badminton, tennis, pickleball) – observe multiple repetitions of your students in net/wall game performance, paying particular attention to the quality of technical skill performance.

Level	Criteria
Advanced	Striking (with hands/arms or implement) skills are performed correctly during both practice and small-sided game situations; game-related outcomes are successfully achieved.
Proficient	Striking (with hands/arms or implement) skills are performed correctly in practice settings, though less frequent success is achieved in applying the skills to game situations.
Limited	Striking (with hands/arms or implement) skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations.

**Benchmark B:** Demonstrate critical elements of specialized manipulative skills in a variety of settings.

**Setting and Task:** Striking/fielding games (e.g., kickball, softball) – observe multiple repetitions of your students in striking/fielding game performance, paying particular attention to the quality of technical skill performance.

Level	Criteria
Advanced	Striking (with feet or implement) and fielding skills are performed correctly during both practice and small-sided game situations; game-related outcomes are successfully achieved.
Proficient	Striking (with feet or implement) and fielding skills are performed correctly in practice settings, though less frequent success is achieved in applying the skills to game situations.
Limited	Striking (with feet or implement) and fielding skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations.

**Benchmark B:** Demonstrate critical elements of specialized manipulative skills in a variety of settings.

**Setting and Task:** Target games (e.g., golf, bocce ball, bowling) – observe multiple repetitions of your students in target game performance, paying particular attention to the quality of technical skill performance.

<b>Level</b>	<b>Criteria</b>
Advanced	Sending skills are performed correctly during both practice and game situations; game-related outcomes are successfully achieved.
Proficient	Sending skills are performed in practice settings, though less frequent success is achieved in applying the skills to game situations.
Limited	Sending skills are performed incorrectly in practice settings and performers are unable to apply skills in game situations.

<b>Level</b>	<b>Average Rating</b>
<b>3 Advanced</b>	Average score 3.0 – 2.75
<b>2 Proficient</b>	Average score 2.74 – 1.75
<b>1 Limited</b>	Average score 1.74 - 0

See excel sheets for data collection.

# Ohio Physical Education Assessments

## Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

### Grade Band: 9-12

#### Benchmark A

**Note:** High school assessments provide teachers and students with some flexibility related to content and assessment tasks. This recognizes that many high schools offer elective programming, making it inappropriate to specify areas of content for assessment. As in previous grade bands, Benchmark A relates to locomotor skills, while Benchmark B relates to manipulative skill performance in a wide range of potential settings. This flexibility of content areas should make it possible for all programs to assess student performance on both benchmarks in this standard, regardless of any content restrictions imposed by the nature of elective offerings.

**Benchmark A:** Demonstrate combined movement skills and patterns in authentic settings.

**Setting and Task:** ***EITHER*** design and perform an individual or group dance routine (lasting about 2-3 minutes) containing basic and advanced steps and movement sequences within a specific dance genre (e.g., jazz, line, modern); ***OR***, in a selected content area (e.g., aquatics, track, gymnastics, outdoor pursuits, but not games content, fitness), students perform a range of 3-4 movements (e.g., swimming strokes, track events, gymnastics events, fitness or outdoor activities) as applicable to the content area.

Level	Criteria
Advanced	Movement skills and patterns are performed with appropriate technique in both practice and authentic (competition, testing or performance) settings.
Proficient	Movement skills and patterns are performed with appropriate technique in practice/rehearsal settings.
Limited	Movement skills and patterns lack appropriate technique.

See excel sheets for data collection.



# Ohio Physical Education Assessments

## Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

### Grade Band: 9-12

#### Benchmark B

**Benchmark B:** Demonstrate specialized manipulative skills in a variety of settings.  
Note: Student performance on this benchmark might be assessed in game play, where the effective use of manipulative skill is imperative for successful performance, or in other activities requiring the use of manipulative skills. Where games are used for this assessment, this could be done in any games category (i.e. invasion, net/wall, striking/fielding or target games) and Rubric A would be used.

#### Rubric A

##### Setting and Task: Games content

Observe multiple repetitions of your students in game performance, paying particular attention to the quality of technical skill performance.

Level	Criteria
Advanced	Offensive and defensive skills are performed to achieve success in both small- and full-sided game situations.
Proficient	Offensive or defensive skills are performed sufficiently to achieve success in small-sided game situations.
Limited	Neither offensive nor defensive skills are performed sufficiently to achieve success in small-sided game situations.

Rubric B is appropriate where activities other than games are used, and these activities could include (but are not limited to):

- Fitness activities requiring manipulation of equipment;
- Field events;
- Rhythmic gymnastics;
- Outdoor activities.

**Rubric B****Setting and Task: Other manipulative content**

<b>Level</b>	<b>Criteria</b>
Advanced	Manipulative skills are performed with sufficient technique, control and consistency to achieve success in performance settings.
Proficient	Manipulative skills are performed with sufficient technique, control and consistency to achieve success in practice settings.
Limited	Manipulative skills are performed with insufficient technique, control and consistency to achieve success in practice settings.

**See excel sheets for data collection.**

# Ohio Physical Education Assessments

## Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

### Grade Band: K-2

#### Benchmark A

**Benchmark A:** Demonstrate knowledge of movement concepts related to body, space, effort and relationships.

**Task:** Knowledge of movement concepts can be observed over time and assessment should be combined with instruction relative to these concepts. Over time, students are asked to perform movement tasks associated with the concepts of levels, space, distance, effort and speed. Criteria for observation are as follows:

- Levels: Move at a high, medium or low level as instructed
- Space: Move in self and/or general space as instructed
- Distance: Keep an object/person close or further away as instructed
- Effort: Throw, push or pull hard or soft as instructed
- Speed: Move quickly or slowly as instructed

Ultimately, assessment of movement concept knowledge can be based on observation of student performance with a reliable judgment made as to the level (advanced, proficient, limited) at which students demonstrate understanding of each concept. The general rubric below can be used to distinguish knowledge level for each movement concept.

Level	Criteria
Advanced	Knowledge is consistently demonstrated by performing as instructed when presented with a movement challenge.
Proficient	Knowledge is usually demonstrated in performance of a movement challenge, though students sometimes need reminding of the movements required.
Limited	Knowledge is not demonstrated. Student does not show understanding of movement concepts by performing as requested.

See excel sheets for data collection.

# Ohio Physical Education Assessments

## Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

### Grade Band: K-2

#### Benchmark B

**Benchmark B:** Demonstrate knowledge of critical elements of fundamental motor skills.

**Task:** Knowledge of critical elements of fundamental motor skills can be assessed by simple True/False testing. Most of the following questions and answers are adapted from the assessments provided in the publication PE Metrics (NASPE, 2010). Due to limitations of reading comprehension, it might be advisable to complete the assessment as a class with the teacher reading the questions one at a time, perhaps also demonstrating the skill or movement, and providing students with time to answer before proceeding to the next question. For this written test, randomly select any 10 questions from the list of 20 below. This should take about 15 minutes.

Questions 1-7 relate to locomotor/nonlocomotor skills, while questions 8-20 are on manipulative skills. In each administration of the test, teachers should select questions from both areas but should be careful to ensure that questions selected relate to content that has been taught.

1. When you hop, it means that you start on one foot and land on the same foot.  
A. True    B. False
2. When you run fast, your hands should come across the center of your body.  
A. True    B. False
3. When you slide, you keep the same lead foot as you move sideways.  
A. True    B. False
4. When you skip, you step and hop on one foot and then with the other foot.  
A. True    B. False
5. When you jump, you should bend your knees as if you are sitting in a chair.  
A. True    B. False
6. You have more balance if you are low to the ground compared to standing up higher.  
A. True    B. False
7. To do a forward roll, take the weight on your hands and place your head on the mat.  
A. True    B. False

8. To throw a ball overhand with your right hand, you should step forward with your left foot.  
A. True    B. False
9. When throwing or striking and you want the ball to go far, you should only use your arm(s).  
A. True    B. False
10. When dribbling a basketball, you should always be looking at the ball.  
A. True    B. False
11. When rolling a ball, you should release the ball at the bottom of your forward swing.  
A. True    B. False
12. You should use your toes to kick a soccer ball if you want to kick it hard.  
A. True    B. False
13. When catching a ball thrown close to the ground, your fingers should point at the ground.  
A. True    B. False
14. For a good overhand throw, you should bend the elbow in the shape of an “L” behind the head before throwing.  
A. True    B. False
15. When dribbling a soccer ball, you should kick the ball far out in front of you.  
A. True    B. False
16. You should bend your arms when you catch a ball to help with control.  
A. True    B. False
17. When you roll or toss a ball underhand, you step forward with the same foot as your tossing arm.  
A. True    B. False
18. If you want to hit a ball further with your hand or a paddle, you should use a bigger backswing.  
A. True    B. False
19. When throwing to a target you should follow through toward the target after letting go of the ball.  
A. True    B. False
20. When catching a ball at head height, point your fingers upwards.  
A. True    B. False

**Answer Key:**

1. **A** Hopping is a one-footed locomotor movement.
2. **B** This is false. The hands should stay level with the shoulders as you run fast.
3. **A** Sliding is a sideways movement (a sideways gallop) with the same foot leading.
4. **A** The skip is a set-hop action and the lead foot alternates when you skip.
5. **A** Bending the knees helps generate force to push off.
6. **A** Balance will be better with a lower center of gravity.
7. **B** In a forward roll, the hands go down followed by the shoulder blades, the head staying off the mat.
8. **A** Stepping with the opposite foot will help generate force.
9. **B** Power also comes from rotating the body and using the trunk and shoulders.
10. **B** You need to look up as you dribble so you know where you are going.
11. **A** Releasing the ball at the bottom of the forward swing will help keep the ball down.
12. **B** To kick a ball hard, you need to keep the toe pointed downward and use the laces.
13. **A** Fingers should point to the ground if the ball is low down and point upwards when catching a high ball.
14. **A** Bending the elbow behind the head will help generate force.
15. **B** When dribbling, you need to keep the ball quite close.
16. **A** When catching, you need to bring the arms in a bit to absorb the force.
17. **B** Stepping with the same foot will not give you opposition.
18. **A** A bigger backswing will give you more power.
19. **A** Following through toward the target will help with aim and accuracy.
20. **A** Fingers point upwards catching a high ball.

**Benchmark B Scoring:**

Advanced = 9-10

Proficient = 6-8

Limited = 0-5

**See excel sheets for data collection.**

# Ohio Physical Education Assessments

## Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

### Grade Band: 3-5

#### Benchmark A

**Benchmark A:** Demonstrate and apply basic tactics and principles of movement.

**Task:** Game performance observation of students playing in small-sided games – observe students on multiple occasions in game performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe their performances. Focus specifically on the level of understanding students show in terms of positioning and skill selection. Use the criteria below to evaluate student performance.

Level	Criteria	
Component Observed	Positioning	Decision-making – skill selection
Advanced	Consistently: <ul style="list-style-type: none"><li>• Returns to correct base position for the game played</li><li>• Moves to help teammates with the ball</li><li>• Moves to defend space</li></ul>	Consistently selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base)
Proficient	Usually but not always: <ul style="list-style-type: none"><li>• Returns to correct base position for the game played</li><li>• Moves to help teammates with the ball</li><li>• Moves to defend space</li></ul>	Usually, but not always, selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base)
Limited	Rarely: <ul style="list-style-type: none"><li>• Returns to correct base position for the game played</li><li>• Moves to help teammates with the ball</li><li>• Moves to defend space</li></ul>	Rarely selects the appropriate skills required to perform within the context of the game (e.g., shoots, passes or dribbles when appropriate, throws to the correct base)

See excel sheets for data collection.

# Ohio Physical Education Assessments

## Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

### Grade Band: 3-5

#### Benchmark B

**Benchmark B:** Demonstrate knowledge of critical elements for more complex motor skills.

**Task:**

**EITHER:**

The teacher would video and/or show a student performing a skill (but not demonstrating advanced technique) so that all students are observing and analyzing the same performance.

**OR:**

Students observe a partner performing a sport skill chosen by the performer (the skill should be one in which the performer is not advanced). The observer watches for multiple observations and reports the following:

1. A list of the performer's performance strengths. What does the performer do well?
2. A list of the performer's performance weaknesses. What can the performer practice to improve (e.g., the main skills needing improvement)?
3. A practice plan with appropriate goals that will help the performer achieve advanced-level performance of the skill.

A task sheet like that on the next page can be developed for students to use. To accommodate students with writing difficulties, reports could be audio taped or submitted verbally by interview with the teacher.

Level	Criteria
Advanced	The report contains detailed analysis of strengths and weaknesses with specific suggestions regarding how the performer should practice. These suggestions include details of how often practice should take place, for how long and the specific critical elements on which practice should focus. Goals for performance are specific and progressive.
Proficient	The report lists the performer's strengths and weaknesses accurately and the practice plan identifies specific elements on which practice should focus. Goals are set but broadly stated.
Limited	The report is vague about strengths and weaknesses and the practice plan does not identify specific elements of focus. Goals are either not stated or are broad.

See excel sheets for data collection.



**Benchmark B:** Demonstrate knowledge of critical elements for more complex motor skills.

**Task:** Watch a sport skill performance (the skill will be one in which the performer is not advanced – and so needs to improve). Watch the performer many times and then complete the worksheet below.

1. List the performer’s performance strengths. What does he or she do well?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
2. List the performer’s performance weaknesses and describe what he or she can practice to get better (e.g., the main things needing attention).
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
3. Write a practice plan that will help the performer achieve advanced-level performance of the skill (e.g., how many days of the week should practice take place, for how long each time, what should be practiced, and how can one figure out improvement).

# Ohio Physical Education Assessments

## Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

### Grade Band: 6-8

#### Benchmark A

**Benchmark A:** Apply tactical concepts and performance principles in physical activities.

#### Assessment Task – Game Performance Observation

**Instructions:** Observe students on multiple occasions in game-performance settings. These settings should be small-sided to allow for student involvement in game play and opportunities for the teacher to observe performances. Examples of small-sided games might include 6v6 soccer or 3v3 basketball. Focus specifically on the level of understanding students show in terms of decision-making with the ball, creation/use of space and defense of space.

This assessment requires instruction in invasion games, since these provide the best opportunity for students to be actively involved and to demonstrate understanding of game-performance concepts. This is especially the case for game components such as decision-making (where there are lots of options for players with the ball), use of space (invasion games played through 360 degrees), and defending (which players do for about 50 percent of game time). Use the criteria on the next page to evaluate student performance.

<b>Level</b>	<b>Criteria</b>		
<b>Component Observed</b>	<b>Decision-making – tactical options</b>	<b>Creating and using space</b>	<b>Defending space</b>
Advanced	Consistently chooses best options in game play: <ul style="list-style-type: none"> <li>• Attack and shoot where possible</li> <li>• Pass to teammate who can attack</li> <li>• Play a possession pass</li> <li>• Dribble to reposition</li> </ul>	Consistently moves to spaces where passes can be received when teammates have the ball	Consistently moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring
Proficient	Usually chooses best options in game play: <ul style="list-style-type: none"> <li>• Attack and shoot where possible</li> <li>• Pass to teammate who can attack</li> <li>• Play a possession pass</li> <li>• Dribble to reposition</li> </ul>	Usually moves to spaces where passes can be received when teammates have the ball	Usually moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring
Limited	Rarely chooses best options in game play: <ul style="list-style-type: none"> <li>• Attack and shoot where possible</li> <li>• Pass to teammate who can attack</li> <li>• Play a possession pass</li> <li>• Dribble to reposition</li> </ul>	Rarely moves to spaces where passes can be received when teammates have the ball	Rarely moves to mark or guard opponents, to deny space and prevent opponents from attacking and scoring

See excel sheets for data collection.

# Ohio Physical Education Assessments

## Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

### Grade Band: 6-8

### Benchmark B

**Benchmark B:** Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.

### Assessment Task – Individual Project

**Instructions:** Students complete a project in either paper or electronic format. The project should be based on an activity of their choosing, possibly selected from games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas.

**Projects should include the following components:**

1. Description of three important skills required for good performance in the activity and a list of the critical elements for performance of these skills. Critical elements for each skill should be broken into preparation, execution and follow-through phases of the skill.
2. Description of common errors in performance of the necessary skills, referencing biomechanical principles, e.g., errors related to:
  - a. Body position – e.g., are there sometimes errors in ready position?
  - b. Contact or release point – e.g., is the ball thrown or hit at the correct point relative to the body?
  - c. Release or take-off angle – e.g., is the ball thrown at the correct angle or the body take-off at the correct angle?
  - d. Balance/over-balance point – e.g., are performers able to hold their balance correctly?
  - e. Rotation – e.g., does the body rotate enough to generate force?
3. Evaluation of personal performance in the activity with descriptions of the types of practice necessary to ensure improvement.

Level	Criteria
Advanced	The project contains a detailed description of skills required and a complete list of critical elements needed in the preparation, execution and follow-through phases of movement. Common errors are described in detail with reference to biomechanical principles. Personal performance is evaluated relative to skill performance and ideas for practice are detailed with appropriate strategies and goals for improvement over time.
Proficient	Skills are identified and critical elements are listed, but not broken out into the preparation, execution and follow-through phases of movement. Common errors are described with reference to biomechanical principles. Personal performance is evaluated relative to skill performance, with broad ideas given for practice.
Limited	The important skills are identified, but critical elements are not listed. Common errors are listed, but not described, and reference to biomechanical principles is absent. Personal performance is evaluated in broad (good/bad) terms with limited detail and vague practice ideas.

**See excel sheets for data collection.**

# Ohio Physical Education Assessments

## Standard 2

Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

### Grade Band: 9-12 Benchmarks A and B

**Benchmark A:** Apply knowledge of tactical concepts and strategies in authentic settings.

**Benchmark B:** Apply biomechanical principles to performance in authentic settings.

### Assessment Task – Analytical Portfolio

**Instructions:** In an activity area of their choosing (e.g., games, gymnastics, dance, outdoor activities, track and field, aquatics or other activity areas), students complete a portfolio demonstrating their knowledge of how to apply strategies and biomechanical principles to performance in authentic (e.g., real-world) settings. Portfolios can be produced either on paper or electronically and might include video clips to show aspects of performance.

#### Portfolio Competencies for Benchmark A:

1. A description of strategic and/or tactical requirements<sup>1</sup> for successful performance in the activity.
2. An explanation of how the selected activity is similar to other activities and how knowledge/understanding of other activities can be transferred to help in performance of the selected activity.

#### Portfolio Competencies for Benchmark B:

3. A description of the biomechanical principles that impact performance (e.g., force, stability, angles, rotation).
4. Analysis of personal performance describing the strengths and weaknesses of performance.
5. A detailed practice plan indicating how performance might be improved. The practice plan should document the frequency, duration and intensity of practice (the what, when, where and how of practice).

---

<sup>1</sup> Note that strategy and tactics are really games-related concepts and some high school students might elect non-games-related areas. Where strategic and/or tactical requirements are not relevant to the activity, responses to this section should focus instead on aspects of technique.

Level	Criteria	
	Benchmark A	Benchmark B
Advanced	Strategic and technical requirements are explained in detail. Potential knowledge transfer is explained in depth with several examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities.	Biomechanical elements of performance are described and demonstrated in the portfolio. Personal performance is described and demonstrated, and a detailed (what, when, where, how) practice plan is presented to facilitate performance improvement.
Proficient	Strategic and technical requirements are explained in detail. Potential knowledge transfer is explained with an example of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities.	Biomechanical elements of performance are described. Personal performance is described and a detailed practice plan is presented to facilitate performance improvement.
Limited	Strategic and technical requirements are described. Potential knowledge transfer is explained, but the explanation lacks examples of how performance of the selected activity can be enhanced by knowledge and understanding of other similar activities.	Biomechanical elements of performance are listed, but not described. Personal performance is described and a limited practice plan is presented to facilitate performance improvement.

**See excel sheets for data collection.**

# Ohio Physical Education Assessment

## Standard 3

Participates regularly in physical activity.

## Grade Band K-2

### Benchmark A

**Benchmark A:** Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

**Task:** Physical Activity Recall

**Instructions:** Students will recall the amount of physical activity completed over the course of a week. Each child receives a copy of the physical activity pyramid worksheet. Students will refer to the pyramid to identify possible physical activities. For each 10 minutes of physical activity students will shade one box of the table, thus 6 shaded blocks will meet the recommendations for daily physical activity. Physical activity can be accumulated both in-school and after-school. Students may shade additional boxes if they exceed 60 minutes a day.

The task could be completed:

1. As a class activity in Physical Education.
2. As a take-home activity to be returned with a parent/guardian signature.
3. As a classroom activity to be monitored by the class teacher.

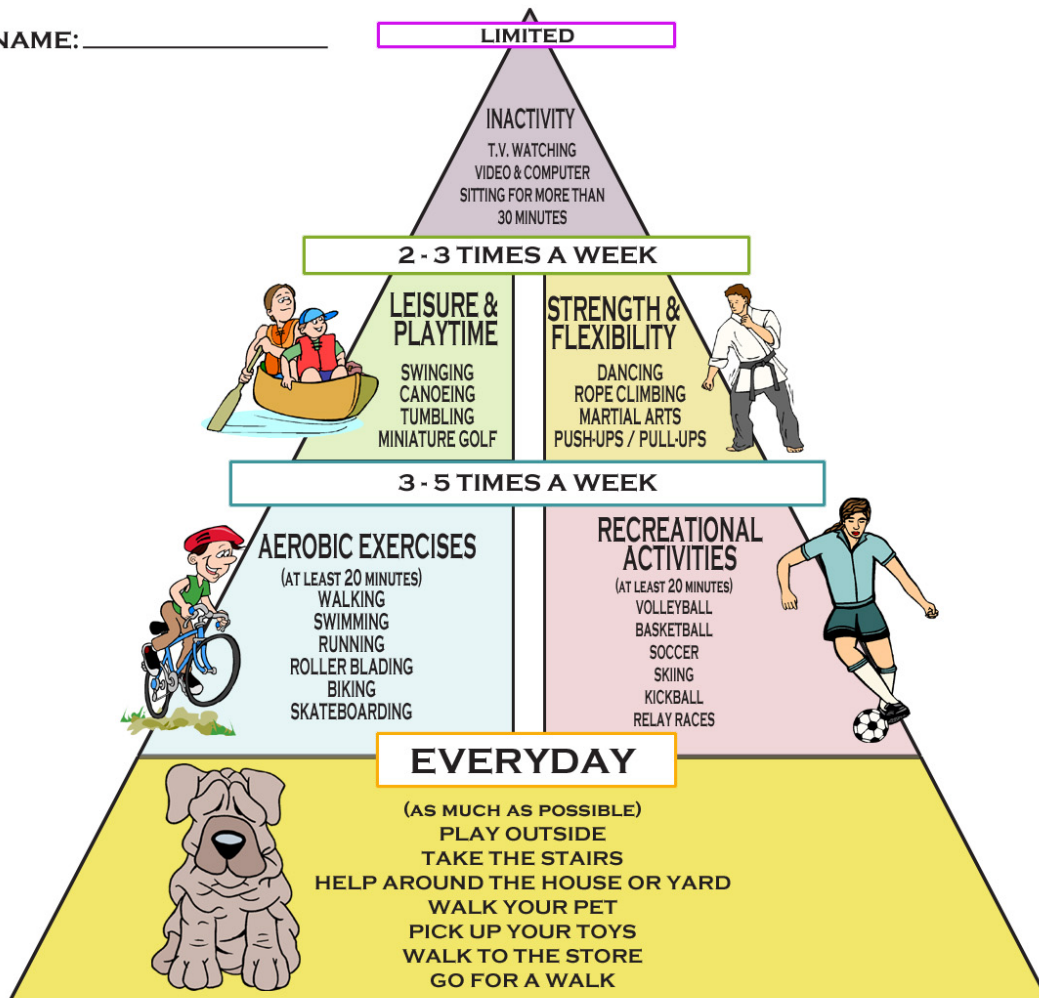
Goals specified in the physical activity are to:

1. Cut down on sedentary behaviors such as watching TV and playing computer games for more than 30 minutes (0 days of the week).
2. Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.
3. Engage in aerobic and recreational activities on four to five days of the week.
4. Engage in healthy daily activities (e.g., taking stairs, dog walking) every day of the week).



# OHIO PHYSICAL EDUCATION ASSESSMENT STANDARD 3 BENCHMARK A GRADEBAND: K - 2

NAME: \_\_\_\_\_



**HAVE FUN, BE ACTIVE EACH DAY FOR 60 MINUTES.  
COLOR IN ONE SQUARE FOR EVERY 10 MINUTES OF ACTIVITY...**

<b>S</b>									
<b>M</b>									
<b>T</b>									
<b>W</b>									
<b>T</b>									
<b>F</b>									
<b>S</b>									

<b>Level</b>	<b>Criteria</b>
Advanced	Student exceeds 60 minutes of daily physical activity.
Proficient	Student accumulates 60 minutes of daily physical activity.
Limited	Student does not meet national recommendation for 60 minutes of daily physical activity.

**See excel sheets for data collection.**

# Ohio Physical Education Assessment

## Standard 3

Participates regularly in physical activity.

### Grade Band K-2

#### Benchmark B

**Benchmark B:** Recall participation and physical activities both in and outside of school.

**Task:** Physical Activity Drawings – In the boxes below draw a picture of your favorite activity that you participated in during the last week at school, at home, on the playground and somewhere in the community.

**Instructions:** There are several ways in which this task can be completed:

1. As a class activity in Physical Education.
2. As a take-home activity to be returned with a parent/guardian signature.
3. As a classroom activity to be monitored by the class teacher.

1. At school in Physical Education class	2. At home
3. At school on the playground	4. Somewhere else (not home) outside of school

<b>Level</b>	<b>Criteria</b>
Advanced	Students recall a physical activity from physical education class, at home, at school and in the community during the past week.
Proficient	Students recall physical activities from three different locations during the past week.
Limited	Students recall physical activities from less than three different locations during the past week.

**See excel sheets for data collection.**

# Ohio Physical Education Assessments

## Standard 3

Participates regularly in physical activity.

### Grade Band: 3-5

#### Benchmark A

**Benchmark A:** Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

**Task:** Physical Activity Recall

Students will recall the amount of physical activity completed over the course of a seven-day week (including weekends). Each student receives a copy of the physical activity pyramid worksheet. Students will refer to the pyramid to identify possible physical activities.

Task 1: Within the pyramid, the student will identify the different types of activities completed. Check the box (es) for the day of the week the student participated in the type of activity.

Task 2: On the table below the pyramid, students will shade one box for every 10 minutes of accumulated physical activity for each day. Therefore, six shaded blocks will meet the recommendation for daily physical activity. Physical activity can be accumulated both in-school and after-school. Students may shade additional boxes if they exceed 60 minutes a day.

The task could be completed:

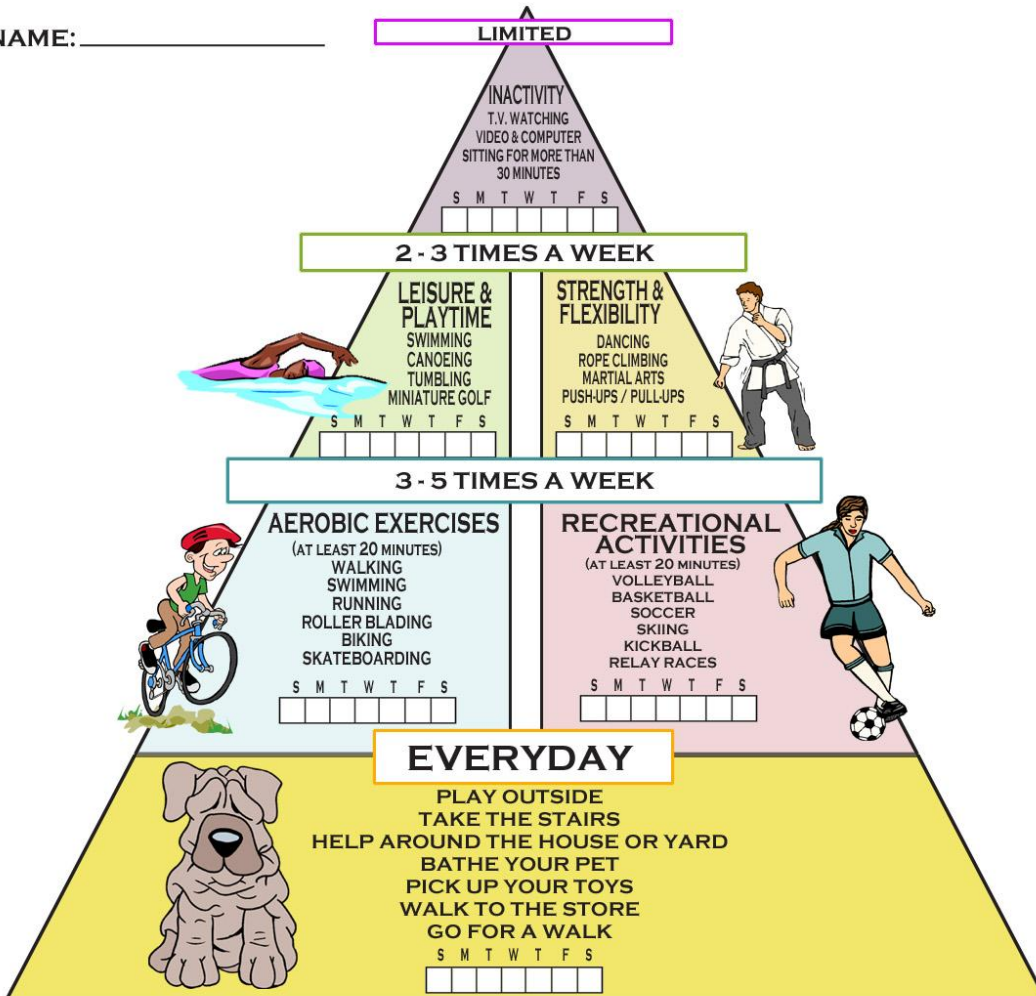
1. As a class activity in Physical Education.
2. As a take-home activity to be returned with a parent/guardian signature.
3. As a classroom activity to be monitored by the class teacher.

Goals specified in the physical activity are to:

1. Cut down on sedentary behaviors such as watching TV and playing computer games for more than 30 minutes (0 days of the week).
2. Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.
3. Engage in aerobic and recreational activities on four to five days of the week.
4. Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week).

# OHIO PHYSICAL EDUCATION ASSESSMENT STANDARD 3 BENCHMARK A GRADEBAND: 3-5, 6-8, 9-12

NAME: \_\_\_\_\_



**HAVE FUN, BE ACTIVE EACH DAY FOR 60 MINUTES.  
COLOR IN ONE SQUARE FOR EVERY 10 MINUTES OF ACTIVITY...**

S									
M									
T									
W									
T									
F									
S									

Level	Criteria
Advanced	<p>Student exceeds 60 minutes of daily physical activity and meets the goals in all categories (excluding inactivity) within the physical activity pyramid:</p> <ul style="list-style-type: none"> <li>• Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.</li> <li>• Engage in aerobic and recreational activities on four to five days of the week.</li> <li>• Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week.</li> </ul>
Proficient	<p>Student accumulates 60 minutes of daily physical activity using different categories within the physical activity pyramid (excluding the inactivity category).</p>
Limited	<p>Student does not accumulate 60 minutes of daily physical activity.</p>

**See excel sheets for data collection.**

# Ohio Physical Education Assessments

## Standard 3

Participates regularly in physical activity.

### Grade Band: 3-5

#### Benchmark B

**Benchmark B:** Self-monitor levels of physical activity using information from different sources.

**Task:** Based on the information from the physical activity log (3A), the student will develop a plan for improvement. The student will list potential activities for each category of the physical activity pyramid to accumulate 60 minutes of daily physical activity.



**Categories of Physical Activity Plan**

**Everyday Activities**

**Goal: I will increase my physical activity time by...**

Activities (Think about possible activities at home, at school, in the community):

**Recreational Activities**

**Goal: I will increase my physical activity time in recreational activities by...**

Activities (Think about possible activities at home, at school, in the community):

**Aerobic Activities**

**Goal: I will increase my physical activity time in aerobic activities by...**

Activities (Think about possible activities at home, at school, in the community):

**Strength and Flexibility**

**Goal: I will increase my physical activity time in strength and flexibility by...**

Activities (Think about possible activities at home, at school, in the community):

**Leisure and Playtime**

**Goal: I will increase my physical activity time in leisure and playtime by...**

Activities (Think about possible activities at home, at school, in the community):

**Inactivity**

**Goal: I will decrease my inactivity time by...**

<b>Level</b>	<b>Criteria</b>
Advanced	The student shows a plan to increase activity, with specific and realistic physical activities inside and outside of school to meet the national recommendations for physical activity. The plan identifies specific resources at home, at school and/or in the community (e.g., gyms, parks, playgrounds, pools).
Proficient	The student shows a plan to increase physical activity inside and outside of school.
Limited	The student does not provide an appropriate plan to meet the recommendations for physical activity.

**See excel sheets for data collection.**

# Ohio Physical Education Assessments

## Standard 3

Participates regularly in physical activity.

### Grade Bands: 6-8

#### Benchmark A

**Benchmark A:** Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

**Task:** Physical Activity Recall

Students will recall the amount of physical activity completed over the course of a seven-day week (including weekends). Each student receives a copy of the physical activity pyramid worksheet. Students will refer to the pyramid to identify possible physical activities.

Task 1: Within the pyramid, the student will identify the different types of activities completed. Check the box (es) for the day of the week the student participated in the type of activity.

Task 2: On the table below the pyramid, students will identify the intensity level of the daily physical activities. In each block, students will record an L, M or V representing the intensity (Light, Moderate or Vigorous) of the activity. Each block represents 10 minutes of physical activity. For example, a student went for a 20-minute jog on Tuesday. The student will place a V in two boxes to represent 20 minutes of vigorous physical activity. Physical activity can be accumulated both in-school and after-school.

The task could be completed:

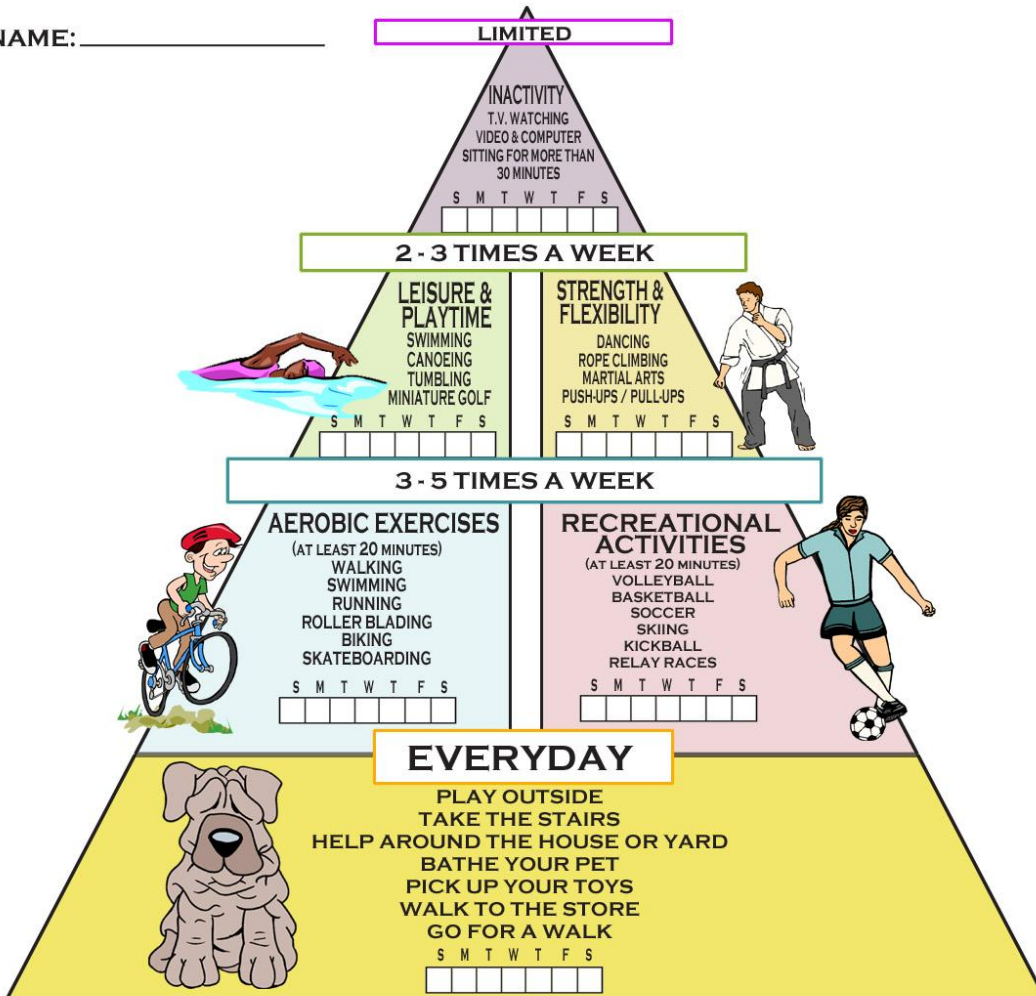
1. As a class activity in Physical Education.
2. As a take-home activity to be returned with a parent/guardian signature.
3. As a classroom activity to be monitored by the class teacher.

Goals specified in the physical activity are to:

1. Cut down on sedentary behaviors such as watching TV and playing computer games for more than 30 minutes (0 days of the week).
2. Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.
3. Engage in aerobic and recreational activities on four to five days of the week.
4. Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week).

# OHIO PHYSICAL EDUCATION ASSESSMENT STANDARD 3 BENCHMARK A GRADEBAND: 3-5, 6-8, 9-12

NAME: \_\_\_\_\_



**HAVE FUN, BE ACTIVE EACH DAY FOR 60 MINUTES.  
COLOR IN ONE SQUARE FOR EVERY 10 MINUTES OF ACTIVITY...**

S									
M									
T									
W									
T									
F									
S									

Level	Criteria
Advanced	<p data-bbox="467 256 1406 359">Student exceeds 60 minutes of moderate to vigorous daily physical activity and meets the goals in all categories (excluding inactivity) within the physical activity pyramid:</p> <ul data-bbox="516 401 1398 609" style="list-style-type: none"> <li data-bbox="516 401 1377 464">• Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.</li> <li data-bbox="516 470 1393 533">• Engage in aerobic and recreational activities on four to five days of the week.</li> <li data-bbox="516 539 1398 609">• Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week.</li> </ul>
Proficient	<p data-bbox="467 625 1406 728">Student accumulates 60 minutes of daily physical activity using different categories within the physical activity pyramid (excluding the inactivity category).</p>
Limited	<p data-bbox="467 747 1325 781">Student does not accumulate 60 minutes of daily physical activity.</p>

**See excel sheets for data collection.**

# Ohio Physical Education Assessments

## Standard 3

Participates regularly in physical activity.

### Grade Bands: 6-8

#### Benchmark B

**Benchmark B:** Create and monitor a personal plan for physical activity.

**Task:** Physical Activity Plan

Based on the data collected from Benchmark A, for Benchmark B students will develop and implement a one-week plan to address their physical activity goals.

The plan will include details of:

- Physical activity goals;
- Specific daily physical activities to accomplish the goals;
- Written evaluation of how well the plan helped meet the physical activity goals.

**Physical Activity Goals: I will be physically active for 60 minutes per day by participating in moderate to vigorous physical activities in each of the categories:**

Everyday Activity Goals:

Current Activities:

Possible Activities:

My Plan:

Recreational Activity Goals:

Current Activities:

Possible Activities:

My Plan:

Aerobic Exercise Goals:

Current Activities:

Possible Activities:

My Plan:

Strength and Flexibility Goals:

Current Activities:

Possible Activities:

My Plan:

Leisure and Playtime Goals:

Current Activities:

Possible Activities:

My Plan:



**Directions:** Complete the schedule to accumulate 60 minutes of physical activity each day. Use the information from My Plan and Possible Activities section of the previous table.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>What Activities?</b>							
<b>Where?</b>							
<b>Start Time</b>							
<b>End Time</b>							
<b>Total Minutes</b>							

Evaluation of Plan:

1. What was successful about your plan? What helped you achieve your physical activity goals?
  
2. What was challenging about meeting your physical activity goals or implementing your plan?
  
3. What would you change about your plan?

<b>Level</b>	<b>Criteria</b>
Advanced	The physical activity plan contains realistic and measureable goals, appropriate activities to accomplish the goals and a realistic schedule. Provides specific and detailed evaluation of the successes and challenges associated with implementing the plan. Provides appropriate modifications to the plan.
Proficient	The physical activity plan contains goals, activities to accomplish the goals and an evaluation of how the activity plan helped.
Limited	The physical activity plan does not contain goals, activities to accomplish the goals or an evaluation of how the activity plan helped.

**See excel sheets for data collection.**

# Ohio Physical Education Assessments

## Standard 3

Participates regularly in physical activity.

### Grade Bands: 9-12

#### Benchmark A

**Benchmark A:** Engage in regular physical activity inside and outside of school to meet national recommendations for daily physical activity.

**Task:** Physical Activity Recall

Students will recall the amount of physical activity completed over the course of a seven-day week (including weekends). Each student receives a copy of the physical activity pyramid worksheet. Students will refer to the pyramid to identify possible physical activities.

Task 1: Within the pyramid, the student will identify the different types of activities completed. Check the box (es) for the day of the week the student participated in the type of activity.

Task 2: On the table below the pyramid, students will identify the intensity level of the daily physical activities. In each block, students will record either an L, M or V representing the intensity (Light, Moderate or Vigorous) of the activity. Each block represents 10 minutes of physical activity. For example, a student went for a 20-minute jog on Tuesday. The student will place a V in two boxes to represent 20 minutes of vigorous physical activity. Physical activity can be accumulated both in-school and after-school.

The task could be completed:

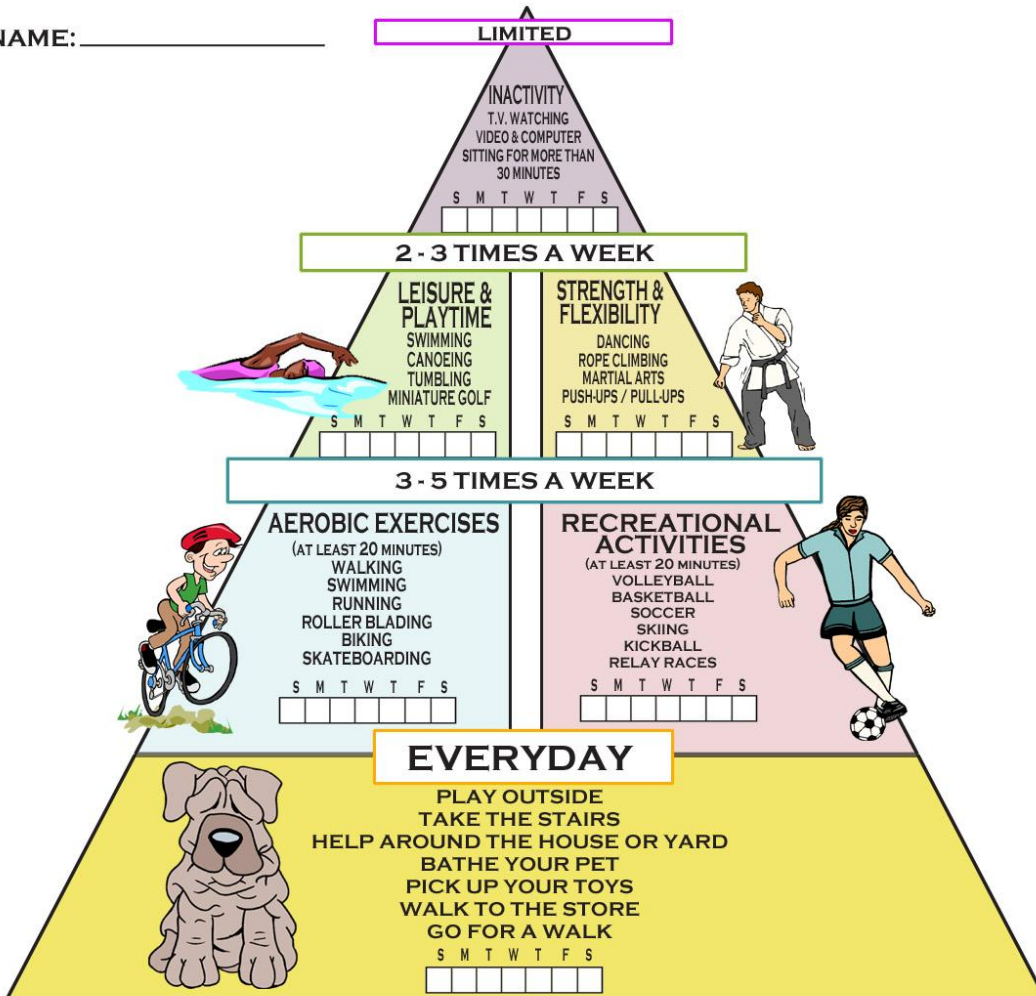
1. As a class activity in Physical Education.
2. As a take-home activity to be returned with a parent/guardian signature.
3. As a classroom activity to be monitored by the classroom teacher.

Goals specified in the physical activity are to:

1. Cut down on sedentary behaviors such as watching TV and playing computer games for more than 30 minutes (0 days of the week).
2. Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.
3. Engage in aerobic and recreational activities on four to five days of the week.
4. Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week).

# OHIO PHYSICAL EDUCATION ASSESSMENT STANDARD 3 BENCHMARK A GRADEBAND: 3-5, 6-8, 9-12

NAME: \_\_\_\_\_



**HAVE FUN, BE ACTIVE EACH DAY FOR 60 MINUTES.  
COLOR IN ONE SQUARE FOR EVERY 10 MINUTES OF ACTIVITY...**

S									
M									
T									
W									
T									
F									
S									

Level	Criteria
Advanced	<p data-bbox="467 256 1406 359">Student exceeds 60 minutes of moderate to vigorous daily physical activity and meets the goals in all categories (excluding inactivity) within the physical activity pyramid:</p> <ul data-bbox="516 401 1398 606" style="list-style-type: none"> <li data-bbox="516 401 1398 464">• Engage in leisure/playtime and strength/flexibility activities on two to three days of the week.</li> <li data-bbox="516 470 1398 533">• Engage in aerobic and recreational activities on four to five days of the week.</li> <li data-bbox="516 539 1398 606">• Engage in healthy daily activities (e.g., taking stairs, dog walking) on every day of the week.</li> </ul>
Proficient	<p data-bbox="467 625 1406 728">Student accumulates 60 minutes of daily physical activity using different categories within the physical activity pyramid (excluding the inactivity category).</p>
Limited	<p data-bbox="467 745 1325 779">Student does not accumulate 60 minutes of daily physical activity.</p>

**See excel sheets for data collection.**

# Ohio Physical Education Assessments

## Standard 3

Participates regularly in physical activity.

### Grade Bands: 9-12

#### Benchmark B

**Benchmark B:** Create and monitor a personal plan for physical activity.

**Task:** Physical Activity Plan

Based on the data collected from Benchmark A, for Benchmark B students will develop and implement a one-week plan to address their physical activity goals.

The plan will include details of:

- Physical activity goals;
- Specific daily physical activities to accomplish the goals;
- Written evaluation of two community fitness/recreational opportunities for accessibility, affordability, quality of facilities and staffing;
- Written evaluation of how well the plan helped meet the physical activity goals.

**Physical Activity Goals: I will be physically active for 60 minutes per day by participating in moderate to vigorous physical activities in each of the categories:**

Everyday Activity Goals:

Current Activities:

Possible Activities:

My Plan:

Recreational Activity Goals:

Current Activities:

Possible Activities:

My Plan:

Aerobic Exercise Goals:

Current Activities:

Possible Activities:

My Plan:

Strength and Flexibility Goals:		
Current Activities:	Possible Activities:	My Plan:
Leisure and Playtime Goals:		
Current Activities:	Possible Activities:	My Plan:

**Evaluation of Community Physical Activity Opportunities**

**Task:** Select two community physical activity resources and/or facilities that are included in the plan and evaluate the potential for this resource to be used in your plan. Evaluate the community resource (parks, trails) or facility (fitness centers, gyms) based on their accessibility, affordability, staffing and/or quality.



**Directions:** Complete the schedule to accumulate 60 minutes of physical activity each day. Use the information from My Plan and Possible Activities section of the previous table.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>What Activities?</b>							
<b>Where?</b>							
<b>Start Time</b>							
<b>End Time</b>							
<b>Total Minutes</b>							

**Evaluation of Plan:**

1. What was successful about your plan? What helped you achieve your physical activity goals?
  
  
  
  
  
  
  
  
  
  
2. What was challenging about meeting your physical activity goals or implementing your plan?
  
  
  
  
  
  
  
  
  
  
3. What would you change about your plan?

Level	Criteria
Advanced	The physical activity plan contains realistic and measureable goals, appropriate activities to accomplish the goals, and a realistic schedule. Provides specific and detailed evaluation of the successes and challenges associated with implementing the plan. Provides appropriate modifications to the plan. Community physical activity resources and/or facilities are included in the plan based on their accessibility, affordability, quality and staffing.
Proficient	The physical activity plan contains goals, activities to accomplish the goals and an evaluation of how the activity plan helped. Community facilities are evaluated for accessibility, affordability, quality and staffing.
Limited	The physical activity plan does not contain goals, activities to accomplish the goals or an evaluation of how the activity plan helped. Community facilities are not evaluated for accessibility, affordability, quality and staffing.

**See excel sheets for data collection.**

# Ohio Physical Education Assessments

## Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

### Grade Band: K-2

#### Benchmark A

**Benchmark A:** Demonstrate and develop health-related fitness.

**Task:** The student will demonstrate fitness-related activities using appropriate principles and practices in authentic game settings. The student also will demonstrate sufficient fitness to sustain moderate to vigorous physical activity.

Level	Criteria
Advanced	The student is able to demonstrate a level of fitness needed for good health by meeting the criteria with an average range of 3.0-2.75 for health-related fitness (cardio-respiratory, muscular strength/endurance, flexibility).
Proficient	The student is able to demonstrate a level of fitness needed for good health by meeting the criteria with an average range of 2.74-2.01 for health-related fitness (cardio-respiratory, muscular strength/endurance, flexibility).
Limited	The student is able to demonstrate a level of fitness needed for good health by meeting the criteria with an average range of 1.0-0 for health-related fitness (cardio-respiratory, muscular strength/endurance, flexibility).

The intent of the K-2 fitness assessment is to assess fitness in an authentic setting. Following the recommendation of the National Association for Sport and Physical Education (2010), there is no formal measurement of fitness in grades K-2. Instead, the emphasis is placed on physical activity and instruction in the health-related fitness components. Thus, students' level of health-related fitness will be assessed through tasks that use a specific fitness component.

The possible tasks for each component of health-related fitness are:

- **Aerobic Capacity/Cardio-vascular Endurance** – move around the area using any locomotor skill for two or more minutes without stopping.
- **Muscular Strength and Endurance** – Hang on monkey bars on the playground or on the pull-up bar in the gym for 60 seconds or more. Move across the room in a crab-walk or seal-walk position without stopping (15-20 meters). Hold a bridge, push-up or plank position on the hands and feet for 30 seconds.
- **Flexibility** – Bend over and touch the toes, perform the shoulder stretch, yoga poses (downward facing dog, child's pose, down-cat pose).

**Directions:** Select a task for each component of health-related fitness and record whether the student has met or not met the goal of the stated task.

<b>Rating</b>	<b>Aerobic/Cardio-respiratory</b>	<b>Muscular Strength and Endurance</b>	<b>Flexibility</b>
Met	Demonstrates sufficient aerobic capacity/ Cardio-respiratory endurance to engage in the activity.	Demonstrates sufficient muscular strength to be able to bear body weight.	Demonstrate sufficient flexibility to bend, stretch, twist, reach and form shapes.
Not Met	Does not demonstrate sufficient aerobic capacity/ cardio-respiratory fitness to engage in the activity	Does not demonstrate sufficient muscular strength/endurance to bend, stretch, twist, reach and form shapes.	Does not demonstrate sufficient flexibility to bend, stretch, twist, reach and form shapes.

**See excel sheets for data collection.**

## Ohio Physical Education Assessments

### Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

### Grade Band: K-2

### Benchmark B

**Benchmark B:** Understands the principles, components and practices of health-related physical fitness.

**Task:** The student will demonstrate a basic understanding of health-related fitness principles, concepts, components and practices by completing the following questions from the test bank. The questions from the test bank do **not** have to be administered during one test; they can be administered throughout the course of the K-2 grade band.

Level	Criteria
Advanced	The student demonstrates an advanced understanding of the principles, concepts, components and practices of health-related fitness (5 or 6 questions answered correctly).
Proficient	The student demonstrates a proficient understanding of the principles, concepts, components and practices of health-related fitness (3 or 4 of the questions answered correctly).
Limited	The student demonstrates a limited understanding of the principles, concepts, components and practices of health-related fitness (2 or fewer of the questions answered correctly).

**See excel sheets for data collection.**

Name \_\_\_\_\_ Standard 4B K-2 Assessment

**Directions:** Draw a line from the health-related physical fitness component on the left to connect it with the exercise or activity that would help improve it on the right.

- |                      |   |
|----------------------|---|
| 1. Aerobic endurance | • Crossing the monkey bars on the playground.               |
| 2. Flexibility       | • Running in a tag game without getting tired.              |
| 3. Muscular strength | • Bending over and touching your toes with your fingertips. |
4. \_\_\_\_\_ When I exercise, my heart beats \_\_\_\_\_.
- a. Faster
  - b. Slower
5. \_\_\_\_\_ If I want to keep running or playing for a long time, I should
- a. Run really fast at first then stop and rest. Then run fast again.
  - b. Run at a steady pace
6. Why should I exercise?

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**Answer Key:**

- 1. Aerobic endurance = Running in a tag game without getting tired.
- 2. Flexibility = Bending over and touching your toes with your fingers.
- 3. Muscular strength = Crossing the monkey bars on the playground.
- 4. A = Faster
- 5. B = Run at a steady pace.
- 6. Variety of responses is acceptable.

# Ohio Physical Education Assessments

## Standard 4

Achieves and maintains a health-enhancing level of physical fitness

### Grade Band: 3-5

#### Benchmark A

**Benchmark A:** Meet or exceed criterion-referenced health-related physical fitness standards.

**Task A:** The Ohio Health-Related Fitness Assessment is designed to meet three distinct purposes. First, the assessment provides students, teachers and parents/guardians with information regarding the student's current fitness status. Fitness information can be used as the basis for designing and individualized fitness program for each student. Second, the assessment provides information for program evaluation. A teacher can determine the number of students who meet or exceed the Health Fitness Zone (HFZ), adjust the curriculum, if needed, and encourage improvement for students at the lower end of the HFZ. Third, the assessment provides information for statewide monitoring of fitness levels of Ohio students at grade bands 3-5, 6-8, and 9-12.

The health-related fitness components to be assessed are aerobic/cardio-respiratory capacity, muscular strength and endurance upper body, muscular strength and endurance abdominals, and flexibility. These health-related fitness components are identified as the required components to assess student achievement of Standard 4, Benchmark A Criterion-referenced fitness assessments compare student scores to a set standard of health-related fitness that indicates a level of fitness necessary for good health regardless of other students' scores (NASPE, 2010).

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Health-related Fitness Component	Fitnessgram
Aerobic/cardio-respiratory	<ul style="list-style-type: none"> <li>• 1-mile run/walk or</li> <li>• <i>PACER</i></li> </ul>
Muscular strength and endurance upper body	<ul style="list-style-type: none"> <li>• 90-degree push-up, cadence</li> </ul>
Muscular strength and endurance abdominals	<ul style="list-style-type: none"> <li>• Curl-ups, cadence</li> </ul>
Flexibility	<ul style="list-style-type: none"> <li>• Back-saver sit and reach</li> <li>• Trunk lift</li> </ul>

Teachers should follow the specific protocols for each test item. Provide students with ample practice time before measuring student performance for this assessment. Please refer to the National Association for Sport and Physical Education position statement *Appropriate Uses of Fitness Measurement* for guidelines for effectively using the information obtained from this assessment - <http://www.aahperd.org/naspe/standards/PEPS.cfm>.

**Rubric for Task A, Benchmark A**

Level	Criteria
Advanced	The student achieves the average score of 3.0-2.75
Proficient	The student achieves the average score of 2.74-1.75
Limited	The student achieves the average score of 1.74-0

See excel sheets for data collection.



## Fitnessgram – Aerobic Capacity

### **The PACER**

The PACER (Progressive Aerobic Cardiovascular Endurance Run) is the default aerobic capacity test in *FITNESSGRAM*. The PACER is a multistage fitness test adapted from the 20 – meter shuttle run test published by Leger and Lambert (1982) and revised in 1988 (Leger et al.). The test is progressive in intensity – it is easy at the beginning and gets harder at the end. The progressive nature of the test provides a built-in warm-up and helps children to pace themselves effectively. The test has also been set to music to create a valid, fun alternative to the customary distance run test for measuring aerobic capacity.

The PACER is recommended for all ages, but its use is strongly recommended for participants in grades K-3. The PACER is recommended for a number of reasons, including the following:

- All students are more likely to have a positive experience in performing the PACER.
- The PACER helps students learn the skill of pacing.
- Students who have a poorer performance will finish first and not be subjected to the embarrassment of being the last person to complete the test.

When you are administering the test to these younger children, the emphasis should be on allowing the children to have a good time while learning how to take this test and how to pace themselves. Allow children to continue to run as long as they wish and as long as they are still enjoying the activity. Typically the test in grades K- 3 will only last a few minutes. It is not desirable or necessary to make the children run to exhaustion.

### **Test Objective**

To run as long as possible with continuous movement back and forth across a 20-meter space at a specified pace that gets faster each minute. A 15-meter version of the PACER test has been developed for teachers with smaller sized facilities.

### **Equipment and Facilities**

Administering the PACER requires a flat, nonslippery surface at least 20 meters long, CD player with adequate volume, CD, measuring tape, marker cones, pencil, and copies of the score sheet. Students should wear shoes with nonslip soles. Plan for each student to have a 40- to 60- inch-wide space for running. An outdoor area can be used for this test if you do not have adequate indoor space. There should be a designated area for finished runners and for scorekeepers. You may want to paint lines or draw chalk lines to assist students in running a straight line.

### **Test Instructions**

- Mark the 20- meter (21- yard, 32- inch) course with marker cones to divide lanes and use a tape or chalk line at each end.
- Make copies of a suitable score sheet for each group of students to be tested.
- Before test day, allow students to listen to several minutes of the PACER cadence so that they know what to expect. Students should then be allowed at least two practice sessions.

- Each student being tested should run across the 20-meter distance and touch the line with a foot by the time the beep (e.g., the PACER cadence) sounds. The student should take full weight on the foot that is touching the line. At the sound of the beep, they turn around and run back to the other end. If some students get to the line before the beep, they must wait for the beep before running the other direction. Students continue in this manner until they fail to reach the line before the beep for the second time.
- A single beep will sound at the end of the time for each lap. A triple beep sounds at the end of each minute. The triple beep serves the same function as the single beep and also alerts the runners that the pace will get faster. Inform students that when the triple beep sounds they should not stop but should continue the test by turning and running toward the other end of the area.
- Scoring the PACER will require the input of the student's height and weight. Calculation of aerobic capacity requires a score of at least 10 laps (20-meter version).

### **When to Stop**

The first time a student does not reach the line by the beep, the student stops where he or she is and reverses direction immediately, attempting to get back on pace. The test is completed for a student the next time (second time) he or she fails to reach the line by the beep (the two misses do not have to be consecutive; the test is over after two total misses). Students just completing the test should continue to walk and stretch in the designated cool-down area.

*Note:* A student who remains at one end of the testing area through two beeps (does not run to the other end and back) should be scored as having two misses and the test is over.

### **Scoring**

In the PACER test, a lap is one 20-meter distance (from one end to the other). Have the scorer record the lap number (crossing off each lap number) on a PACER score sheet. The recorded score is the total number of laps completed by the student. For ease in administration, it is permissible to count the first miss (not making the line by the beep). It is important to be consistent in the method used for counting with all of the students and classes.

An alternative scoring method is available. This method does not eliminate students when they miss their second beep (Schiemer, 1996). Using PACER score sheet, the teacher establishes two different symbols to be used in recording, such as a star for making the line by the beep and a triangle for not making the line. The scorer then draws a star in the circle when the runner successfully makes the line by the beep and a triangle when the runner fails to make the line by the beep, simply making a record of what occurs. The runners can continue to participate until the leader stops the music or until they voluntarily stop running. To determine the score, find the second triangle (or whatever symbol was used). The number associated with the preceding is the score.

Criterion standards for students in grades K-3 have purposefully not been established. There are concerns regarding the reliability and validity of the test results for very young children. Even with practice, it is difficult to ensure that young children will pace themselves appropriately and give a

maximal effort. The object of the test for these younger students is simply to participate and learn about the test protocol.

Student's ages 5 to 9 years in grades K-3 do not have to receive a score; they may simply participate in the activity. Regardless of the entry, the performance will be evaluated against a criterion standard. Nine-year-olds in grade 4 may receive a score, and it will be evaluated against a criterion standards. All 10-year-old students receive a score regardless of grade level.

### **Suggestions for Test Administration**

- The PACER cadence contains 21 levels (1 level per minute for 21 minutes). During the first minute, the 20-meter version allows 9 seconds to run the distance; the 15-meter version allows 6.75 seconds. The lap time decreases by approximately one-half second at each successive level. Make certain that students have practiced and understand that speed will increase each minute.
- A single beep indicates the end of a lap (one 20-meter distance). The students run from one end to the other between each beep. Caution students not to begin too fast. The beginning speed is very slow. Nine seconds is allowed for running each 20-meter lap during the first minute.
- Triple beeps at the end of each minute indicate the end of a level and an increase in speed. Students should be alerted that the speed will increase. When students hear the triple beeps they should turn around at the line and immediately continue running. Some students have a tendency to hesitate when they hear the triple beeps.
- A student who cannot reach the line when the beep sounds should be given one more chance to attempt to regain the pace. The second time a student cannot reach the line by the beep; his or her test is completed.
- Groups of students may be tested at one time. Adult volunteers may be asked to help record scores. Students may record scores for each other or for younger students.
- Each runner must be allowed a path 40 to 60 inches wide. It may work best to mark the course.

### **One-Mile Run**

#### *Alternative*

The one-mile run can be used instead of the PACER to provide an estimate of aerobic capacity ( $VO_{2max}$ ). For students who enjoy running and are highly motivated it is a very good alternative assessment. Scoring of the one-mile run will require the input of a student's height and weight since the calculation of aerobic capacity includes BMI.

### **Test Objective**

To run a mile at the fastest pace possible. If a student cannot run the total distance, walking is permitted.

## **Equipment and Facilities**

A flat running course, stopwatch, pencil, and score sheets are required. The course may be a track or any other measured area. The course may be measured using a tape measure or cross country wheel. Caution: If the track is metric or shorter than 440 yards, adjust the running course (1,609.34 meters = 1 mile; 400 meters = 437.4 yards; 1,760 yards = 1 mile). On a metric track the run should be four laps plus 10 yards.

## **Test Instructions**

Students begin on the signal "Ready, Start." As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 20 students at one time by dividing the group. Have each student select a partner; one is the runner and one is the scorer. While one group runs, partners count laps and record the finish time.

## **Scoring**

The one-mile run is scored in minutes and seconds. You will need to enter a score in the web link provided within the evaluation instrument. Students ages 5-9 years do not have to be times; they may simply complete the distance. Regardless of their mile-run time, a Healthy Fitness Zone standard will not be used to evaluate their score. Nine –year-olds in grade 4 should receive a score. All 10-year-olds should receive a score regardless of grade level.

Performance standards for students in grades K-3 have purposefully not been established. There are concerns regarding the reliability and validity of the test results for very young children. Even with practice, it is difficult to ensure that young children will pace themselves appropriately and give a maximal effort. The object of the test for these younger students is simply to complete the 1-mile distance at a comfortable pace and to practice pacing. Remember, the height and weight for each student must be entered in addition to the performance time on the one-mile run. Calculation of aerobic capacity requires a score less than 13:01.

## **Suggestions for Test Administration**

- Call out times as the runners pass the start/stop line to assist students in pacing themselves.
- Preparation for the test should include instruction about pacing and practice in pacing. Without instruction, students usually run too fast early in the test and then are forced to walk in the later stages.
- Results are generally better if the student can maintain a constant pace during most of the test.
- Walking is definitely permitted. Although the objective is to cover the distance in the best possible time, students who must walk should not be made to feel inferior. Encourage students who walk to move at a fast pace, rather than stroll. Attainment of the Healthy Fitness Zone is the important factor.
- Have students set a goal before running.

- Students should always warm up before taking the test. It is also important that students cool down by continuing to walk for several minutes after completing the distance. A good suggestion is to have those who have completed the distance do an easy activity (like juggling, hula hoop) while waiting for others to complete the distance. This keeps everyone moving and busy and takes the focus off the slower students who will complete the distance last.
- Administration of the test under conditions of unusually high temperature or humidity or when the wind is strong should be avoided, as these elements may be unsafe or may lead to an invalid estimate of aerobic capacity.
- Counting laps completed and accurately recording the run time can be a problem when a relatively small course is utilized with younger children. Many techniques are acceptable. Pair the students and have the resting partner count laps and record time for the runner. Older students or parents may be asked to assist in recording for younger students.

### **Walk Test**

#### *Alternative*

Another alternative to the PACER test is the one-mile walk test. This test is only for students age 13 and older since it hasn't been validated with younger samples. The walk test is an excellent alternative test since it is an assessment that can most definitely be used for a lifetime. Secondary students should learn to do this assessment since it is one that they can repeat on their own to self-assess their fitness levels.

### **Test Objective**

To walk 1 mile as quickly as possible while maintaining a constant walking pace the entire distance. This test is included in *FITNESSGRAM* for use with participant's ages 13 years and older. The walk test is an excellent self-assessment skill for everyone to use throughout life.

### **Equipment and Facilities**

A flat, measured running course, two or more stopwatches, pencils, and score sheets are required. Heart rate monitors, if available, make heart rate monitoring much easier. The course may be measured using a tape measure or cross country wheel. Caution: If the track is metric or shorter than 440 yards, adjust the course (1,609.34 meters = 1 mile; 400 meters = 437.4 yards; 1,760 yards = 1 mile). On a 400-meter track the walk should be four laps plus 10 yards.

### **Test Instructions**

Students begin on the signal "Ready, Start." Participants should attempt to walk the full mile as quickly as they can but at a pace that can be maintained the entire distance. As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 30 students at one time by dividing the group. Have each student select a partner, one is the

walker and one is the scorer. While one group walks, the scorers count laps and record the finish time.

At the conclusion of the one-mile walk, each student should take a 60-second heart rate count. The scorer can time the 60 seconds or a pace clock with a second hand can be used to allow students to count the time themselves. If using heart rate monitors to determine the heart rate, each participant should start his or her stopwatch at the beginning of the walk and stop it at the end. The last heart rate recorded during the walk should be used as the walking heart rate. The relative heart rate to walk a mile at a specific speed is used to estimate overall cardiovascular fitness.

### **Scoring**

The walk test is scored in minutes and seconds. You will need to enter a score in the web link provided within the evaluation instrument. A 60-second heart rate should be taken at the conclusion of the walk. Estimated  $VO_{2max}$  is calculated using the Rockport Fitness Walking Test equation (Kline et al., 1987; McSwegin et al., 1998).

### **Suggestions for Test Administration**

- Preparation for the test should include instruction and practice in pacing and in techniques for heart rate monitoring.
- Results are generally better if the student can maintain a constant pace during most of the test.
- Students should always warm up before taking the test. It is also important that students cool down by continuing to walk for several minutes after completing the distance.
- Administration of the test under conditions of unusually high temperature or humidity or when the wind is strong should be avoided, as these elements may cause an invalid estimate of aerobic capacity.

### **How to Locate the Test Calculator**

To access the calculator, go to:

<http://www.presidentialyouthfitnessprogram.org/resources/>

Then scroll down and click on: [FITNESSGRAM<sup>®</sup> Score sheet](#)

You will follow instructions provided by Fitnessgram.

# FITNESSGRAM

## The PACER Individual Score Sheet A

Teacher \_\_\_\_\_ Class period \_\_\_\_\_ Date \_\_\_\_\_

Lap = one 20-meter length

Level	Laps													
1	1	2	3	4	5	6	7							
2	8	9	10	11	12	13	14	15						
3	16	17	18	19	20	21	22	23						
4	24	25	26	27	28	29	30	31	32					
5	33	34	35	36	37	38	39	40	41					
6	42	43	44	45	46	47	48	49	50	51				
7	52	53	54	55	56	57	58	59	60	61				
8	62	63	64	65	66	67	68	69	70	71	72			
9	73	74	75	76	77	78	79	80	81	82	83			
10	84	85	86	87	88	89	90	91	92	93	94			
11	95	96	97	98	99	100	101	102	103	104	105	106		
12	107	108	109	110	111	112	113	114	115	116	117	118		
13	119	120	121	122	123	124	125	126	127	128	129	130	131	
14	132	133	134	135	136	137	138	139	140	141	142	143	144	
15	145	146	147	148	149	150	151	152	153	154	155	156	157	

Lane \_\_\_\_\_ Student's signature \_\_\_\_\_ Laps completed \_\_\_\_\_

## **Fitnessgram – Abdominal Strength and Endurance**

### **Curl-Up**

This section provides information on the curl-up assessment used in *FITNESSGRAM*. The curl-up with knees flexed and feet unanchored has been selected because individually these elements have been shown to a) decrease movement of the fifth lumbar vertebra over the sacral vertebrae, b) minimize the activation of the hip flexors, c) increase the activation of the external and internal obliques and transverse abdominals, and d) maximize abdominal muscle activation of the lower and upper rectus abdominals relative to disc compression (load) when compared with a variety of sit-ups.

Few results are available on the consistency and accuracy of the curl-up. Reliability is higher for college students than for children but the values are acceptable for this type of assessment. Determination of validity has been hampered by the lack of an established criterion measure. Anatomical analysis and electromyographical documentation provide the primary support for the use of the curl-up test to determine abdominal strength and endurance.

### **Test Objective**

To complete as many curl-ups as possible up to a maximum of 75 at a specified pace.

### **Equipment and Facilities**

Gym mats and a measuring strip for every two students are needed. The measuring strip may be made of cardboard, rubber, smooth wood, or any similar thin, flat materials and should be 30 to 35 inches long. Two widths of measuring strip may be needed. The narrower strip should be 3 inches wide and is used to test 5- to 9- year-olds; for older students the strip should be 4.5 inches wide.

### **Test Instructions**

Allow students to select a partner. Partner A will perform the curl-ups while partner B counts and watches for form errors.

Partner A lies in a supine position on the mat, knees bent at an angle of approximately 140°, feet flat on the floor, legs slightly apart, arms straight and parallel to the trunk with palms of the hands resting on the mat. The fingers are stretched out and the head is in contact with the mat. Make sure students have extended their feet as far as possible from the buttocks while still allowing feet to remain flat on the floor. The closer the feet are positioned in relation to the buttocks, the more difficult the movement.

After partner A has assumed the correct position on the mat partner B places a measuring strip on the mat under partner A's legs so that partner A's fingertips are just resting on the nearest edge of the measuring strip. Partner B then kneels down at partner A's head in a position to count curl-ups and watch for form breaks. Partner B places a piece of paper under partner A's head. The paper will assist partner B in judging if partner A's head touches down on each repetition. The observer should watch for the paper to crinkle each time partner A touches it with his or her head.



Before beginning the curl-up, it is a good practice for partner B to pull on partner A's hands to ensure that the shoulders are relaxed and in a normal resting position. If partner A is allowed to hunch the shoulders before beginning the test, he or she may be able to get the fingertips to the other side of the testing strip by merely moving the arms and shoulders up and down. Keeping the heels in contact with the mat partner A curls up slowly, sliding fingers across the measuring strip until fingertips reach the other side; then partner A curls back down until his or her head touches the piece of paper on the mat. Movement should be slow and gauged to the specified cadence of about 20 curl-ups per minute (1 curl every 3 seconds). The teacher should call a cadence or use a prerecorded cadence. A recorded cadence should be used to ensure accurate testing for students. Partner A continues without pausing until he or she can no longer continue or has completed 75 curl-ups.

### **When to Stop**

Students are stopped after completing 75 curl-ups, when the second form correction is made, or when they can no longer continue.

### **Form Corrections**

- Heels must remain in contact with the mat.
- Head must return to the mat on each repetition.
- Pauses and rest periods are not allowed. The movement should be continuous and with the cadence.
- Fingertips must touch the far side of the measuring strip.

### **Scoring**

The score is the number of curl-ups performed. Curl-ups should be counted when a student's head returns to the mat. For ease in administration, it is permissible to count the first incorrect curl-up. It is important to be consistent with all of the students and classes when determining whether or not you will count the first incorrect curl-up.

### **Suggestions for Test Administration**

- The student being tested should reposition if the body moves so that the head does not contact the mat at the appropriate spot or if the measuring strip is out of position.
- Movement should start with a flattening of the lower back followed by a slow curling of the upper spine.
- The hands should slide across the measuring strip until the fingertips reach the opposite side (3 or 4.5 inches) and then return to the supine position. The movement is completed when the back of the head touches the paper placed on mat.
- The cadence will encourage a steady, continuous movement done in the correct form.
- Students should not forcibly "reach" with their arms and hands but simply let the arms passively move along the floor in response to the action of the trunk and shoulders. Any jerking, kipping, or reaching motion will cause the students to constantly move out of

position. When students first begin to use this test item, many will want to “reach” with their arms and hands, especially if they have previously done a timed sit-up test.

- This curl-up protocol is quite different from the one-minute sit-up. **Students will need to learn how to correctly perform this curl-up movement and be allowed time to practice.**

## **Fitnessgram – Trunk Extensor Strength and Flexibility**

### **Trunk Lift**

It is important that attention be given to performance techniques during this test. The movement should be performed in a slow and controlled manner. The maximum score on this test is 12 inches. While some flexibility is important, it is not advisable (or safe) to encourage hyperextension.

Test-retest studies of the trunk extension test (done without limiting the lift to 12 inches) have reported high reliability in high school and college aged students. There are no data on the consistency results for younger children.

Research results have shown that isokinetic trunk endurance, torso length, body weight, passive trunk extension, trunk extension endurance, trunk strength, and flexibility all contribute to performance of the trunk lift. However, a single repetition, partially body weight limited, restricted range item, this test is a minimal assessment of the components of trunk strength and flexibility. Most school-aged individuals will pass this test easily.

### **Test Objective**

To lift the upper body off the floor using the muscles of the back and hold the position to allow for the measurement.

### **Equipment and Facilities**

Gym mats and a measuring device are required to administer this test. A yardstick or 15-inch ruler is preferred; however a 12-inch ruler could be used if care is taken to make certain that the ruler is not placed directly under a student's chin. If students are measuring each other, the "rulers" should be made of some pliable material such as poster board. It is helpful to mark the 6-, 9-, and 12-inch marks with tape. Rope cut to 12 inches with the inch marks taped can also be used as a measuring device.

### **Test Instructions**

The student being tested lies on the mat in a prone position (facedown). Toes are pointed and hands are placed under the thighs. Place a coin or other marker on the floor in line with the student's eyes. During the movement, the student's focus should not move from the coin or marker. The student lifts the upper body off the floor, in a very slow and controlled manner, to a maximum height of 12 inches. The head should be maintained in a neutral (straight) alignment with the spine. The position is held long enough to allow the tester to place the ruler on the floor in front of the student and determine the distance from the floor to the student's chin. The ruler should be placed at least an inch to the front of the student's chin and not directly under the chin. Once the measurement has been made, the student returns to the starting position in a controlled manner. Allow two trials, recording the highest score.

## **Scoring**

The score is recorded in inches. Distances above 12 inches should be recorded as 12 inches.

## **Suggestions for Test Administrators**

- Do not allow students to do ballistic, bouncing movements.
- Do not encourage students to raise higher than 12 inches. The Healthy Fitness Zone ends at 12 inches. Excessive arching of the back may cause compression of the spinal discs.
- Maintaining focus on the spot on the floor should assist in maintaining the head in a neutral position.
- Partner B should make the reading at eye level and, therefore, should assume a squat or lying down position.

## **Fitnessgram – Upper Body Strength and Endurance**

### **90° Push-Up**

The 90° push-up to an elbow angle of 90° is the recommended test for upper body strength and endurance. Test administration requires little or no equipment; multiple students may be tested at one time, and few zero scores result. This test also teaches students an activity that can be used throughout life as a conditioning activity as well as in self-testing.

The 90° push-up has generally been shown to produce consistent scores but reliability depends on how it is administered. Lower values have been reported for elementary aged students using partners to count the repetitions. Objectivity, or the ability of different observers to attain the same results, is a factor in this item because of the necessity of judging the 90° angle. Scores from student partners are consistently higher than adult counts because students tend to simply count each attempted 90° push-up and not evaluate whether it was done correctly. As with several of the other neuromuscular fitness items, determining the accuracy of the 90° push-up as a test of upper body strength and endurance is made difficult by the lack of an agreed upon criterion measure. Specific validation data are available for the 90° push-up in only two studies conducted on college age students. Validity coefficients against a 1-RM bench press were the highest when the criterion test was the number of repetitions (endurance) at an absolute, but sex-specific, load.

Before test day, students should be allowed to practice doing 90° push-ups and watching their partner do them. Teachers should make a concerted effort during these practice sessions to correct students who are not achieving the 90° angle. In this manner all students will gain greater skill in knowing what 90° “feels like” and “looks like.”

### **Test Objective**

To complete as many 90° push-ups as possible at a rhythmic pace. This test item is used for males and females.

### **Equipment and Facilities**

The correct cadence is 20 90° push-ups per minute (1 90° push-up every 3 seconds). A recorded cadence should be used to ensure accurate testing for students. The 90° push-up may be performed on a mat. Squares of cardboard or anything else that has a 90° angle may assist students in judging 90°.

### **Test Instructions**

The students should be paired; one will perform the test while the other counts 90° push-ups and watches to see that the student being tested bends the elbow to 90° with the upper arm parallel to the floor.

The student being tested assumes a prone position on the mat with hands placed under or slightly wider than the shoulders, fingers stretched out, legs straight and slightly apart, and toes tucked under. The student pushes up off the mat with the arms until arms are straight, keeping the legs

and back straight. The back should be kept in a straight line from head to toes throughout the test. The student then lowers the body using the arms until the elbows bend at a 90° angle and the upper arms are parallel to the floor. This movement is repeated as many times as possible. The student should push up and continue the movement until the arms are straight on each repetition. The rhythm should be approximately 20 90° push-ups per minute or 1 90° push-up every 3 seconds.

### **When to Stop**

Students are stopped when the second form correction (mistake) is made. Only one form correction is allowed.

### **Form Corrections**

- Stopping to rest or not maintaining a rhythmic pace
- Not achieving a 90° angle with the elbow on each repetition
- Not maintaining correct body position with a straight back
- Not extending arms fully

### **Scoring**

The score is the number of 90° push-ups performed. For ease in administration, it is permissible to count the first incorrect 90° push-up. It is important to be consistent with all of the students and classes when determining if you will count the first incorrect push-up.

### **Suggestions for Test Administration**

- Test should be terminated if the student appears to be in extreme discomfort or pain.
- A prerecorded cadence can be used, or the cadence can be called by the teacher.
- Males and females follow the same protocol.
- Find a short cone or other piece of pliable equipment that could be placed under the student's chest. The student must lower to the equipment in order for the 90° push-up to count. The size and height of the equipment that is used may vary depending on the age and size of your students.
- It may be helpful to make a recording with a voice-over that counts the number of 90° push-ups for the students (record the teacher counting over the cadence).

## **Fitnessgram – Flexibility**

### **Back-Saver Sit and Reach**

The back-saver sit and reach is very similar to the traditional sit and reach except that the measurement is performed on one side at a time. By testing one leg at a time a determination can be made of any asymmetry in hamstring flexibility, and hyperextension of both knees is avoided. The sit and reach measures predominantly the flexibility of the hamstring muscles. Normal hamstring flexibility allows rotation of the pelvis in forward bending movements and posterior tilting of the pelvis for proper sitting.

The back-saver sit and reach has been shown to provide extremely consistent scores when administered under standardized conditions. The back-saver sit and reach has also been shown to be a reasonably accurate measure of hamstring flexibility. When compared with criterion measures of hamstring flexibility, the correlations for both right and left legs have been moderate to high. Conversely, the back-saver sit and reach has been shown to correlate poorly with criterion tests of low back flexibility. Therefore, the back-saver sit and reach cannot be considered a valid measure of low back flexibility and should not be interpreted as such.

### **Test Objective**

To be able to reach the specified distance on the right and left sides of the body.

### **Equipment and Facilities**

This assessment requires a sturdy box approximately 12 inches high. A measuring scale is placed on top of the box with the 9-inch mark parallel to the face of the box against which the student's foot will rest. The "zero" end of the ruler is nearest the student. However, a wooden box and yardstick will suffice. Tape the yardstick to the top of the box with the 9-inch mark at the nearest edge of the box. The "zero" end of the yardstick is nearest the student.

### **Test Instructions**

The student removes his or her shoes and sits down at the test apparatus. One leg is fully extended with the foot flat against the face of the box. The other knee is bent with the sole of the foot flat on the floor. The instep is placed in line with, and 2 to 3 inches to the side of, the straight knee. The arms are extended forward over the measuring scale with the hands placed one on top of the other. With palms down, the student reaches directly forward (keeping back straight and the head up) with both hands along the scale four times and hold the position of the fourth reach for at least 1 second. After one side has been measured, the student switches the position of the legs and reaches again. The student may allow the bent knee to move to the side as the body moves forward if necessary, but the sole of the foot must remain on the floor.

## **Scoring**

Record the number of inches on each side to the nearest  $\frac{1}{2}$  inch reached, to a maximum score of 12 inches. Performance is limited to discourage hypermobility. To be in the Healthy Fitness Zone, the student should meet the standard on both the right and left sides.

## **Suggestions for Test Administration**

- The bent knee moves to the side, allowing the body to move past it, but the sole of the foot must remain on the floor.
- Keep the back straight and the head up during the forward flexion movement.
- The knee of the extended leg should remain straight. Tester may place one hand above the student's knee to help keep the knee straight.
- Hands should reach forward evenly.
- The trial should be repeated if the hands reach unevenly or the knee bends.
- Hips must remain square to the box. Do not allow the student to turn the hip away from the box while reaching.



FITNESSGRAM® Standards for Healthy Fitness Zones  
Boys

	Aerobic Capacity VO <sub>2max</sub> (ml/kg/min)		
Age	Pacer One-Mile Run Walk Test		
5	Participation in test encouraged. Aerobic standards not recommended.		
6			
7			
8			
9			
	NI-Health Risk	NI	HFZ
10	≤ 37.3	37.4-40.1	≥ 40.2
11	≤ 37.3	37.4-40.1	≥ 40.2
12	≤ 37.6	37.7-40.2	≥ 40.3
13	≤ 38.6	38.7-41.0	≥ 41.1
14	≤ 39.6	39.7-42.4	≥ 42.5
15	≤ 40.6	40.7-43.5	≥ 43.6
16	≤ 41.0	41.1-44.0	≥ 44.1
17	≤ 41.2	41.3-44.1	≥ 44.2
17+	≤ 41.2	41.3-44.2	≥ 44.3

	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Age	Curl-Up (no. completed)	Trunk Lift (inches)	90° Push-Up (no. completed)	Back-Saver Sit & Reach (inches)
5	≥ 2	6-12	≥ 3	8
6	≥ 2	6-12	≥ 3	8
7	≥ 4	6-12	≥ 4	8
8	≥ 6	6-12	≥ 5	8
9	≥ 9	6-12	≥ 6	8
10	≥ 12	9-12	≥ 7	8
11	≥ 15	9-12	≥ 8	8
12	≥ 18	9-12	≥ 10	8
13	≥ 21	9-12	≥ 12	8
14	≥ 24	9-12	≥ 14	8
15	≥ 24	9-12	≥ 16	8
16	≥ 24	9-12	≥ 18	8
17	≥ 24	9-12	≥ 18	8
17+	≥ 24	9-12	≥ 18	8

Standard is met if score falls within the listed range. Standard is not met when score falls below listed range.

FITNESSGRAM® Standards for Healthy Fitness Zones  
Girls

Aerobic Capacity VO <sub>2max</sub> (ml/kg/min)			
Age	Pacer One-Mile Run Walk Test		
5	Participation in test encouraged. Aerobic standards not recommended.		
6			
7			
8			
9			
	NI-Health Risk	NI	HFZ
10	≤ 37.3	37.4-40.1	≥ 40.2
11	≤ 37.3	37.4-40.1	≥ 40.2
12	≤ 37.0	37.1-40.0	≥ 40.1
13	≤ 36.6	36.7-39.6	≥ 39.7
14	≤ 36.3	36.4-39.3	≥ 39.4
15	≤ 36.0	36.1-39.0	≥ 39.1
16	≤ 35.8	35.9-38.8	≥ 38.9
17	≤ 35.7	35.8-38.7	≥ 38.8
> 17	≤ 35.3	35.4-38.5	≥ 38.6

Age	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
	Curl-Up (no. completed)	Trunk Lift (inches)	90° Push-Up (no. completed)	Back-Saver Sit & Reach (inches)
5	≥ 2	6-12	≥ 3	9
6	≥ 2	6-12	≥ 3	9
7	≥ 4	6-12	≥ 4	9
8	≥ 6	6-12	≥ 5	9
9	≥ 9	6-12	≥ 6	9
10	≥ 12	9-12	≥ 7	9
11	≥ 15	9-12	≥ 7	10
12	≥ 18	9-12	≥ 7	10
13	≥ 18	9-12	≥ 7	10
14	≥ 18	9-12	≥ 7	10
15	≥ 18	9-12	≥ 7	12
16	≥ 18	9-12	≥ 7	12
17	≥ 18	9-12	≥ 7	12
17+	≥ 18	9-12	≥ 7	12

Standard is met if score falls within the listed range. Standard is not met when score falls below listed range.

**See excel sheets for data collection**

**Standard 4**

Achieves and maintains a health-enhancing level of physical fitness.

**Grade Band: 3-5**

**Benchmark B**

**Benchmark B:** Understand the principles, components and practices of health-related physical fitness.

**Task:** The student will demonstrate a basic understanding of health-related fitness principles, concepts, components and practices by completing the following questions from the test bank. The questions from the test bank do **not** have to be administered during one test; they can be administered throughout the course of the 3-5 grade band. It would appropriate to implement the fitness components during one session and fitness concepts at another session.

<b>Level</b>	<b>Criteria</b>
Advanced	Demonstrates knowledge of both health-related fitness components and fitness concepts answering 9-10 questions correctly.
Proficient	Demonstrates knowledge of health-related fitness components and fitness concepts answering 7-8 questions correctly.
Limited	Demonstrates limited knowledge of both health-related fitness components and fitness concepts answering 0-6 questions correctly.

**See excel sheets for data collection**

**Benchmark 4B Fitness Test Bank**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Directions: Choose one option (A, B, or C) for Topic 1: Components of Fitness. Complete all questions for Topic 2: Fitness Concepts

Topic 1: Components of Fitness

Option A:

Match the appropriate component of health-related fitness to the description of the component.

- a. Flexibility
- b. Muscular endurance
- c. Muscular strength
- d. Cardio-respiratory fitness

- 1. \_\_\_\_\_ The ability of the heart and lungs to supply oxygen to the working muscles for an extended period of time.
- 2. \_\_\_\_\_ A measure of the greatest force that can be produced by a muscle or group of muscles.
- 3. \_\_\_\_\_ The ability of a joint to move freely in every direction or, more specifically, through a full and normal range of motion.
- 4. \_\_\_\_\_ The ability to contract a muscle or group of muscles repeatedly getting tired.

Option B:

Write one exercise you like to do to improve each component of fitness.

1. Cardio-respiratory	
2. Flexibility	
3. Muscular strength	
4. Muscular endurance	

Option C:

Multiple Choice: Choose the appropriate answer given the description.

1. \_\_\_\_\_ Which of the following is a cardio-respiratory endurance activity?
  - A. Push-ups
  - B. Mile run
  - C. Curl-ups
  - D. 100-meter dash
  
2. \_\_\_\_\_ Which of the following activities uses flexibility?
  - A. Push-ups
  - B. Mile run
  - C. Sit and reach
  - D. Curl up
  
3. \_\_\_\_\_ Which of the following activities uses muscular strength?
  - A. Jogging
  - B. Balance on a beam
  - C. Stretching down to touch my toes
  - D. Push-up
  
4. \_\_\_\_\_ Which of the following activities uses muscular endurance?
  - A. Jogging
  - B. Balance on a beam
  - C. Stretching down to touch my toes
  - D. Push-up

## Topic 2: Fitness Concepts

Option A:

Match the appropriate principle of health-related fitness to the description of the principle.

- A. Frequency
- B. Intensity
- C. Type
- D. Time

1. \_\_\_\_\_ How often a person exercises. The number of times a person engages in physical activity that is moderate to vigorous in nature.
2. \_\_\_\_\_ How hard a person exercises. The speed or workload used in a given exercise period.
3. \_\_\_\_\_ How long a person exercises. The number of minutes of physical activity.
4. \_\_\_\_\_ The kind of exercise that is done. Exercise that is specific to the system that is being worked or stressed during activity.

Option B: Multiple Choice

1. You are preparing to exercise. Place a #1 next to the part of the workout you would do first, #2 for the part you would do second, and #3 next to the part you would do last.

\_\_\_\_\_ Cool-down

\_\_\_\_\_ Warm-up

\_\_\_\_\_ Main Activity

2. \_\_\_\_\_ While participating in moderate to vigorous activities, your target heart rate should be?
  - A. 80-100% of your maximum heart rate
  - B. 60-80% of your maximum heart rate
  - C. 40-60% of your maximum heart rate
  - D. 20-40% of your maximum heart rate

**Answer Key:**

**Topic 1: Components of Fitness**

**Part A:**

1. D = Cardio-respiratory fitness
2. C = Muscular strength
3. A = Flexibility
4. B = Muscular endurance

**Part B:**

Answers 1-4 = Variety of responses are acceptable

**Part C:**

1. B = Mile run
2. C = Sit and reach
3. D = Push-up
4. B = Balance on a beam

**Topic 2: Fitness Concepts**

**Part A:**

1. A = Frequency
2. B = Intensity
3. D = Time
4. C = Type

**Part B:**

1. 3 = Cool-down  
1 = Warm-up  
2 = Main activity
2. B = 60-80% of your maximum heart rate

## Ohio Physical Education Assessments

### Standard 4

Achieves and maintains a health-enhancing level of physical fitness

### Grade Band: 6-8

### Benchmark A

**Benchmark A:** Meet or exceed criterion-referenced health-related physical fitness standards.

**Task A:** The Ohio Health-Related Fitness Assessment is designed to meet three distinct purposes. First, the assessment provides students, teachers and parents/guardians with information regarding the student's current fitness status. Fitness information can be used as the basis for designing and individualized fitness program for each student. Second, the assessment provides information for program evaluation. A teacher can determine the number of students who meet or exceed the Health Fitness Zone (HFZ), adjust the curriculum, if needed, and encourage improvement for students at the lower end of the HFZ. Third, the assessment provides information for statewide monitoring of fitness levels of Ohio students at grade bands 3-5, 6-8, and 9-12.

The health-related fitness components to be assessed are aerobic/cardio-respiratory capacity, muscular strength and endurance upper body, muscular strength and endurance abdominals, and flexibility. These health-related fitness components are identified as the required components to assess student achievement of Standard 4, Benchmark A Criterion-referenced fitness assessments compare student scores to a set standard of health-related fitness that indicates a level of fitness necessary for good health regardless of other students' scores (NASPE, 2010).

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Health-related Fitness Component	Fitnessgram
Aerobic/cardio-respiratory	<ul style="list-style-type: none"> <li>• 1-mile run/walk or</li> <li>• <i>PACER</i></li> </ul>
Muscular strength and endurance upper body	<ul style="list-style-type: none"> <li>• 90-degree push-up, cadence</li> </ul>
Muscular strength and endurance abdominals	<ul style="list-style-type: none"> <li>• Curl-ups, cadence</li> </ul>
Flexibility	<ul style="list-style-type: none"> <li>• Back-saver sit and reach</li> <li>• Trunk lift</li> </ul>

Teachers should follow the specific protocols for each test item. Provide students with ample practice time before measuring student performance for this assessment. Please refer to the National Association for Sport and Physical Education position statement *Appropriate Uses of Fitness Measurement* for guidelines for effectively using the information obtained from this assessment - <http://www.aahperd.org/naspe/standards/PEPS.cfm>.

**Rubric for Task A, Benchmark A**

Level	Criteria
Advanced	The student achieves the average score of 3.0-2.75
Proficient	The student achieves the average score of 2.74-1.75
Limited	The student achieves the average score of 1.74-0

See excel sheets for data collection.

## **Fitnessgram – Aerobic Capacity**

### **The PACER**

The PACER (Progressive Aerobic Cardiovascular Endurance Run) is the default aerobic capacity test in *FITNESSGRAM*. The PACER is a multistage fitness test adapted from the 20 – meter shuttle run test published by Leger and Lambert (1982) and revised in 1988 (Leger et al.). The test is progressive in intensity – it is easy at the beginning and gets harder at the end. The progressive nature of the test provides a built-in warm-up and helps children to pace themselves effectively. The test has also been set to music to create a valid, fun alternative to the customary distance run test for measuring aerobic capacity.

The PACER is recommended for all ages, but its use is strongly recommended for participants in grades K-3. The PACER is recommended for a number of reasons, including the following:

- All students are more likely to have a positive experience in performing the PACER.
- The PACER helps students learn the skill of pacing.
- Students who have a poorer performance will finish first and not be subjected to the embarrassment of being the last person to complete the test.

When you are administering the test to these younger children, the emphasis should be on allowing the children to have a good time while learning how to take this test and how to pace themselves. Allow children to continue to run as long as they wish and as long as they are still enjoying the activity. Typically the test in grades K- 3 will only last a few minutes. It is not desirable or necessary to make the children run to exhaustion.

### **Test Objective**

To run as long as possible with continuous movement back and forth across a 20-meter space at a specified pace that gets faster each minute. A 15-meter version of the PACER test has been developed for teachers with smaller sized facilities.

### **Equipment and Facilities**

Administering the PACER requires a flat, nonslippery surface at least 20 meters long, CD player with adequate volume, CD, measuring tape, marker cones, pencil, and copies of the score sheet. Students should wear shoes with nonslip soles. Plan for each student to have a 40- to 60- inch-wide space for running. An outdoor area can be used for this test if you do not have adequate indoor space. There should be a designated area for finished runners and for scorekeepers. You may want to paint lines or draw chalk lines to assist students in running a straight line.

### **Test Instructions**

- Mark the 20- meter (21- yard, 32- inch) course with marker cones to divide lanes and use a tape or chalk line at each end.
- Make copies of a suitable score sheet for each group of students to be tested.

- Before test day, allow students to listen to several minutes of the PACER cadence so that they know what to expect. Students should then be allowed at least two practice sessions.
- Each student being tested should run across the 20-meter distance and touch the line with a foot by the time the beep (e.g., the PACER cadence) sounds. The student should take full weight on the foot that is touching the line. At the sound of the beep, they turn around and run back to the other end. If some students get to the line before the beep, they must wait for the beep before running the other direction. Students continue in this manner until they fail to reach the line before the beep for the second time.
- A single beep will sound at the end of the time for each lap. A triple beep sounds at the end of each minute. The triple beep serves the same function as the single beep and also alerts the runners that the pace will get faster. Inform students that when the triple beep sounds they should not stop but should continue the test by turning and running toward the other end of the area.
- Scoring the PACER will require the input of the student's height and weight. Calculation of aerobic capacity requires a score of at least 10 laps (20- meter version).

### **When to Stop**

The first time a student does not reach the line by the beep, the student stops where he or she is and reverses direction immediately, attempting to get back on pace. The test is completed for a student the next time (second time) he or she fails to reach the line by the beep (the two misses do not have to be consecutive; the test is over after two total misses). Students just completing the test should continue to walk and stretch in the designated cool-down area.

*Note:* A student who remains at one end of the testing area through two beeps (does not run to the other end and back) should be scored as having two misses and the test is over.

### **Scoring**

In the PACER test, a lap is one 20-meter distance (from one end to the other). Have the scorer record the lap number (crossing off each lap number) on a PACER score sheet. The recorded score is the total number of laps completed by the student. For ease in administration, it is permissible to count the first miss (not making the line by the beep). It is important to be consistent in the method used for counting with all of the students and classes.

An alternative scoring method is available. This method does not eliminate students when they miss their second beep (Schiemer, 1996). Using PACER score sheet, the teacher establishes two different symbols to be used in recording, such as a star for making the line by the beep and a triangle for not making the line. The scorer then draws a star in the circle when the runner successfully makes the line by the beep and a triangle when the runner fails to make the line by the beep, simply making a record of what occurs. The runners can continue to participate until the leader stops the music or until they voluntarily stop running. To determine the score, find the second triangle (or whatever symbol was used). The number associated with the preceding is the score.

Criterion standards for students in grades K-3 have purposefully not been established. There are concerns regarding the reliability and validity of the test results for very young children. Even with practice, it is difficult to ensure that young children will pace themselves appropriately and give a maximal effort. The object of the test for these younger students is simply to participate and learn about the test protocol.

Student's ages 5 to 9 years in grades K-3 do not have to receive a score; they may simply participate in the activity. Regardless of the entry, the performance will be evaluated against a criterion standard. Nine-year-olds in grade 4 may receive a score, and it will be evaluated against a criterion standards. All 10-year-old students receive a score regardless of grade level.

### **Suggestions for Test Administration**

- The PACER cadence contains 21 levels (1 level per minute for 21 minutes). During the first minute, the 20-meter version allows 9 seconds to run the distance; the 15-meter version allows 6.75 seconds. The lap time decreases by approximately one-half second at each successive level. Make certain that students have practiced and understand that speed will increase each minute.
- A single beep indicates the end of a lap (one 20-meter distance). The students run from one end to the other between each beep. Caution students not to begin too fast. The beginning speed is very slow. Nine seconds is allowed for running each 20-meter lap during the first minute.
- Triple beeps at the end of each minute indicate the end of a level and an increase in speed. Students should be alerted that the speed will increase. When students hear the triple beeps they should turn around at the line and immediately continue running. Some students have a tendency to hesitate when they hear the triple beeps.
- A student who cannot reach the line when the beep sounds should be given one more chance to attempt to regain the pace. The second time a student cannot reach the line by the beep; his or her test is completed.
- Groups of students may be tested at one time. Adult volunteers may be asked to help record scores. Students may record scores for each other or for younger students.
- Each runner must be allowed a path 40 to 60 inches wide. It may work best to mark the course.

### **One-Mile Run**

#### *Alternative*

The one-mile run can be used instead of the PACER to provide an estimate of aerobic capacity ( $VO_{2max}$ ). For students who enjoy running and are highly motivated it is a very good alternative assessment. Scoring of the one-mile run will require the input of a student's height and weight since the calculation of aerobic capacity includes BMI.

## **Test Objective**

To run a mile at the fastest pace possible. If a student cannot run the total distance, walking is permitted.

## **Equipment and Facilities**

A flat running course, stopwatch, pencil, and score sheets are required. The course may be a track or any other measured area. The course may be measured using a tape measure or cross country wheel. Caution: If the track is metric or shorter than 440 yards, adjust the running course (1,609.34 meters = 1 mile; 400 meters = 437.4 yards; 1,760 yards = 1 mile). On a metric track the run should be four laps plus 10 yards.

## **Test Instructions**

Students begin on the signal "Ready, Start." As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 20 students at one time by dividing the group. Have each student select a partner; one is the runner and one is the scorer. While one group runs, partners count laps and record the finish time.

## **Scoring**

The one-mile run is scored in minutes and seconds. You will need to enter a score in the web link provided within the evaluation instrument. Students ages 5-9 years do not have to be times; they may simply complete the distance. Regardless of their mile-run time, a Healthy Fitness Zone standard will not be used to evaluate their score. Nine -year-olds in grade 4 should receive a score. All 10-year-olds should receive a score regardless of grade level.

Performance standards for students in grades K-3 have purposefully not been established. There are concerns regarding the reliability and validity of the test results for very young children. Even with practice, it is difficult to ensure that young children will pace themselves appropriately and give a maximal effort. The object of the test for these younger students is simply to complete the 1-mile distance at a comfortable pace and to practice pacing. Remember, the height and weight for each student must be entered in addition to the performance time on the one-mile run. Calculation of aerobic capacity requires a score less than 13:01.

## **Suggestions for Test Administration**

- Call out times as the runners pass the start/stop line to assist students in pacing themselves.
- Preparation for the test should include instruction about pacing and practice in pacing. Without instruction, students usually run too fast early in the test and then are forced to walk in the later stages.
- Results are generally better if the student can maintain a constant pace during most of the test.

- Walking is definitely permitted. Although the objective is to cover the distance in the best possible time, students who must walk should not be made to feel inferior. Encourage students who walk to move at a fast pace, rather than stroll. Attainment of the Healthy Fitness Zone is the important factor.
- Have students set a goal before running.
- Students should always warm up before taking the test. It is also important that students cool down by continuing to walk for several minutes after completing the distance. A good suggestion is to have those who have completed the distance do an easy activity (like juggling, hula hoop) while waiting for others to complete the distance. This keeps everyone moving and busy and takes the focus off the slower students who will complete the distance last.
- Administration of the test under conditions of unusually high temperature or humidity or when the wind is strong should be avoided, as these elements may be unsafe or may lead to an invalid estimate of aerobic capacity.
- Counting laps completed and accurately recording the run time can be a problem when a relatively small course is utilized with younger children. Many techniques are acceptable. Pair the students and have the resting partner count laps and record time for the runner. Older students or parents may be asked to assist in recording for younger students.

### **Walk Test**

#### *Alternative*

Another alternative to the PACER test is the one-mile walk test. This test is only for students age 13 and older since it hasn't been validated with younger samples. The walk test is an excellent alternative test since it is an assessment that can most definitely be used for a lifetime. Secondary students should learn to do this assessment since it is one that they can repeat on their own to self-assess their fitness levels.

### **Test Objective**

To walk 1 mile as quickly as possible while maintaining a constant walking pace the entire distance. This test is included in *FITNESSGRAM* for use with participant's ages 13 years and older. The walk test is an excellent self-assessment skill for everyone to use throughout life.

### **Equipment and Facilities**

A flat, measured running course, two or more stopwatches, pencils, and score sheets are required. Heart rate monitors, if available, make heart rate monitoring much easier. The course may be measured using a tape measure or cross country wheel. Caution: If the track is metric or shorter than 440 yards, adjust the course (1,609.34 meters = 1 mile; 400 meters = 437.4 yards; 1,760 yards = 1 mile). On a 400-meter track the walk should be four laps plus 10 yards.

## **Test Instructions**

Students begin on the signal “Ready, Start.” Participants should attempt to walk the full mile as quickly as they can but at a pace that can be maintained the entire distance. As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 30 students at one time by dividing the group. Have each student select a partner, one is the walker and one is the scorer. While one group walks, the scorers count laps and record the finish time.

At the conclusion of the one-mile walk, each student should take a 60-second heart rate count. The scorer can time the 60 seconds or a pace clock with a second hand can be used to allow students to count the time themselves. If using heart rate monitors to determine the heart rate, each participant should start his or her stopwatch at the beginning of the walk and stop it at the end. The last heart rate recorded during the walk should be used as the walking heart rate. The relative heart rate to walk a mile at a specific speed is used to estimate overall cardiovascular fitness.

## **Scoring**

The walk test is scored in minutes and seconds. You will need to enter a score in the web link provided within the evaluation instrument. A 60-second heart rate should be taken at the conclusion of the walk. Estimated  $VO_{2max}$  is calculated using the Rockport Fitness Walking Test equation (Kline et al., 1987; McSwegin et al., 1998).

## **Suggestions for Test Administration**

- Preparation for the test should include instruction and practice in pacing and in techniques for heart rate monitoring.
- Results are generally better if the student can maintain a constant pace during most of the test.
- Students should always warm up before taking the test. It is also important that students cool down by continuing to walk for several minutes after completing the distance.
- Administration of the test under conditions of unusually high temperature or humidity or when the wind is strong should be avoided, as these elements may cause an invalid estimate of aerobic capacity.

## **How to Locate the Test Calculator**

To access the calculator, go to:

<http://www.presidentialyouthfitnessprogram.org/resources/>

Then scroll down and click on: [FITNESSGRAM<sup>®</sup> Score sheet](#)

You will follow instructions provided by Fitnessgram.

# FITNESSGRAM

## The PACER Individual Score Sheet A

Teacher \_\_\_\_\_ Class period \_\_\_\_\_ Date \_\_\_\_\_

Lap = one 20-meter length

Level	Laps													
1	1	2	3	4	5	6	7							
2	8	9	10	11	12	13	14	15						
3	16	17	18	19	20	21	22	23						
4	24	25	26	27	28	29	30	31	32					
5	33	34	35	36	37	38	39	40	41					
6	42	43	44	45	46	47	48	49	50	51				
7	52	53	54	55	56	57	58	59	60	61				
8	62	63	64	65	66	67	68	69	70	71	72			
9	73	74	75	76	77	78	79	80	81	82	83			
10	84	85	86	87	88	89	90	91	92	93	94			
11	95	96	97	98	99	100	101	102	103	104	105	106		
12	107	108	109	110	111	112	113	114	115	116	117	118		
13	119	120	121	122	123	124	125	126	127	128	129	130	131	
14	132	133	134	135	136	137	138	139	140	141	142	143	144	
15	145	146	147	148	149	150	151	152	153	154	155	156	157	

Lane \_\_\_\_\_ Student's signature \_\_\_\_\_ Laps completed \_\_\_\_\_



## **Fitnessgram – Abdominal Strength and Endurance**

### **Curl-Up**

This section provides information on the curl-up assessment used in *FITNESSGRAM*. The curl-up with knees flexed and feet unanchored has been selected because individually these elements have been shown to a) decrease movement of the fifth lumbar vertebra over the sacral vertebrae, b) minimize the activation of the hip flexors, c) increase the activation of the external and internal obliques and transverse abdominals, and d) maximize abdominal muscle activation of the lower and upper rectus abdominals relative to disc compression (load) when compared with a variety of sit-ups.

Few results are available on the consistency and accuracy of the curl-up. Reliability is higher for college students than for children but the values are acceptable for this type of assessment. Determination of validity has been hampered by the lack of an established criterion measure. Anatomical analysis and electromyographical documentation provide the primary support for the use of the curl-up test to determine abdominal strength and endurance.

### **Test Objective**

To complete as many curl-ups as possible up to a maximum of 75 at a specified pace.

### **Equipment and Facilities**

Gym mats and a measuring strip for every two students are needed. The measuring strip may be made of cardboard, rubber, smooth wood, or any similar thin, flat materials and should be 30 to 35 inches long. Two widths of measuring strip may be needed. The narrower strip should be 3 inches wide and is used to test 5- to 9- year-olds; for older students the strip should be 4.5 inches wide.

### **Test Instructions**

Allow students to select a partner. Partner A will perform the curl-ups while partner B counts and watches for form errors.

Partner A lies in a supine position on the mat, knees bent at an angle of approximately 140°, feet flat on the floor, legs slightly apart, arms straight and parallel to the trunk with palms of the hands resting on the mat. The fingers are stretched out and the head is in contact with the mat. Make sure students have extended their feet as far as possible from the buttocks while still allowing feet to remain flat on the floor. The closer the feet are positioned in relation to the buttocks, the more difficult the movement.

After partner A has assumed the correct position on the mat partner B places a measuring strip on the mat under partner A's legs so that partner A's fingertips are just resting on the nearest edge of the measuring strip. Partner B then kneels down at partner A's head in a position to count curl-ups and watch for form breaks. Partner B places a piece of paper under partner A's head. The paper will assist partner B in judging if partner A's head touches down on each repetition. The observer should watch for the paper to crinkle each time partner A touches it with his or her head.

Before beginning the curl-up, it is a good practice for partner B to pull on partner A's hands to ensure that the shoulders are relaxed and in a normal resting position. If partner A is allowed to hunch the shoulders before beginning the test, he or she may be able to get the fingertips to the other side of the testing strip by merely moving the arms and shoulders up and down. Keeping the heels in contact with the mat partner A curls up slowly, sliding fingers across the measuring strip until fingertips reach the other side; then partner A curls back down until his or her head touches the piece of paper on the mat. Movement should be slow and gauged to the specified cadence of about 20 curl-ups per minute (1 curl every 3 seconds). The teacher should call a cadence or use a prerecorded cadence. A recorded cadence should be used to ensure accurate testing for students. Partner A continues without pausing until he or she can no longer continue or has completed 75 curl-ups.

### **When to Stop**

Students are stopped after completing 75 curl-ups, when the second form correction is made, or when they can no longer continue.

### **Form Corrections**

- Heels must remain in contact with the mat.
- Head must return to the mat on each repetition.
- Pauses and rest periods are not allowed. The movement should be continuous and with the cadence.
- Fingertips must touch the far side of the measuring strip.

### **Scoring**

The score is the number of curl-ups performed. Curl-ups should be counted when a student's head returns to the mat. For ease in administration, it is permissible to count the first incorrect curl-up. It is important to be consistent with all of the students and classes when determining whether or not you will count the first incorrect curl-up.

### **Suggestions for Test Administration**

- The student being tested should reposition if the body moves so that the head does not contact the mat at the appropriate spot or if the measuring strip is out of position.
- Movement should start with a flattening of the lower back followed by a slow curling of the upper spine.
- The hands should slide across the measuring strip until the fingertips reach the opposite side (3 or 4.5 inches) and then return to the supine position. The movement is completed when the back of the head touches the paper placed on mat.
- The cadence will encourage a steady, continuous movement done in the correct form.
- Students should not forcibly "reach" with their arms and hands but simply let the arms passively move along the floor in response to the action of the trunk and shoulders. Any jerking, kipping, or reaching motion will cause the students to constantly move out of

position. When students first begin to use this test item, many will want to “reach” with their arms and hands, especially if they have previously done a timed sit-up test.

- This curl-up protocol is quite different from the one-minute sit-up. **Students will need to learn how to correctly perform this curl-up movement and be allowed time to practice.**

## **Fitnessgram – Trunk Extensor Strength and Flexibility**

### **Trunk Lift**

It is important that attention be given to performance techniques during this test. The movement should be performed in a slow and controlled manner. The maximum score on this test is 12 inches. While some flexibility is important, it is not advisable (or safe) to encourage hyperextension.

Test-retest studies of the trunk extension test (done without limiting the lift to 12 inches) have reported high reliability in high school and college aged students. There are no data on the consistency results for younger children.

Research results have shown that isokinetic trunk endurance, torso length, body weight, passive trunk extension, trunk extension endurance, trunk strength, and flexibility all contribute to performance of the trunk lift. However, a single repetition, partially body weight limited, restricted range item, this test is a minimal assessment of the components of trunk strength and flexibility. Most school-aged individuals will pass this test easily.

### **Test Objective**

To lift the upper body off the floor using the muscles of the back and hold the position to allow for the measurement.

### **Equipment and Facilities**

Gym mats and a measuring device are required to administer this test. A yardstick or 15-inch ruler is preferred; however a 12-inch ruler could be used if care is taken to make certain that the ruler is not placed directly under a student's chin. If students are measuring each other, the "rulers" should be made of some pliable material such as poster board. It is helpful to mark the 6-, 9-, and 12-inch marks with tape. Rope cut to 12 inches with the inch marks taped can also be used as a measuring device.

### **Test Instructions**

The student being tested lies on the mat in a prone position (facedown). Toes are pointed and hands are placed under the thighs. Place a coin or other marker on the floor in line with the student's eyes. During the movement, the student's focus should not move from the coin or marker. The student lifts the upper body off the floor, in a very slow and controlled manner, to a maximum height of 12 inches. The head should be maintained in a neutral (straight) alignment with the spine. The position is held long enough to allow the tester to place the ruler on the floor in front of the student and determine the distance from the floor to the student's chin. The ruler should be placed at least an inch to the front of the student's chin and not directly under the chin. Once the measurement has been made, the student returns to the starting position in a controlled manner. Allow two trials, recording the highest score.

## **Scoring**

The score is recorded in inches. Distances above 12 inches should be recorded as 12 inches.

## **Suggestions for Test Administrators**

- Do not allow students to do ballistic, bouncing movements.
- Do not encourage students to raise higher than 12 inches. The Healthy Fitness Zone ends at 12 inches. Excessive arching of the back may cause compression of the spinal discs.
- Maintaining focus on the spot on the floor should assist in maintaining the head in a neutral position.
- Partner B should make the reading at eye level and, therefore, should assume a squat or lying down position.

## **Fitnessgram – Upper Body Strength and Endurance**

### **90° Push-Up**

The 90° push-up to an elbow angle of 90° is the recommended test for upper body strength and endurance. Test administration requires little or no equipment; multiple students may be tested at one time, and few zero scores result. This test also teaches students an activity that can be used throughout life as a conditioning activity as well as in self-testing.

The 90° push-up has generally been shown to produce consistent scores but reliability depends on how it is administered. Lower values have been reported for elementary aged students using partners to count the repetitions. Objectivity, or the ability of different observers to attain the same results, is a factor in this item because of the necessity of judging the 90° angle. Scores from student partners are consistently higher than adult counts because students tend to simply count each attempted 90° push-up and not evaluate whether it was done correctly. As with several of the other neuromuscular fitness items, determining the accuracy of the 90° push-up as a test of upper body strength and endurance is made difficult by the lack of an agreed upon criterion measure. Specific validation data are available for the 90° push-up in only two studies conducted on college age students. Validity coefficients against a 1-RM bench press were the highest when the criterion test was the number of repetitions (endurance) at an absolute, but sex-specific, load.

Before test day, students should be allowed to practice doing 90° push-ups and watching their partner do them. Teachers should make a concerted effort during these practice sessions to correct students who are not achieving the 90° angle. In this manner all students will gain greater skill in knowing what 90° “feels like” and “looks like.”

### **Test Objective**

To complete as many 90° push-ups as possible at a rhythmic pace. This test item is used for males and females.

### **Equipment and Facilities**

The correct cadence is 20 90° push-ups per minute (1 90° push-up every 3 seconds). A recorded cadence should be used to ensure accurate testing for students. The 90° push-up may be performed on a mat. Squares of cardboard or anything else that has a 90° angle may assist students in judging 90°.

### **Test Instructions**

The students should be paired; one will perform the test while the other counts 90° push-ups and watches to see that the student being tested bends the elbow to 90° with the upper arm parallel to the floor.

The student being tested assumes a prone position on the mat with hands placed under or slightly wider than the shoulders, fingers stretched out, legs straight and slightly apart, and toes tucked under. The student pushes up off the mat with the arms until arms are straight, keeping the legs

and back straight. The back should be kept in a straight line from head to toes throughout the test. The student then lowers the body using the arms until the elbows bend at a 90° angle and the upper arms are parallel to the floor. This movement is repeated as many times as possible. The student should push up and continue the movement until the arms are straight on each repetition. The rhythm should be approximately 20 90° push-ups per minute or 1 90° push-up every 3 seconds.

### **When to Stop**

Students are stopped when the second form correction (mistake) is made. Only one form correction is allowed.

### **Form Corrections**

- Stopping to rest or not maintaining a rhythmic pace
- Not achieving a 90° angle with the elbow on each repetition
- Not maintaining correct body position with a straight back
- Not extending arms fully

### **Scoring**

The score is the number of 90° push-ups performed. For ease in administration, it is permissible to count the first incorrect 90° push-up. It is important to be consistent with all of the students and classes when determining if you will count the first incorrect push-up.

### **Suggestions for Test Administration**

- Test should be terminated if the student appears to be in extreme discomfort or pain.
- A prerecorded cadence can be used, or the cadence can be called by the teacher.
- Males and females follow the same protocol.
- Find a short cone or other piece of pliable equipment that could be placed under the student's chest. The student must lower to the equipment in order for the 90° push-up to count. The size and height of the equipment that is used may vary depending on the age and size of your students.
- It may be helpful to make a recording with a voice-over that counts the number of 90° push-ups for the students (record the teacher counting over the cadence).

## **Fitnessgram – Flexibility**

### **Back-Saver Sit and Reach**

The back-saver sit and reach is very similar to the traditional sit and reach except that the measurement is performed on one side at a time. By testing one leg at a time a determination can be made of any asymmetry in hamstring flexibility, and hyperextension of both knees is avoided. The sit and reach measures predominantly the flexibility of the hamstring muscles. Normal hamstring flexibility allows rotation of the pelvis in forward bending movements and posterior tilting of the pelvis for proper sitting.

The back-saver sit and reach has been shown to provide extremely consistent scores when administered under standardized conditions. The back-saver sit and reach has also been shown to be a reasonably accurate measure of hamstring flexibility. When compared with criterion measures of hamstring flexibility, the correlations for both right and left legs have been moderate to high. Conversely, the back-saver sit and reach has been shown to correlate poorly with criterion tests of low back flexibility. Therefore, the back-saver sit and reach cannot be considered a valid measure of low back flexibility and should not be interpreted as such.

### **Test Objective**

To be able to reach the specified distance on the right and left sides of the body.

### **Equipment and Facilities**

This assessment requires a sturdy box approximately 12 inches high. A measuring scale is placed on top of the box with the 9-inch mark parallel to the face of the box against which the student's foot will rest. The "zero" end of the ruler is nearest the student. However, a wooden box and yardstick will suffice. Tape the yardstick to the top of the box with the 9-inch mark at the nearest edge of the box. The "zero" end of the yardstick is nearest the student.

### **Test Instructions**

The student removes his or her shoes and sits down at the test apparatus. One leg is fully extended with the foot flat against the face of the box. The other knee is bent with the sole of the foot flat on the floor. The instep is placed in line with, and 2 to 3 inches to the side of, the straight knee. The arms are extended forward over the measuring scale with the hands placed one on top of the other. With palms down, the student reaches directly forward (keeping back straight and the head up) with both hands along the scale four times and hold the position of the fourth reach for at least 1 second. After one side has been measured, the student switches the position of the legs and reaches again. The student may allow the bent knee to move to the side as the body moves forward if necessary, but the sole of the foot must remain on the floor.

### **Scoring**

Record the number of inches on each side to the nearest ½ inch reached, to a maximum score of 12 inches. Performance is limited to discourage hypermobility. To be in the Healthy Fitness Zone, the student should meet the standard on both the right and left sides.



### **Suggestions for Test Administration**

- The bent knee moves to the side, allowing the body to move past it, but the sole of the foot must remain on the floor.
- Keep the back straight and the head up during the forward flexion movement.
- The knee of the extended leg should remain straight. Tester may place one hand above the student's knee to help keep the knee straight.
- Hands should reach forward evenly.
- The trial should be repeated if the hands reach unevenly or the knee bends.
- Hips must remain square to the box. Do not allow the student to turn the hip away from the box while reaching.

FITNESSGRAM® Standards for Healthy Fitness Zones  
Boys

	Aerobic Capacity VO <sub>2max</sub> (ml/kg/min)		
Age	Pacer One-Mile Run Walk Test		
5	Participation in test encouraged. Aerobic standards not recommended.		
6			
7			
8			
9			
	NI-Health Risk	NI	HFZ
10	≤ 37.3	37.4-40.1	≥ 40.2
11	≤ 37.3	37.4-40.1	≥ 40.2
12	≤ 37.6	37.7-40.2	≥ 40.3
13	≤ 38.6	38.7-41.0	≥ 41.1
14	≤ 39.6	39.7-42.4	≥ 42.5
15	≤ 40.6	40.7-43.5	≥ 43.6
16	≤ 41.0	41.1-44.0	≥ 44.1
17	≤ 41.2	41.3-44.1	≥ 44.2
17+	≤ 41.2	41.3-44.2	≥ 44.3

	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Age	Curl-Up (no. completed)	Trunk Lift (inches)	90° Push-Up (no. completed)	Back-Saver Sit & Reach (inches)
5	≥ 2	6-12	≥ 3	8
6	≥ 2	6-12	≥ 3	8
7	≥ 4	6-12	≥ 4	8
8	≥ 6	6-12	≥ 5	8
9	≥ 9	6-12	≥ 6	8
10	≥ 12	9-12	≥ 7	8
11	≥ 15	9-12	≥ 8	8
12	≥ 18	9-12	≥ 10	8
13	≥ 21	9-12	≥ 12	8
14	≥ 24	9-12	≥ 14	8
15	≥ 24	9-12	≥ 16	8
16	≥ 24	9-12	≥ 18	8
17	≥ 24	9-12	≥ 18	8
17+	≥ 24	9-12	≥ 18	8

Standard is met if score falls within the listed range. Standard is not met when score falls below listed range.

FITNESSGRAM® Standards for Healthy Fitness Zones  
Girls

Aerobic Capacity VO <sub>2max</sub> (ml/kg/min)			
Age	Pacer One-Mile Run Walk Test		
5	Participation in test encouraged. Aerobic standards not recommended.		
6			
7			
8			
9			
	NI-Health Risk	NI	HFZ
10	≤ 37.3	37.4-40.1	≥ 40.2
11	≤ 37.3	37.4-40.1	≥ 40.2
12	≤ 37.0	37.1-40.0	≥ 40.1
13	≤ 36.6	36.7-39.6	≥ 39.7
14	≤ 36.3	36.4-39.3	≥ 39.4
15	≤ 36.0	36.1-39.0	≥ 39.1
16	≤ 35.8	35.9-38.8	≥ 38.9
17	≤ 35.7	35.8-38.7	≥ 38.8
> 17	≤ 35.3	35.4-38.5	≥ 38.6

	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Age	Curl-Up (no. completed)	Trunk Lift (inches)	90° Push-Up (no. completed)	Back-Saver Sit & Reach (inches)
5	≥ 2	6-12	≥ 3	9
6	≥ 2	6-12	≥ 3	9
7	≥ 4	6-12	≥ 4	9
8	≥ 6	6-12	≥ 5	9
9	≥ 9	6-12	≥ 6	9
10	≥ 12	9-12	≥ 7	9
11	≥ 15	9-12	≥ 7	10
12	≥ 18	9-12	≥ 7	10
13	≥ 18	9-12	≥ 7	10
14	≥ 18	9-12	≥ 7	10
15	≥ 18	9-12	≥ 7	12
16	≥ 18	9-12	≥ 7	12
17	≥ 18	9-12	≥ 7	12
17+	≥ 18	9-12	≥ 7	12

Standard is met if score falls within the listed range. Standard is not met when score falls below listed range.

**See excel sheets for data collection.**

## **Standard 4**

Achieves and maintains a health-enhancing level of physical fitness

### **Grade Band: 6-8**

#### **Benchmark B**

**Benchmark B:** Understand the principles, components and practices of health-related physical fitness.

**Task:** The student will develop a personal fitness portfolio that contains:

- Fitness assessment results
- A personal fitness plan that includes:
  - Evaluated results of fitness assessment and a developed comprehensive fitness program.
  - Goals for improving and/or maintaining fitness levels.
  - Health-related fitness activities to improve or maintain body composition, cardiovascular endurance, flexibility, muscular strength and muscular endurance. These activities should include options for both inside and outside of the physical education classroom.
  - Application of specificity, overload and progression as it applies to the development and maintenance of health-related fitness.
  - Application of the FITT principles to the chosen physical activities for each component of health-related fitness.

**Directions:** After students have developed their fitness plans, use the following rubric to assess each aspect of the plan and place data into the reporting sheets.

Fitness Plan Rubric

<b>Level</b>	<b>Evaluation of Current Fitness Level</b>	<b>Fitness Goals</b>	<b>Fitness Plan</b>	<b>Fitness Schedule</b>	<b>Barriers and Helpers</b>
<b>3 Advanced</b>	Fitness plan provides a specific reflection to explain student's current performance on the fitness assessment.	Fitness plan includes a specific, measureable, achievable, realistic and timely goal for each component based on student's current level of fitness.	Fitness plan identifies specific exercises/activities that would enhance the aligned fitness component. The plan demonstrates a clear application of the FITT training principles in effective ways.	Fitness plan develops a realistic time schedule to implement each of the exercise plans for each component of fitness.	Fitness plan identifies specific barriers and helpers to implementing the fitness program and provides suggestions for overcoming barriers and enhancing the helpers.
<b>2 Proficient</b>	Provides a brief description of the current level of performance on each aspect of the fitness assessment.	Provides a goal to improve each component of health-related fitness, but some of the goals lack specific, measureable, realistic and timely aspects.	Provides some exercises/activities that would enhance health-related fitness, but does not consistently align with the identified component. The plan demonstrates the FITT principles on a consistent basis.	Develops a time schedule to implement an exercise plan.	Identifies barriers and helpers to implementing the fitness program.
<b>1 Limited</b>	Does not provide a reflection about fitness assessment results.	Does not provide fitness goals for each component.	Does not provide appropriate activities to develop the identified component. FITT principles are not effectively used to develop the plan.	Does not provide a sufficient time schedule to implement the plan.	Does not identify specific barriers and helpers to implementing a fitness program.

<b>Level</b>	<b>Average Rating</b>
<b>3 Advanced</b>	Average score 3.0 – 2.75
<b>2 Proficient</b>	Average score 2.74 – 1.75
<b>1 Limited</b>	Average score 1.74 - 0

See excel sheets for data collection.

## Personal Fitness Information

This worksheet is intended to have you think about your strengths and weaknesses, good and bad habits, motivation strategies, barriers, warm-up and cool-down exercises and general activities that you enjoy. When developing your personal fitness plan, use the information on this worksheet.

### Your Fitness Assessment Results and Habits

1. Review and evaluate your fitness assessment and fill in the chart below.

Health-related Component of Fitness Assessment	Met the Advanced or Proficient level (Yes or No)	Explain how you met the Advanced or Proficient level. If you did not meet the Advanced or Proficient level, explain what can be done to improve.
Aerobic Capacity <ul style="list-style-type: none"> <li>• PACER or</li> <li>• 1-mile run/walk</li> </ul>		
Muscular strength and endurance (Abdominals) Curl up, cadence		
Muscular strength and endurance (Upper body) <ul style="list-style-type: none"> <li>• 90-degree push-up – cadence</li> </ul>		
Flexibility <ul style="list-style-type: none"> <li>• Back-saver sit-and-reach</li> </ul>		
Trunk Extensor Strength and Flexibility <ul style="list-style-type: none"> <li>• Trunk-lift</li> </ul>		

2. After evaluating your fitness assessment and your activity log, use the “SMART” criteria below to set personal fitness goals for yourself.

**Specific** - What do you want to achieve? How will you achieve it? Why is it important to you?

**Measurable** - How will you measure your success? Will you use numbers, target dates, specific events?

**Achievable** - Your goals should push you past your comfort zone but should still be attainable.

**Relevant/Realistic** - Your goals should be important to you and the outcome should impact your life in some way.

**Timely** - Your goals should have a timeline that will help keep you on track for reaching them.

<b>Health-related Physical Fitness component</b>	<b>Goal</b> <i>Example: Score at the Advanced level.</i>
Cardio-respiratory	
Muscular strength and endurance (Upper Body)	
Muscular strength and endurance – (Abdominal)	
Flexibility	

3. Complete the chart below to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan (you do not need to complete each row available).

<b>Component</b>	<b>Type</b> <b>(What exercise(s)?)</b>	<b>Frequency</b> <b>(Days per week)</b>	<b>Intensity</b> <b>(Stretch slowly to the point of mild discomfort)</b>	<b>Time</b> <b>(Hold each stretch for 10-30 sec)</b>
Cardio-respiratory	•	•	•	•
<b>Muscular Strength &amp; Endurance Upper Body</b>				
	<b>Type</b> <b>(List the exercise)</b>	<b>Frequency</b> <b>(Days per week)</b>	<b>Intensity</b> <b>(Stretch slowly to the point of mild discomfort)</b>	<b>Time</b> <b>(Hold each stretch for 10-30 sec)</b>
Exercise 1	•	•	•	•
Exercise 2	•	•	•	•
Exercise 3	•	•	•	•



Exercise 4	•	•	•	•
Exercise 5	•	•	•	•

**Muscle Strength & Endurance Abdominals and Lower Body**

	Type (List the exercise)	Frequency (Days per week)	Intensity (Stretch slowly to the point of mild discomfort)	Time (Hold each stretch for 10-30 sec)
Exercise 1	•	•	•	•
Exercise 2	•	•	•	•
Exercise 3	•	•	•	•
Exercise 4	•	•	•	•
Exercise 5	•	•	•	•

**Flexibility**

	Type (List the exercise)	Frequency (Days per week)	Intensity (Stretch slowly to the point of mild discomfort)	Time (Hold each stretch for 10-30 sec)
Exercise 1	•	•	•	•
Exercise 2	•	•	•	•
Exercise 3	•	•	•	•
Exercise 4	•	•	•	•
Exercise 5	•	•	•	•

4. Develop your personal fitness plan using the activities that you listed in the previous chart.  
When within your week will you complete your exercise plan?

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
Cardio							
Strength/ endurance							
Flexibility							

5. List two things that will help you follow your exercise plan (e.g., rewards, social).
6. List two things that will make following your exercise plan challenging (e.g., rewards, social, environment).

## Ohio Physical Education Assessments

### Standard 4

Achieves and maintains a health-enhancing level of physical fitness

### Grade Band: 9-12

### Benchmark A

**Benchmark A:** Meet or exceed criterion-referenced health-related physical fitness standards.

**Task A:** The Ohio Health-Related Fitness Assessment is designed to meet three distinct purposes. First, the assessment provides students, teachers and parents/guardians with information regarding the student's current fitness status. Fitness information can be used as the basis for designing and individualized fitness program for each student. Second, the assessment provides information for program evaluation. A teacher can determine the number of students who meet or exceed the Health Fitness Zone (HFZ), adjust the curriculum, if needed, and encourage improvement for students at the lower end of the HFZ. Third, the assessment provides information for statewide monitoring of fitness levels of Ohio students at grade bands 3-5, 6-8, and 9-12.

The health-related fitness components to be assessed are aerobic/cardio-respiratory capacity, muscular strength and endurance upper body, muscular strength and endurance abdominals, and flexibility. These health-related fitness components are identified as the required components to assess student achievement of Standard 4, Benchmark A Criterion-referenced fitness assessments compare student scores to a set standard of health-related fitness that indicates a level of fitness necessary for good health regardless of other students' scores (NASPE, 2010).

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Health-related Fitness Component	Fitnessgram
Aerobic/cardio-respiratory	<ul style="list-style-type: none"> <li>• 1-mile run/walk or</li> <li>• <i>PACER</i></li> </ul>
Muscular strength and endurance upper body	<ul style="list-style-type: none"> <li>• 90-degree push-up, cadence</li> </ul>
Muscular strength and endurance abdominals	<ul style="list-style-type: none"> <li>• Curl-ups, cadence</li> </ul>
Flexibility	<ul style="list-style-type: none"> <li>• Back-saver sit and reach</li> <li>• Trunk lift</li> </ul>

Teachers should follow the specific protocols for each test item. Provide students with ample practice time before measuring student performance for this assessment. Please refer to the National Association for Sport and Physical Education position statement *Appropriate Uses of Fitness Measurement* for guidelines for effectively using the information obtained from this assessment - <http://www.aahperd.org/naspe/standards/PEPS.cfm>.

**Rubric for Task A, Benchmark A**

Level	Criteria
Advanced	The student achieves the average score of 3.0-2.75
Proficient	The student achieves the average score of 2.74-1.75
Limited	The student achieves the average score of 1.74-0

See excel sheets for data collection.

## Fitnessgram – Aerobic Capacity

### **The PACER**

The PACER (Progressive Aerobic Cardiovascular Endurance Run) is the default aerobic capacity test in *FITNESSGRAM*. The PACER is a multistage fitness test adapted from the 20 – meter shuttle run test published by Leger and Lambert (1982) and revised in 1988 (Leger et al.). The test is progressive in intensity – it is easy at the beginning and gets harder at the end. The progressive nature of the test provides a built-in warm-up and helps children to pace themselves effectively. The test has also been set to music to create a valid, fun alternative to the customary distance run test for measuring aerobic capacity.

The PACER is recommended for all ages, but its use is strongly recommended for participants in grades K-3. The PACER is recommended for a number of reasons, including the following:

- All students are more likely to have a positive experience in performing the PACER.
- The PACER helps students learn the skill of pacing.
- Students who have a poorer performance will finish first and not be subjected to the embarrassment of being the last person to complete the test.

When you are administrating the test to these younger children, the emphasis should be on allowing the children to have a good time while learning how to take this test and how to pace themselves. Allow children to continue to run as long as they wish and as long as they are still enjoying the activity. Typically the test in grades K-3 will only last a few minutes. It is not desirable or necessary to make the children run to exhaustion.

### **Test Objective**

To run as long as possible with continuous movement back and forth across a 20-meter space at a specified pace that gets faster each minute. A 15-meter version of the PACER test has been developed for teachers with smaller sized facilities.

### **Equipment and Facilities**

Administering the PACER requires a flat, nonslippery surface at least 20 meters long, CD player with adequate volume, CD, measuring tape, marker cones, pencil, and copies of the score sheet. Students should wear shoes with nonslip soles. Plan for each student to have a 40- to 60- inch-wide space for running. An outdoor area can be used for this test if you do not have adequate indoor space. There should be a designated area for finished runners and for scorekeepers. You may want to paint lines or draw chalk lines to assist students in running a straight line.

### **Test Instructions**

- Mark the 20- meter (21- yard, 32- inch) course with marker cones to divide lanes and use a tape or chalk line at each end.
- Make copies of a suitable score sheet for each group of students to be tested.

- Before test day, allow students to listen to several minutes of the PACER cadence so that they know what to expect. Students should then be allowed at least two practice sessions.
- Each student being tested should run across the 20-meter distance and touch the line with a foot by the time the beep (e.g., the PACER cadence) sounds. The student should take full weight on the foot that is touching the line. At the sound of the beep, they turn around and run back to the other end. If some students get to the line before the beep, they must wait for the beep before running the other direction. Students continue in this manner until they fail to reach the line before the beep for the second time.
- A single beep will sound at the end of the time for each lap. A triple beep sounds at the end of each minute. The triple beep serves the same function as the single beep and also alerts the runners that the pace will get faster. Inform students that when the triple beep sounds they should not stop but should continue the test by turning and running toward the other end of the area.
- Scoring the PACER will require the input of the student's height and weight. Calculation of aerobic capacity requires a score of at least 10 laps (20- meter version).

### **When to Stop**

The first time a student does not reach the line by the beep, the student stops where he or she is and reverses direction immediately, attempting to get back on pace. The test is completed for a student the next time (second time) he or she fails to reach the line by the beep (the two misses do not have to be consecutive; the test is over after two total misses). Students just completing the test should continue to walk and stretch in the designated cool-down area.

*Note:* A student who remains at one end of the testing area through two beeps (does not run to the other end and back) should be scored as having two misses and the test is over.

### **Scoring**

In the PACER test, a lap is one 20-meter distance (from one end to the other). Have the scorer record the lap number (crossing off each lap number) on a PACER score sheet. The recorded score is the total number of laps completed by the student. For ease in administration, it is permissible to count the first miss (not making the line by the beep). It is important to be consistent in the method used for counting with all of the students and classes.

An alternative scoring method is available. This method does not eliminate students when they miss their second beep (Schiemer, 1996). Using PACER score sheet, the teacher establishes two different symbols to be used in recording, such as a star for making the line by the beep and a triangle for not making the line. The scorer then draws a star in the circle when the runner successfully makes the line by the beep and a triangle when the runner fails to make the line by the beep, simply making a record of what occurs. The runners can continue to participate until the leader stops the music or until they voluntarily stop running. To determine the score, find the second triangle (or whatever symbol was used). The number associated with the preceding is the score.

Criterion standards for students in grades K-3 have purposefully not been established. There are concerns regarding the reliability and validity of the test results for very young children. Even with practice, it is difficult to ensure that young children will pace themselves appropriately and give a maximal effort. The object of the test for these younger students is simply to participate and learn about the test protocol.

Student's ages 5 to 9 years in grades K-3 do not have to receive a score; they may simply participate in the activity. Regardless of the entry, the performance will be evaluated against a criterion standard. Nine-year-olds in grade 4 may receive a score, and it will be evaluated against a criterion standards. All 10-year-old students receive a score regardless of grade level.

### **Suggestions for Test Administration**

- The PACER cadence contains 21 levels (1 level per minute for 21 minutes). During the first minute, the 20-meter version allows 9 seconds to run the distance; the 15-meter version allows 6.75 seconds. The lap time decreases by approximately one-half second at each successive level. Make certain that students have practiced and understand that speed will increase each minute.
- A single beep indicates the end of a lap (one 20-meter distance). The students run from one end to the other between each beep. Caution students not to begin too fast. The beginning speed is very slow. Nine seconds is allowed for running each 20-meter lap during the first minute.
- Triple beeps at the end of each minute indicate the end of a level and an increase in speed. Students should be alerted that the speed will increase. When students hear the triple beeps they should turn around at the line and immediately continue running. Some students have a tendency to hesitate when they hear the triple beeps.
- A student who cannot reach the line when the beep sounds should be given one more chance to attempt to regain the pace. The second time a student cannot reach the line by the beep; his or her test is completed.
- Groups of students may be tested at one time. Adult volunteers may be asked to help record scores. Students may record scores for each other or for younger students.
- Each runner must be allowed a path 40 to 60 inches wide. It may work best to mark the course.

### **One-Mile Run**

#### *Alternative*

The one-mile run can be used instead of the PACER to provide an estimate of aerobic capacity ( $VO_{2max}$ ). For students who enjoy running and are highly motivated it is a very good alternative assessment. Scoring of the one-mile run will require the input of a student's height and weight since the calculation of aerobic capacity includes BMI.

## **Test Objective**

To run a mile at the fastest pace possible. If a student cannot run the total distance, walking is permitted.

## **Equipment and Facilities**

A flat running course, stopwatch, pencil, and score sheets are required. The course may be a track or any other measured area. The course may be measured using a tape measure or cross country wheel. Caution: If the track is metric or shorter than 440 yards, adjust the running course (1,609.34 meters = 1 mile; 400 meters = 437.4 yards; 1,760 yards = 1 mile). On a metric track the run should be four laps plus 10 yards.

## **Test Instructions**

Students begin on the signal "Ready, Start." As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 20 students at one time by dividing the group. Have each student select a partner; one is the runner and one is the scorer. While one group runs, partners count laps and record the finish time.

## **Scoring**

The one-mile run is scored in minutes and seconds. You will need to enter a score in the web link provided within the evaluation instrument. Students ages 5-9 years do not have to be times; they may simply complete the distance. Regardless of their mile-run time, a Healthy Fitness Zone standard will not be used to evaluate their score. Nine -year-olds in grade 4 should receive a score. All 10-year-olds should receive a score regardless of grade level.

Performance standards for students in grades K-3 have purposefully not been established. There are concerns regarding the reliability and validity of the test results for very young children. Even with practice, it is difficult to ensure that young children will pace themselves appropriately and give a maximal effort. The object of the test for these younger students is simply to complete the 1-mile distance at a comfortable pace and to practice pacing. Remember, the height and weight for each student must be entered in addition to the performance time on the one-mile run. Calculation of aerobic capacity requires a score less than 13:01.

## **Suggestions for Test Administration**

- Call out times as the runners pass the start/stop line to assist students in pacing themselves.
- Preparation for the test should include instruction about pacing and practice in pacing. Without instruction, students usually run too fast early in the test and then are forced to walk in the later stages.
- Results are generally better if the student can maintain a constant pace during most of the test.



- Walking is definitely permitted. Although the objective is to cover the distance in the best possible time, students who must walk should not be made to feel inferior. Encourage students who walk to move at a fast pace, rather than stroll. Attainment of the Healthy Fitness Zone is the important factor.
- Have students set a goal before running.
- Students should always warm up before taking the test. It is also important that students cool down by continuing to walk for several minutes after completing the distance. A good suggestion is to have those who have completed the distance do an easy activity (like juggling, hula hoop) while waiting for others to complete the distance. This keeps everyone moving and busy and takes the focus off the slower students who will complete the distance last.
- Administration of the test under conditions of unusually high temperature or humidity or when the wind is strong should be avoided, as these elements may be unsafe or may lead to an invalid estimate of aerobic capacity.
- Counting laps completed and accurately recording the run time can be a problem when a relatively small course is utilized with younger children. Many techniques are acceptable. Pair the students and have the resting partner count laps and record time for the runner. Older students or parents may be asked to assist in recording for younger students.

### **Walk Test**

#### *Alternative*

Another alternative to the PACER test is the one-mile walk test. This test is only for students age 13 and older since it hasn't been validated with younger samples. The walk test is an excellent alternative test since it is an assessment that can most definitely be used for a lifetime. Secondary students should learn to do this assessment since it is one that they can repeat on their own to self-assess their fitness levels.

### **Test Objective**

To walk 1 mile as quickly as possible while maintaining a constant walking pace the entire distance. This test is included in *FITNESSGRAM* for use with participant's ages 13 years and older. The walk test is an excellent self-assessment skill for everyone to use throughout life.

### **Equipment and Facilities**

A flat, measured running course, two or more stopwatches, pencils, and score sheets are required. Heart rate monitors, if available, make heart rate monitoring much easier. The course may be measured using a tape measure or cross country wheel. Caution: If the track is metric or shorter than 440 yards, adjust the course (1,609.34 meters = 1 mile; 400 meters = 437.4 yards; 1,760 yards = 1 mile). On a 400-meter track the walk should be four laps plus 10 yards.

## **Test Instructions**

Students begin on the signal “Ready, Start.” Participants should attempt to walk the full mile as quickly as they can but at a pace that can be maintained the entire distance. As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 30 students at one time by dividing the group. Have each student select a partner, one is the walker and one is the scorer. While one group walks, the scorers count laps and record the finish time.

At the conclusion of the one-mile walk, each student should take a 60-second heart rate count. The scorer can time the 60 seconds or a pace clock with a second hand can be used to allow students to count the time themselves. If using heart rate monitors to determine the heart rate, each participant should start his or her stopwatch at the beginning of the walk and stop it at the end. The last heart rate recorded during the walk should be used as the walking heart rate. The relative heart rate to walk a mile at a specific speed is used to estimate overall cardiovascular fitness.

## **Scoring**

The walk test is scored in minutes and seconds. You will need to enter a score in the web link provided within the evaluation instrument. A 60-second heart rate should be taken at the conclusion of the walk. Estimated  $VO_{2max}$  is calculated using the Rockport Fitness Walking Test equation (Kline et al., 1987; McSwegin et al., 1998).

## **Suggestions for Test Administration**

- Preparation for the test should include instruction and practice in pacing and in techniques for heart rate monitoring.
- Results are generally better if the student can maintain a constant pace during most of the test.
- Students should always warm up before taking the test. It is also important that students cool down by continuing to walk for several minutes after completing the distance.
- Administration of the test under conditions of unusually high temperature or humidity or when the wind is strong should be avoided, as these elements may cause an invalid estimate of aerobic capacity.

## **How to Locate the Test Calculator**

To access the calculator, go to:

<http://www.presidentialyouthfitnessprogram.org/resources/>

Then scroll down and click on: [FITNESSGRAM<sup>®</sup> Score sheet](#)

You will follow instructions provided by Fitnessgram.

# FITNESSGRAM

## The PACER Individual Score Sheet A

Teacher \_\_\_\_\_ Class period \_\_\_\_\_ Date \_\_\_\_\_

Lap = one 20-meter length

Level	Laps													
1	1	2	3	4	5	6	7							
2	8	9	10	11	12	13	14	15						
3	16	17	18	19	20	21	22	23						
4	24	25	26	27	28	29	30	31	32					
5	33	34	35	36	37	38	39	40	41					
6	42	43	44	45	46	47	48	49	50	51				
7	52	53	54	55	56	57	58	59	60	61				
8	62	63	64	65	66	67	68	69	70	71	72			
9	73	74	75	76	77	78	79	80	81	82	83			
10	84	85	86	87	88	89	90	91	92	93	94			
11	95	96	97	98	99	100	101	102	103	104	105	106		
12	107	108	109	110	111	112	113	114	115	116	117	118		
13	119	120	121	122	123	124	125	126	127	128	129	130	131	
14	132	133	134	135	136	137	138	139	140	141	142	143	144	
15	145	146	147	148	149	150	151	152	153	154	155	156	157	

Lane \_\_\_\_\_ Student's signature \_\_\_\_\_ Laps completed \_\_\_\_\_

## **Fitnessgram – Abdominal Strength and Endurance**

### **Curl-Up**

This section provides information on the curl-up assessment used in *FITNESSGRAM*. The curl-up with knees flexed and feet unanchored has been selected because individually these elements have been shown to a) decrease movement of the fifth lumbar vertebra over the sacral vertebrae, b) minimize the activation of the hip flexors, c) increase the activation of the external and internal obliques and transverse abdominals, and d) maximize abdominal muscle activation of the lower and upper rectus abdominals relative to disc compression (load) when compared with a variety of sit-ups.

Few results are available on the consistency and accuracy of the curl-up. Reliability is higher for college students than for children but the values are acceptable for this type of assessment. Determination of validity has been hampered by the lack of an established criterion measure. Anatomical analysis and electromyographical documentation provide the primary support for the use of the curl-up test to determine abdominal strength and endurance.

### **Test Objective**

To complete as many curl-ups as possible up to a maximum of 75 at a specified pace.

### **Equipment and Facilities**

Gym mats and a measuring strip for every two students are needed. The measuring strip may be made of cardboard, rubber, smooth wood, or any similar thin, flat materials and should be 30 to 35 inches long. Two widths of measuring strip may be needed. The narrower strip should be 3 inches wide and is used to test 5- to 9- year-olds; for older students the strip should be 4.5 inches wide.

### **Test Instructions**

Allow students to select a partner. Partner A will perform the curl-ups while partner B counts and watches for form errors.

Partner A lies in a supine position on the mat, knees bent at an angle of approximately 140°, feet flat on the floor, legs slightly apart, arms straight and parallel to the trunk with palms of the hands resting on the mat. The fingers are stretched out and the head is in contact with the mat. Make sure students have extended their feet as far as possible from the buttocks while still allowing feet to remain flat on the floor. The closer the feet are positioned in relation to the buttocks, the more difficult the movement.

After partner A has assumed the correct position on the mat partner B places a measuring strip on the mat under partner A's legs so that partner A's fingertips are just resting on the nearest

edge of the measuring strip. Partner B then kneels down at partner A's head in a position to count curl-ups and watch for form breaks. Partner B places a piece of paper under partner A's head. The paper will assist partner B in judging if partner A's head touches down on each repetition. The observer should watch for the paper to crinkle each time partner A touches it with his or her head.

Before beginning the curl-up, it is a good practice for partner B to pull on partner A's hands to ensure that the shoulders are relaxed and in a normal resting position. If partner A is allowed to hunch the shoulders before beginning the test, he or she may be able to get the fingertips to the other side of the testing strip by merely moving the arms and shoulders up and down. Keeping the heels in contact with the mat partner A curls up slowly, sliding fingers across the measuring strip until fingertips reach the other side; then partner A curls back down until his or her head touches the piece of paper on the mat. Movement should be slow and gauged to the specified cadence of about 20 curl-ups per minute (1 curl every 3 seconds). The teacher should call a cadence or use a prerecorded cadence. A recorded cadence should be used to ensure accurate testing for students. Partner A continues without pausing until he or she can no longer continue or has completed 75 curl-ups.

### **When to Stop**

Students are stopped after completing 75 curl-ups, when the second form correction is made, or when they can no longer continue.

### **Form Corrections**

- Heels must remain in contact with the mat.
- Head must return to the mat on each repetition.
- Pauses and rest periods are not allowed. The movement should be continuous and with the cadence.
- Fingertips must touch the far side of the measuring strip.

### **Scoring**

The score is the number of curl-ups performed. Curl-ups should be counted when a student's head returns to the mat. For ease in administration, it is permissible to count the first incorrect curl-up. It is important to be consistent with all of the students and classes when determining whether or not you will count the first incorrect curl-up.

### Suggestions for Test Administration

- The student being tested should reposition if the body moves so that the head does not contact the mat at the appropriate spot or if the measuring strip is out of position.
- Movement should start with a flattening of the lower back followed by a slow curling of the upper spine.
- The hands should slide across the measuring strip until the fingertips reach the opposite side (3 or 4.5 inches) and then return to the supine position. The movement is completed when the back of the head touches the paper placed on mat.
- The cadence will encourage a steady, continuous movement done in the correct form.
- Students should not forcibly “reach” with their arms and hands but simply let the arms passively move along the floor in response to the action of the trunk and shoulders. Any jerking, kipping, or reaching motion will cause the students to constantly move out of position. When students first begin to use this test item, many will want to “reach” with their arms and hands, especially if they have previously done a timed sit-up test.
- This curl-up protocol is quite different from the one-minute sit-up. **Students will need to learn how to correctly perform this curl-up movement and be allowed time to practice.**

## **Fitnessgram – Trunk Extensor Strength and Flexibility**

### **Trunk Lift**

It is important that attention be given to performance techniques during this test. The movement should be performed in a slow and controlled manner. The maximum score on this test is 12 inches. While some flexibility is important, it is not advisable (or safe) to encourage hyperextension.

Test-retest studies of the trunk extension test (done without limiting the lift to 12 inches) have reported high reliability in high school and college aged students. There are no data on the consistency results for younger children.

Research results have shown that isokinetic trunk endurance, torso length, body weight, passive trunk extension, trunk extension endurance, trunk strength, and flexibility all contribute to performance of the trunk lift. However, a single repetition, partially body weight limited, restricted range item, this test is a minimal assessment of the components of trunk strength and flexibility. Most school-aged individuals will pass this test easily.

### **Test Objective**

To lift the upper body off the floor using the muscles of the back and hold the position to allow for the measurement.

### **Equipment and Facilities**

Gym mats and a measuring device are required to administer this test. A yardstick or 15-inch ruler is preferred; however a 12-inch ruler could be used if care is taken to make certain that the ruler is not placed directly under a student's chin. If students are measuring each other, the "rulers" should be made of some pliable material such as poster board. It is helpful to mark the 6-, 9-, and 12-inch marks with tape. Rope cut to 12 inches with the inch marks taped can also be used as a measuring device.

### **Test Instructions**

The student being tested lies on the mat in a prone position (facedown). Toes are pointed and hands are placed under the thighs. Place a coin or other marker on the floor in line with the student's eyes. During the movement, the student's focus should not move from the coin or marker. The student lifts the upper body off the floor, in a very slow and controlled manner, to a maximum height of 12 inches. The head should be maintained in a neutral (straight) alignment with the spine. The position is held long enough to allow the tester to place the ruler on the floor in front of the student and determine the distance from the floor to the student's chin. The ruler should be placed at least an inch to the front of the student's chin and not

directly under the chin. Once the measurement has been made, the student returns to the starting position in a controlled manner. Allow two trials, recording the highest score.

### **Scoring**

The score is recorded in inches. Distances above 12 inches should be recorded as 12 inches.

### **Suggestions for Test Administrators**

- Do not allow students to do ballistic, bouncing movements.
- Do not encourage students to raise higher than 12 inches. The Healthy Fitness Zone ends at 12 inches. Excessive arching of the back may cause compression of the spinal discs.
- Maintaining focus on the spot on the floor should assist in maintaining the head in a neutral position.
- Partner B should make the reading at eye level and, therefore, should assume a squat or lying down position.



## **Fitnessgram – Upper Body Strength and Endurance**

### **90° Push-Up**

The 90° push-up to an elbow angle of 90° is the recommended test for upper body strength and endurance. Test administration requires little or no equipment; multiple students may be tested at one time, and few zero scores result. This test also teaches students an activity that can be used throughout life as a conditioning activity as well as in self-testing.

The 90° push-up has generally been shown to produce consistent scores but reliability depends on how it is administered. Lower values have been reported for elementary aged students using partners to count the repetitions. Objectivity, or the ability of different observers to attain the same results, is a factor in this item because of the necessity of judging the 90° angle. Scores from student partners are consistently higher than adult counts because students tend to simply count each attempted 90° push-up and not evaluate whether it was done correctly. As with several of the other neuromuscular fitness items, determining the accuracy of the 90° push-up as a test of upper body strength and endurance is made difficult by the lack of an agreed upon criterion measure. Specific validation data are available for the 90° push-up in only two studies conducted on college age students. Validity coefficients against a 1-RM bench press were the highest when the criterion test was the number of repetitions (endurance) at an absolute, but sex-specific, load.

Before test day, students should be allowed to practice doing 90° push-ups and watching their partner do them. Teachers should make a concerted effort during these practice sessions to correct students who are not achieving the 90° angle. In this manner all students will gain greater skill in knowing what 90° “feels like” and “looks like.”

### **Test Objective**

To complete as many 90° push-ups as possible at a rhythmic pace. This test item is used for males and females.

### **Equipment and Facilities**

The correct cadence is 20 90° push-ups per minute (1 90° push-up every 3 seconds). A recorded cadence should be used to ensure accurate testing for students. The 90° push-up may be performed on a mat. Squares of cardboard or anything else that has a 90° angle may assist students in judging 90°.

## **Test Instructions**

The students should be paired; one will perform the test while the other counts 90° push-ups and watches to see that the student being tested bends the elbow to 90° with the upper arm parallel to the floor.

The student being tested assumes a prone position on the mat with hands placed under or slightly wider than the shoulders, fingers stretched out, legs straight and slightly apart, and toes tucked under. The student pushes up off the mat with the arms until arms are straight, keeping the legs and back straight. The back should be kept in a straight line from head to toes throughout the test. The student then lowers the body using the arms until the elbows bend at a 90° angle and the upper arms are parallel to the floor. This movement is repeated as many times as possible. The student should push up and continue the movement until the arms are straight on each repetition. The rhythm should be approximately 20 90° push-ups per minute or 1 90° push-up every 3 seconds.

## **When to Stop**

Students are stopped when the second form correction (mistake) is made. Only one form correction is allowed.

## **Form Corrections**

- Stopping to rest or not maintaining a rhythmic pace
- Not achieving a 90° angle with the elbow on each repetition
- Not maintaining correct body position with a straight back
- Not extending arms fully

## **Scoring**

The score is the number of 90° push-ups performed. For ease in administration, it is permissible to count the first incorrect 90° push-up. It is important to be consistent with all of the students and classes when determining if you will count the first incorrect push-up.

## **Suggestions for Test Administration**

- Test should be terminated if the student appears to be in extreme discomfort or pain.
- A prerecorded cadence can be used, or the cadence can be called by the teacher.
- Males and females follow the same protocol.
- Find a short cone or other piece of pliable equipment that could be placed under the student's chest. The student must lower to the equipment in order for the 90° push-up

to count. The size and height of the equipment that is used may vary depending on the age and size of your students.

- It may be helpful to make a recording with a voice-over that counts the number of 90° push-ups for the students (record the teacher counting over the cadence).

## **Fitnessgram – Flexibility**

### **Back-Saver Sit and Reach**

The back-saver sit and reach is very similar to the traditional sit and reach except that the measurement is performed on one side at a time. By testing one leg at a time a determination can be made of any asymmetry in hamstring flexibility, and hyperextension of both knees is avoided. The sit and reach measures predominantly the flexibility of the hamstring muscles. Normal hamstring flexibility allows rotation of the pelvis in forward bending movements and posterior tilting of the pelvis for proper sitting.

The back-saver sit and reach has been shown to provide extremely consistent scores when administered under standardized conditions. The back-saver sit and reach has also been shown to be a reasonably accurate measure of hamstring flexibility. When compared with criterion measures of hamstring flexibility, the correlations for both right and left legs have been moderate to high. Conversely, the back-saver sit and reach has been shown to correlate poorly with criterion tests of low back flexibility. Therefore, the back-saver sit and reach cannot be considered a valid measure of low back flexibility and should not be interpreted as such.

### **Test Objective**

To be able to reach the specified distance on the right and left sides of the body.

### **Equipment and Facilities**

This assessment requires a sturdy box approximately 12 inches high. A measuring scale is placed on top of the box with the 9-inch mark parallel to the face of the box against which the student's foot will rest. The "zero" end of the ruler is nearest the student. However, a wooden box and yardstick will suffice. Tape the yardstick to the top of the box with the 9-inch mark at the nearest edge of the box. The "zero" end of the yardstick is nearest the student.

### **Test Instructions**

The student removes his or her shoes and sits down at the test apparatus. One leg is fully extended with the foot flat against the face of the box. The other knee is bent with the sole of the foot flat on the floor. The instep is placed in line with, and 2 to 3 inches to the side of, the straight knee. The arms are extended forward over the measuring scale with the hands placed one on top of the other. With palms down, the student reaches directly forward (keeping back straight and the head up) with both hands along the scale four times and hold the position of the fourth reach for at least 1 second. After one side has been measured, the student switches the position of the legs and reaches again. The student may allow the bent knee to move to the side as the body moves forward if necessary, but the sole of the foot must remain on the floor.

## **Scoring**

Record the number of inches on each side to the nearest ½ inch reached, to a maximum score of 12 inches. Performance is limited to discourage hypermobility. To be in the Healthy Fitness Zone, the student should meet the standard on both the right and left sides.

## **Suggestions for Test Administration**

- The bent knee moves to the side, allowing the body to move past it, but the sole of the foot must remain on the floor.
- Keep the back straight and the head up during the forward flexion movement.
- The knee of the extended leg should remain straight. Tester may place one hand above the student's knee to help keep the knee straight.
- Hands should reach forward evenly.
- The trial should be repeated if the hands reach unevenly or the knee bends.
- Hips must remain square to the box. Do not allow the student to turn the hip away from the box while reaching.

FITNESSGRAM® Standards for Healthy Fitness Zones

Boys

	Aerobic Capacity VO <sub>2max</sub> (ml/kg/min)		
Age	Pacer One-Mile Run Walk Test		
5	Participation in test encouraged. Aerobic standards not recommended.		
6			
7			
8			
9			
	NI-Health Risk	NI	HFZ
10	≤ 37.3	37.4-40.1	≥ 40.2
11	≤ 37.3	37.4-40.1	≥ 40.2
12	≤ 37.6	37.7-40.2	≥ 40.3
13	≤ 38.6	38.7-41.0	≥ 41.1
14	≤ 39.6	39.7-42.4	≥ 42.5
15	≤ 40.6	40.7-43.5	≥ 43.6
16	≤ 41.0	41.1-44.0	≥ 44.1
17	≤ 41.2	41.3-44.1	≥ 44.2
17+	≤ 41.2	41.3-44.2	≥ 44.3

	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Age	Curl-Up (no. completed)	Trunk Lift (inches)	90° Push-Up (no. completed)	Back-Saver Sit & Reach (inches)
5	≥ 2	6-12	≥ 3	8
6	≥ 2	6-12	≥ 3	8
7	≥ 4	6-12	≥ 4	8
8	≥ 6	6-12	≥ 5	8
9	≥ 9	6-12	≥ 6	8
10	≥ 12	9-12	≥ 7	8
11	≥ 15	9-12	≥ 8	8
12	≥ 18	9-12	≥ 10	8
13	≥ 21	9-12	≥ 12	8
14	≥ 24	9-12	≥ 14	8
15	≥ 24	9-12	≥ 16	8
16	≥ 24	9-12	≥ 18	8
17	≥ 24	9-12	≥ 18	8
17+	≥ 24	9-12	≥ 18	8

Standard is met if score falls within the listed range. Standard is not met when score falls below listed range.

FITNESSGRAM® Standards for Healthy Fitness Zones  
Girls

Aerobic Capacity VO <sub>2max</sub> (ml/kg/min)			
Age	Pacer One-Mile Run Walk Test		
5	Participation in test encouraged. Aerobic standards not recommended.		
6			
7			
8			
9			
	NI-Health Risk	NI	HFZ
10	≤ 37.3	37.4-40.1	≥ 40.2
11	≤ 37.3	37.4-40.1	≥ 40.2
12	≤ 37.0	37.1-40.0	≥ 40.1
13	≤ 36.6	36.7-39.6	≥ 39.7
14	≤ 36.3	36.4-39.3	≥ 39.4
15	≤ 36.0	36.1-39.0	≥ 39.1
16	≤ 35.8	35.9-38.8	≥ 38.9
17	≤ 35.7	35.8-38.7	≥ 38.8
> 17	≤ 35.3	35.4-38.5	≥ 38.6

	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Age	Curl-Up (no. completed)	Trunk Lift (inches)	90° Push-Up (no. completed)	Back-Saver Sit & Reach (inches)
5	≥ 2	6-12	≥ 3	9
6	≥ 2	6-12	≥ 3	9
7	≥ 4	6-12	≥ 4	9
8	≥ 6	6-12	≥ 5	9
9	≥ 9	6-12	≥ 6	9
10	≥ 12	9-12	≥ 7	9
11	≥ 15	9-12	≥ 7	10
12	≥ 18	9-12	≥ 7	10
13	≥ 18	9-12	≥ 7	10
14	≥ 18	9-12	≥ 7	10
15	≥ 18	9-12	≥ 7	12
16	≥ 18	9-12	≥ 7	12
17	≥ 18	9-12	≥ 7	12
17+	≥ 18	9-12	≥ 7	12

Standard is met if score falls within the listed range. Standard is not met when score falls below listed range.

**See excel sheets for data collection**

# Ohio Physical Education Assessments

## Standard 4

Achieves and maintains a health-enhancing level of physical fitness

### Grade Band: 9-12

#### Benchmark B

**Benchmark B:** Understand the principles, components and practices of health-related physical fitness.

**Task:** The student will develop a personal fitness portfolio that contains:

- Fitness assessment results
- A personal fitness plan that includes:
  - Evaluated results of fitness assessment and a developed comprehensive fitness program.
  - Goals for improving and/or maintaining fitness levels.
  - Health-related fitness activities to improve or maintain body composition, cardio-vascular endurance, flexibility, muscular strength and muscular endurance. These activities should include options for both inside and outside of the physical education classroom.
  - Application of specificity, overload and progression as it applies to the development and maintenance of health-related fitness.
  - Application of the FITT principles to the chosen physical activities for each component of health-related fitness.

**Directions:** After students have developed their fitness plans, use the following rubric to assess each aspect of the plan and place data into the reporting sheets.



<b>Level</b>	<b>Evaluation of Current Fitness Level</b>	<b>Fitness Goals</b>	<b>Fitness Plan</b>	<b>Fitness Schedule</b>	<b>Barriers and Helpers</b>
<b>3 Advanced</b>	Fitness plan provides a specific reflection to explain student's current performance on the fitness assessment.	Fitness plan includes a specific, measureable, achievable, realistic and timely goal for each component based on student's current level of fitness.	Fitness plan identifies specific exercises/activities that would enhance the aligned fitness component. The plan demonstrates a clear application of the FITT training principles in effective ways.	Fitness plan develops a realistic time schedule to implement each of the exercise plans for each component of fitness.	Fitness plan identifies specific barriers and helpers to implementing the fitness program and provides suggestions for overcoming barriers and enhancing helpers.
<b>2 Proficient</b>	Provides a brief description of the current level of performance on each aspect of the fitness assessment.	Provides a goal to improve each component of health-related fitness, but some of the goals lack specific, measureable, realistic and timely aspects.	Provides some exercises/activities that would enhance health-related fitness, but does not consistently align with the identified component. The plan demonstrates the FITT principles on a consistent basis.	Develops a time schedule to implement an exercise plan.	Identifies barriers and helpers to implementing the fitness program.
<b>1 Limited</b>	Does not provide a reflection about fitness assessment results.	Does not provide fitness goals for each component	Does not provide appropriate activities to develop the identified component. FITT principles are not effectively used to develop the plan.	Does not provide a sufficient time schedule to implement the plan.	Does not identify specific barriers and helpers to implementing a fitness program.

<b>Level</b>	<b>Average Rating</b>
<b>3 Advanced</b>	Average score 3.0 – 2.75
<b>2 Proficient</b>	Average score 2.74 – 1.75
<b>1 Limited</b>	Average score 1.74 - 0

See excel sheets for data collection.

## Personal Fitness Information

This worksheet is intended to have you think about your strengths and weaknesses, good and bad habits, motivation strategies, barriers, warm-up and cool-down exercises and general activities that you enjoy. When developing your personal fitness plan, use the information on this worksheet.

### Your Fitness Assessment Results and Habits

1. Review and evaluate your fitness assessment and fill in the chart below.

<b>Health-related component of fitness assessment.</b>	<b>Met the Advanced or Proficient level (Yes or No)</b>	<b>Explain how you met the Advanced or Proficient level. If you did not meet the Advanced or Proficient level, explain what can be done to improve.</b>
Cardio-respiratory <ul style="list-style-type: none"> <li>• PACER or</li> <li>• 1-mile run/walk</li> </ul>		
Muscular strength and endurance abdominal <ul style="list-style-type: none"> <li>• Curl up-cadence</li> </ul>		
Muscular strength and endurance upper body <ul style="list-style-type: none"> <li>• 90-degree push-up – cadence</li> </ul>		
Flexibility <ul style="list-style-type: none"> <li>• Back-saver sit-and-reach</li> </ul>		
Trunk Extensor Strength and Flexibility <ul style="list-style-type: none"> <li>• Trunk-lift</li> </ul>		

2. After evaluating your fitness assessment and your activity log, use the “SMART” criteria below to set personal fitness goals for yourself.

**Specific** - What do you want to achieve? How will you achieve it? Why is it important to you?

**Measurable** - How will you measure your success? Will you use numbers, target dates, specific events?

**Achievable** - Your goals should push you past your comfort zone but should still be attainable.

**Relevant/Realistic** - Your goals should be important to you and the outcome should impact your life in some way.

**Timely** - Your goals should have a timeline that will help keep you on track for reaching them.

<b>Health-related Physical Fitness component</b>	<b>Goal</b> <i>Example: Score at the Advanced level.</i>
Cardio-respiratory	
Muscular strength and endurance upper body	
Muscular strength and endurance abdominal	
Flexibility	

3. Complete the chart below to outline your personal fitness plan. Complete the number of exercises that are sufficient for your plan (you do not need to complete each row available).

<b>Component</b>	<b>Type (What exercise(s)?)</b>	<b>Frequency (Days per week)</b>	<b>Intensity (Stretch slowly to the point of mild discomfort)</b>	<b>Time (Hold each stretch for 10-30 sec)</b>
Cardio-respiratory	•	•	•	•
<b>Muscular Strength &amp; Endurance Upper Body</b>				
	<b>Type (List the exercise)</b>	<b>Frequency (Days per week)</b>	<b>Intensity (Stretch slowly to the point of mild discomfort)</b>	<b>Time (Hold each stretch for 10-30 sec)</b>
Exercise 1	•	•	•	•
Exercise 2	•	•	•	•
Exercise 3	•	•	•	•
Exercise 4	•	•	•	•
Exercise 5	•	•	•	•
<b>Muscle Strength &amp; Endurance Abdominals and Lower Body</b>				
	<b>Type (List the exercise)</b>	<b>Frequency (Days per week)</b>	<b>Intensity (Stretch slowly to the point of mild discomfort)</b>	<b>Time (Hold each stretch for 10-30 sec)</b>
Exercise 1	•	•	•	•
Exercise 2	•	•	•	•
Exercise 3	•	•	•	•
Exercise 4	•	•	•	•
Exercise 5	•	•	•	•

<b>Flexibility</b>				
	<b>Type (List the exercise)</b>	<b>Frequency (Days per week)</b>	<b>Intensity (Stretch slowly to the point of mild discomfort)</b>	<b>Time (Hold each stretch for 10-30 sec)</b>
Exercise 1	•	•	•	•
Exercise 2	•	•	•	•
Exercise 3	•	•	•	•
Exercise 4	•	•	•	•
Exercise 5	•	•	•	•

4. Develop your personal fitness plan using the activities that you listed in the preceding chart. When within your week will you complete your exercise plan?

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
Cardio							
Strength and endurance							
Flexibility							

5. List two things that will help you follow your exercise plan (e.g., rewards, social).

6. List two things that will make following your exercise plan challenging (e.g., rewards, social, environment).

## Ohio Physical Education Assessments

### Standard 5

Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

### Grade Band: K-2

### Benchmarks A and B

**Benchmark A:** Know and follow procedures and safe practices.

**Benchmark B:** Demonstrate responsible behavior in physical activity settings.

**Task:** The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

**Directions:** Observe student behavior in an activity that would allow students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this assessment.)

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<b>3 Advanced</b>	<ul style="list-style-type: none"> <li>Consistently follows all rules and safe practices in class activities.</li> </ul>	<ul style="list-style-type: none"> <li>Effort given throughout and student challenges self to be successful at his or her level.</li> <li>Tries his or her best without prompts or encouragements from others for all activities.</li> <li>Takes responsibility and accepts consequences for actions.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently engages in behaviors that are helpful to others (e.g., taking turns using equipment and interacting positively with others).</li> </ul>	<ul style="list-style-type: none"> <li>Consistently respects others' right to learn without direction of the teacher.</li> <li>Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful.</li> <li>Respects rights and feelings of those who may be of different background or different skill level by encouraging others or other behaviors to include all students.</li> </ul>	<ul style="list-style-type: none"> <li>Respects judgments of others.</li> <li>Consistently demonstrates good winner/loser behaviors without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go).</li> </ul>
<b>2 Proficient</b>	<ul style="list-style-type: none"> <li>Follows safety procedures and rules to ensure safety of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in activities and stays on task with prompts and encouragement from others.</li> <li>Completes lesson tasks without constant supervision.</li> <li>Takes responsibilities for actions.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in behaviors that are helpful to others (e.g., taking turns, using equipment and interacting positively with others).</li> </ul>	<ul style="list-style-type: none"> <li>Respects others' right to learn.</li> <li>Provides some positive comments to classmates and does not use put-downs or comments that are hurtful.</li> <li>Respects rights and feelings of those who may be of different background or different skill level.</li> </ul>	<ul style="list-style-type: none"> <li>Respects judgments of others.</li> <li>Demonstrates good winner/loser behaviors (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions.</li> </ul>



	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<b>1 Limited</b>	<ul style="list-style-type: none"> <li>Does not follow some rules or must be reminded about rules or safety procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in activities and stays on task with prompts and encouragement from others.</li> <li>Prompts needed to be prepared for success.</li> <li>Takes little or no responsibility for actions and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in behaviors that are helpful to others after prompts or direction from the teacher or does not engage in behaviors that are helpful to others.</li> </ul>	<ul style="list-style-type: none"> <li>Does not consistently respect others' right to learn.</li> <li>Sometimes uses put-downs or comments that are hurtful.</li> <li>Has difficulty in respecting rights and feelings of those who may be of different background or different skill level.</li> </ul>	<ul style="list-style-type: none"> <li>Reactions demonstrate lack of respect for judgments of others.</li> <li>Inconsistent demonstration of good winner/loser behaviors (e.g., shaking hands, complimenting others, has difficult time letting outcomes go).</li> </ul>

See excel sheets for data collection.

## **Ohio Physical Education Assessments Standard 5**

Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

### **Grade Band: 3-5 Benchmarks A and B**

**Benchmark A:** Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings.

**Benchmark B:** Interact and communicate positively with others.

**Task:** The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

**Directions:** Observe student behavior in an activity that would allow the students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this assessment.)

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<p align="center"><b>3</b> <b>Advanced</b></p>	<ul style="list-style-type: none"> <li>Consistently follows all rules and safe practices in class activities.</li> </ul>	<ul style="list-style-type: none"> <li>Effort given throughout and student challenges self to be successful at his or her level.</li> <li>Tries his or her best without prompts or encouragements from others for all activities.</li> <li>Takes responsibility and accepts consequences for actions.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently engages in appropriate cooperative behaviors in partnerships and/or groups.</li> <li>Behaviors include leading, following and supporting group members to improve play in cooperative and competitive settings.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts.</li> <li>Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful.</li> <li>Respects the rights and feelings of those who may be of different background or different skill level by encouraging others or other behaviors to include all students.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrates cooperation with others when resolving conflict without prompts or support from teacher.</li> <li>Consistently demonstrates good winner/loser behaviors without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go).</li> </ul>

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<p align="center"><b>2</b> <b>Proficient</b></p>	<ul style="list-style-type: none"> <li>Follows safety procedures and rules to ensure safety of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in activities and stays on task with prompts and encouragement from others.</li> <li>Completes lesson tasks without constant supervision.</li> <li>Takes responsibilities for actions.</li> </ul>	<ul style="list-style-type: none"> <li>Leads, follows and supports group members to improve play in cooperative and competitive settings.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others.</li> <li>Provides some positive comments to classmates and does not use put-downs or comments that are hurtful.</li> <li>Respects the rights and feelings of those who may be of different background or different skill level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates cooperation with others when resolving conflict.</li> <li>Demonstrates good winner/loser behaviors (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions.</li> </ul>

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<b>1 Limited</b>	<ul style="list-style-type: none"> <li>Does not follow some rules or must be reminded about rules or safety procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in activities and stays on task with prompts and encouragement from others.</li> <li>Prompts needed to be prepared for success.</li> <li>Takes little or no responsibility for actions and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in behaviors that are helpful to others after prompts or direction from the teacher or does not engage in behaviors that are helpful to others</li> </ul>	<ul style="list-style-type: none"> <li>Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others.</li> <li>Sometimes uses put-downs or comments that are hurtful.</li> <li>Has difficulty in respecting the rights and feelings of those who may be of different background or different skill level.</li> </ul>	<ul style="list-style-type: none"> <li>Does not successfully demonstrate cooperative behaviors when resolving conflict.</li> <li>Inconsistent demonstration of good winner/loser behaviors (e.g., shaking hands, complimenting others, has difficult time letting outcomes go).</li> </ul>

Level	Average Rating
<b>3 Advanced</b>	Average score 3.0 – 2.75
<b>2 Proficient</b>	Average score 2.74 – 1.75
<b>1 Limited</b>	Average score 1.74 - 0

See excel sheets for data collection.

## Ohio Physical Education Assessments Standard 5

Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

### Grade Band: 6-8 Benchmarks A and B

- Benchmark A:** Develop and apply rules, safe practices and procedures in physical activity settings.
- Benchmark B:** Communicate effectively with others to promote respect and conflict resolution in physical activity settings.
- Task:** The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.
- Directions:** Observe student behavior in an activity that would allow the students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this assessment.)

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<p align="center"><b>3</b> <b>Advanced</b></p>	<ul style="list-style-type: none"> <li>• Anticipates and recognizes possible unsafe situations and provides solutions to issues related to safety. Encourages peers to promote safety within activities.</li> <li>• Consistently applies rules, safe practices and procedures in class activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Effort given throughout and student challenges self to be successful at his or her level. Tries his or her best without prompts or encouragements from others for activities.</li> <li>• Takes responsibility and accepts consequences for actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages in appropriate cooperative behaviors in partnerships and/or groups.</li> <li>• Behaviors include leading, following and supporting group members to improve play in cooperative and competitive settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts.</li> <li>• Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful.</li> <li>• Demonstrates and encourages others to respect individuals who may be of different background or different skill level by encouraging others or other behaviors to include all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates cooperation and sensitivity when resolving conflict without prompts or support from teacher.</li> <li>• Consistently demonstrates good winner/loser behaviors without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go).</li> <li>• Always accepts and respects decisions made by the designated official.</li> </ul>

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<p align="center"><b>2</b> <b>Proficient</b></p>	<ul style="list-style-type: none"> <li>• Recognizes possible unsafe situations and seeks solutions with others to ensure safety of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in activities and stays on task with prompts and encouragement from others. Completes lesson tasks without constant supervision.</li> <li>• Takes responsibilities for actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads, follows and supports group members to improve play in cooperative and competitive settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others.</li> <li>• Provides some positive comments to classmates and does not use put-downs or comments that are hurtful.</li> <li>• Respects the rights and feelings of those who may be of different background or different skill level.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates cooperation with others when resolving conflict.</li> <li>• Demonstrates good winner/loser behaviors (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions.</li> <li>• Accepts and respects decisions made by the designated official.</li> </ul>



Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<b>1 Limited</b>	<ul style="list-style-type: none"> <li>Does not recognize unsafe situations or behaviors create unsafe situations for others.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in activities and stays on task with prompts and encouragement from others.</li> <li>Prompts needed to be prepared for success.</li> <li>Takes little or no responsibility for actions and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in behaviors that are helpful to others after prompts or direction from the teacher or does not engage in behaviors that are helpful to others.</li> </ul>	<ul style="list-style-type: none"> <li>Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others.</li> <li>Sometimes uses put-downs or comments that are hurtful.</li> <li>Has difficulty in respecting the rights and feelings of those who may be of different background or different skill level.</li> </ul>	<ul style="list-style-type: none"> <li>Does not successfully demonstrate cooperative behaviors when resolving conflict.</li> <li>Inconsistent demonstration of good winner/loser behaviors (e.g., shaking hands, complimenting others, has difficult time letting outcomes go).</li> <li>Argues challenges or does not accept decisions made by the designated official.</li> </ul>

Level	Average Rating
<b>3 Advanced</b>	Average score 3.0 – 2.75
<b>2 Proficient</b>	Average score 2.74 – 1.75
<b>1 Limited</b>	Average score 1.74 - 0

See excel sheets for data collection.

## Ohio Physical Education Assessments Standard 5

Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings.

### Grade Band: 9-12 Benchmarks A and B

**Benchmark A:** Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures and etiquette in physical activity settings.

**Benchmark B:** Initiate responsible personal social behavior and positively influence the behavior of others in physical activity settings.

**Task:** The following rubric can be used as a formative assessment over the course of a number of different games or contexts. If assessed in multiple settings or times throughout the grade band, determine an average rating for each benchmark.

**Directions:** Observe student behavior in an activity that would allow the students to demonstrate the categories listed in the rubric. Provide one rating for each category. Calculate an average for each category for a score for each benchmark. (Note: A student's responsibility for proper attire during physical education class is not included in the standards or this assessment.)

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<p><b>3</b> <b>Advanced</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates leadership by holding self and others accountable for following safe practices, rules, procedures and etiquette in physical activity settings.</li> <li>• Recognizes possible unsafe situations and provides solutions to issues related to safety.</li> <li>• Independently encourages peers to promote safety within activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Effort given throughout and student challenges self to be successful at his or her level.</li> <li>• Tries his or her best without prompts or encouragements from others for activities.</li> <li>• Takes responsibility and accepts consequences for actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages in appropriate cooperative behaviors in partnerships and/or groups.</li> <li>• Behaviors include leading, following and supporting group members to improve play in cooperative and competitive settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates personal behaviors and refines behavior to ensure positive effects on others without prompts.</li> <li>• Provides frequent positive comments to classmates without prompts. Never uses put-downs or comments that are hurtful.</li> <li>• Demonstrates and encourages others to respect individuals who may be of different background or different skill level by encouraging others and modifying group activities or other behaviors to include all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates cooperation and sensitivity when resolving conflict without prompts or support from teacher.</li> <li>• Consistently responds to winning and losing with respect and dignity without prompts or direction (e.g., shaking hands, complimenting others, letting outcomes go).</li> <li>• Always accepts and respects decisions made by the designated official.</li> </ul>

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<p align="center"><b>2</b> <b>Proficient</b></p>	<ul style="list-style-type: none"> <li>• Follows safe practices, rules, procedures and etiquette in physical activity settings.</li> <li>• Recognizes possible unsafe situations and seeks solutions with others to ensure safety of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in activities and stays on task with prompts and encouragement from others. Completes lesson tasks without constant supervision.</li> <li>• Takes responsibility for actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads, follows and supports group members to improve play in cooperative and competitive settings</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates personal behavior to ensure positive effects on others and refines behavior with prompts from others.</li> <li>• Provides some positive comments to classmates and does not use put-downs or comments that are hurtful.</li> <li>• Respects the rights and feelings of those who may be of different background or different skill level.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates cooperation with others when resolving conflict.</li> <li>• Responds to winning and losing with respect and dignity (e.g., shaking hands, complimenting others, letting outcomes go) with prompts or directions.</li> <li>• Accepts and respects decisions made by the designated official.</li> </ul>

Level	Criteria				
	5A Personal		5B Social		
	Safe	Self-direction	Cooperate	Respect Others	Resolving Conflict and Fair Play
<b>1 Limited</b>	<ul style="list-style-type: none"> <li>Does not demonstrate responsibility for rules, safe practices, procedures and etiquette in physical activity settings.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in activities and stays on task with prompts and encouragement from others.</li> <li>Prompts needed to be prepared for success.</li> <li>Takes little or no responsibility for actions and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in behaviors that are helpful to others after prompts or direction from the teacher or does not engage in behaviors that are helpful to others.</li> </ul>	<ul style="list-style-type: none"> <li>Does not recognize and/or evaluate the effects of personal behavior to ensure positive effects on others.</li> <li>Sometimes uses put-downs or comments that are hurtful.</li> <li>Has difficulty in respecting the rights and feelings of those who may be of different background or different skill level.</li> </ul>	<ul style="list-style-type: none"> <li>Does not successfully demonstrate cooperative behaviors when resolving conflict.</li> <li>Inconsistent in responding to winning or losing with respect and dignity (e.g., shaking hands, complimenting others, has difficult time letting outcomes go).</li> <li>Argues challenges or does not accept decisions made by the designated official.</li> </ul>

Level	Average Rating
<b>3 Advanced</b>	Average score 3.0 – 2.75
<b>2 Proficient</b>	Average score 2.74 – 1.75
<b>1 Limited</b>	Average score 1.74 - 0

See excel sheets for data collection.

# Ohio Physical Education Assessments

## Standard 6

Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Grade Band K-2

#### Benchmarks A and B

**Benchmark A:** Enjoy participation in a variety of physical activities.

**Task:** The teacher asks students to identify and advocate others to participate in either a specific physical activity or non-specific physical activity. Each student then identifies the reasons for enjoyment (e.g., health, self-expression, social interaction, challenge, enjoyment). Students could draw pictures, use words or complete writing assignments that match their developmental level to express their reasons for identifying an activity as a favorite and encourage others to engage in the activity. Emphasize to students that the product should highlight various reasons why someone would do the activity.

**Benchmark B:** Discover that physical activities promote self-expression and positive social interaction.

**Task:** See Task A.

**Directions:** Provide a rating in both Benchmark A and B using the attached rubric.

Level	Criteria	
	6A Advocacy	6B Reasons to value an activity
<b>3 Advanced</b>	<ul style="list-style-type: none"> <li>Encourages others to participate in physical activity or a specific activity by communicating enjoyable aspects in effective and creative ways.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses multiple specific reasons from more than one category (social interaction, enjoyment, challenge, self-expression) that would lead to an individual valuing physical activity.</li> </ul>
<b>2 Proficient</b>	<ul style="list-style-type: none"> <li>Encourages others to participate in physical activity or a specific activity.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses at least one reason from at least one category (e.g., health, self-expression, social interaction, challenge, enjoyment) to describe why a person would value physical activity or a specific activity.</li> </ul>
<b>1 Limited</b>	<ul style="list-style-type: none"> <li>Does not encourage others to participate in physical activity or a specific activity.</li> </ul>	<ul style="list-style-type: none"> <li>Limited expression of reasons why a person would value physical activity or a specific activity.</li> </ul>

See excel sheets for data collection.

# Ohio Physical Education Assessments

## Standard 6

Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Grade Band 3-5 Benchmarks A and B

**Benchmark A:** Appreciate physical activities that promote self-challenge and enjoyment.

**Benchmark B:** Appreciate physical activities that promote self-expression and social and group interaction.

**Task:** The student will identify and advocate others to participate in a specific physical activity (e.g., sport, game, exercise) or physical activity. The student could write a friendly letter or make a poster, brochure or flyer to encourage another person to do that activity. The picture or note should share the reasons the student enjoyed the activity (e.g., health, fun, challenge, social, self-expression) and how he or she feels while participating in the activity.

**Directions:** Provide a rating in both Benchmark A and B using the attached rubric for the above tasks.



Level	Criteria	
	6A Advocacy	6B Reasons to value an activity
<b>3</b> <b>Advanced</b>	<ul style="list-style-type: none"> <li>Encourages others to participate in physical activity or a specific activity by communicating enjoyable aspects in effective and creative ways.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses multiple specific reasons from more than one category (social interaction, enjoyment, challenge, self-expression) that would lead to an individual valuing physical activity.</li> </ul>
<b>2</b> <b>Proficient</b>	<ul style="list-style-type: none"> <li>Encourages others to participate in physical activity or a specific activity.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses at least one reason from at least one category (e.g., health, self-expression, social interaction, challenge, enjoyment) to describe why a person would value physical activity or a specific activity.</li> </ul>
<b>1</b> <b>Limited</b>	<ul style="list-style-type: none"> <li>Does not encourage others to participate in physical activity or a specific activity.</li> </ul>	<ul style="list-style-type: none"> <li>Limited expression of reasons why a person would value physical activity or a specific activity.</li> </ul>

See excel sheets for data collection.

# Ohio Physical Education Assessments

## Standard 6

Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Grade Band 6-8 Benchmarks A and B

**Benchmark A:** Engage in challenging experiences that develop confidence and independence.

**Task:** Each student develops a marketing campaign for physical activity for his or her favorite activity. The marketing campaign could include a letter, poster, video or another acceptable method to communicate the importance, benefits and factors that lead to the enjoyment of the activity. The goal of the project is to motivate and encourage others to engage in physical activity or a specific physical activity outside of school.

**Benchmark B** Select physical activities that promote self-expression and provide opportunities for social and group interaction.

**Task:** See Task A. The marketing campaign should identify the potential for social interaction and self-expression with the chosen activity.

1. Describe your personal feelings that result from participating in physical activity (or a specific activity).

**Directions:** Provide a rating in both Benchmark A and B using the attached rubric for the above tasks.

Level	Criteria	
	6A Advocacy	6B Reasons to value an activity
<b>3</b> <b>Advanced</b>	<ul style="list-style-type: none"> <li>Project encourages others to pursue physical activities in creative and effective ways.</li> </ul>	<ul style="list-style-type: none"> <li>The campaign expresses multiple specific reasons from more than one category (social interaction, enjoyment, challenge, self-expression) that would lead to an individual valuing physical activity.</li> </ul>
<b>2</b> <b>Proficient</b>	<ul style="list-style-type: none"> <li>Campaign encourages others to pursue the activity or physical activity through actions and positive experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The campaign expresses at least one reason from at least one category (e.g., health, self-expression, social interaction, challenge, enjoyment) to describe why a person would value physical activity or a specific activity.</li> </ul>
<b>1</b> <b>Limited</b>	<ul style="list-style-type: none"> <li>Campaign is limited in encouraging others to pursue physical activities through actions and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Limited expression of reasons why a person would value physical activity or a specific activity.</li> </ul>

See excel sheets for data collection.

## Ohio Physical Education Assessments

### Standard 6

Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Grade Band 9-12

### Benchmarks A and B

**Benchmark A:** Use physical activity to promote personal growth, goal-setting and enjoyment.

**Task:** Each student develops a marketing campaign for physical activity for his or her favorite activity. The marketing campaign could include a letter, poster, video or another acceptable method to communicate the importance, benefits and factors that lead to the enjoyment of the activity. The goal of the project is to motivate and encourage others to engage in physical activity or a specific physical activity outside of school. (*Grade 12 Indicators 2, 5*)

**Benchmark B:** Pursue physical activities that promote self-expression and provide opportunities for social and group interaction.

**Task:** See Task A. The marketing campaign should identify the potential for social interaction and self-expression.

**Directions:** Use the attached rubric to evaluate each student's advocacy project. Provide one rating for each category. Calculate an average for each category for a score for each benchmark.

Level	Criteria	
	6A Advocacy	6B Reasons to value an activity
<b>3 Advanced</b>	<ul style="list-style-type: none"> <li>Actively encourages others to pursue an activity or physical activities in creative and effective ways.</li> </ul>	<ul style="list-style-type: none"> <li>The campaign expresses multiple specific reasons from more than one category (social interaction, enjoyment, challenge, self-expression) that would lead to an individual valuing physical activity.</li> </ul>
<b>2 Proficient</b>	<ul style="list-style-type: none"> <li>Actively encourages others to pursue physical activities through actions and positive experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The campaign expresses at least one reason from at least one category (e.g., health, self-expression, social interaction, challenge, enjoyment) to describe why a person would value physical activity or a specific activity.</li> </ul>
<b>1 Limited</b>	<ul style="list-style-type: none"> <li>Campaign is limited in encouraging others to pursue physical activities through actions and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Limited expression of reasons why a person would value physical activity or a specific activity.</li> </ul>

See excel sheets for data collection.

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