

# CONNECTICUT PHYSICAL FITNESS TEST

## Health and Challenge Standards

### The Health Level

Students who perform at this level demonstrate a healthy level of fitness-related skills for their age. Generally, students who score in this range engage in physical activities two or more times each week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. The Health Level for each task is considered to be a challenging, yet attainable, standard for most students.

### The Challenge Level

Students who perform at this level demonstrate exceptional fitness-related skills for their age. Generally, students who score in this range engage in rigorous physical activities several times per week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. Students who perform in this range may be motivated to achieve and maintain a high level of fitness.

### BOYS

Age	Mile Walk/Run		Sit and Reach		Right-Angle Push-Up		Curl-Up		*BMI
	Health	Challenge	Health	Challenge	Health	Challenge	Health	Challenge	Health Range
8	10:10	8:30	25	33	08	20	18	42	13.4-20.5
9	09:45	8:15	25	33	09	21	20	45	13.7-21.4
10	09:30	8:00	25	33	10	22	22	48	14.0-22.5
11	09:15	7:30	25	33	11	23	25	51	14.0-23.7
12	09:00	7:15	25	33	12	24	28	55	14.8-24.1
13	08:30	7:00	25	33	13	25	30	59	15.4-24.7
14	08:00	6:45	25	34	15	26	32	63	16.1-25.4
15	07:30	6:30	26	36	16	27	34	66	16.6-26.4
16	07:30	6:15	26	38	17	28	36	70	17.2-26.8
17	07:30	6:15	26	38	18	29	36	70	17.7-27.5
18	07:30	6:15	26	38	18	30	36	70	17.7-27.5

### GIRLS

Age	Mile Walk/Run		Sit and Reach		Right-Angle Push-Up		Curl-Up		*BMI
	Health	Challenge	Health	Challenge	Health	Challenge	Health	Challenge	Health Range
8	11:15	9:30	26	36	6	16	18	40	13.2-20.7
9	11:00	9:15	26	36	7	17	20	43	13.5-21.4
10	10:45	9:00	26	37	7	17	22	46	13.8-22.5
11	10:30	8:45	26	37	8	17	24	49	14.1-23.2
12	10:15	8:30	26	38	8	17	26	52	14.7-24.2
13	10:00	8:15	27	39	8	18	28	55	15.5-25.3
14	10:00	8:00	27	41	9	18	30	58	16.2-25.3
15	10:00	8:00	27	43	9	19	32	60	16.6-26.5
16	09:45	8:00	27	43	9	19	34	60	16.8-26.5
17	09:45	8:00	27	43	9	20	34	60	17.1-26.9
18	09:45	8:00	27	43	9	20	34	60	17.1-26.9

\* Age is based on how old the student is when they begin the battery of tests.

\*\* The BMI standards were adopted from the President's Challenge, 1997.

## Class Record Form – Boys

Grade \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_ Test Administrator \_\_\_\_\_

Student Name	Age When testing began	✓ If Medical Exemption	Flexibility Modified Sit and Reach (cm)		✓ If Met Health Standard	Muscular Strength/ Endurance Partial Curl- ups (#completed)	✓ If Met Health Standard	Upper-Body Strength Push-ups (#completed)	✓ If Met Health Standard	Aerobic Endurance One-Mile Run (min/sec)	✓ If Met Health Standard	✓ For Students Meeting the Health Standard on <b>All 4</b> Test Items
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21												
<b>Highlight those students tested on ALL 4 items, then fill in the totals below including ONLY those students tested on ALL 4 test items.</b>												
<b>Totals:</b>												
Number of students tested on ALL 4 Items →												

**\*\* Students who were not tested on all four tests should not be counted in the “Totals” for meeting Health Standards.**

**\*\*\*If a student refuses to do a test item (is not medically exempt) they score a “0” and are counted.**

## Class Record Form – Girls

Grade \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_ Test Administrator \_\_\_\_\_

Student Name	Age When testing began	✓ If Medical Exemption	Flexibility Modified Sit and Reach (cm)		✓ If Met Health Standard	Muscular Strength/ Endurance Partial Curl- ups (#completed)	✓ If Met Health Standard	Upper-Body Strength Push-ups (#completed)	✓ If Met Health Standard	Aerobic Endurance One-Mile Run (min/sec)	✓ If Met Health Standard	✓ For Students Meeting the Health Standard on <b>All 4</b> Test Items
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<b>Highlight those students tested on ALL 4 items then fill in the totals below including ONLY those students tested on ALL 4 items.</b>												
<b>Totals:</b>												
Number of students tested on ALL 4 items →												

**\*\* Students who were not tested on all four tests should not be counted in the “Totals” for meeting Health Standards.**  
**\*\*\*If a student refuses to do a test item (is not medically exempt) they score a “0” and are counted.**

## Connecticut Physical Fitness Assessment Test Administrator's Summary Report Form

School \_\_\_\_\_ School District \_\_\_\_\_ Date \_\_\_\_\_

Test Administrator \_\_\_\_\_ Principal \_\_\_\_\_

Fitness assessment information will be reported on the Strategic School Profile. For test administrators teaching in more than one school, the information must be reported separately for each school. Information needed for this form can be found on the Class Record Forms.

**One copy of this Summary Report Form should be submitted to the school principal for inclusion on the ED165 report to the State Department of Education. Test Administrators should retain one copy of all forms for their own records. The Health Standards should always be used for reporting.**

**TOTALS – Taken from the bottom line of the Class Record Forms**

	Grade Four		Grade Six		Grade Eight		Grade Ten	
	Boys	Girls	Boys	Girl	Boys	Girls	Boys	Girls
A. Number of Students Tested on all 4 Items								
B. Number of Students Medically Exempt								
C. Number of Students Meeting the Flexibility Standard (Modified Sit and Reach Test)								
D. Number of Students Meeting the Strength and Endurance Standard (Partial Curl-Up Test)								
E. Number of Students Meeting the Upper Body Strength Standard (Right-Angle Push-Up Test)								
F. Number of Students Meeting the Aerobic Standard (One-Mile Run/Walk)								
G. Number of Students Meeting the Standards on 4 Test Items								

- \* **The number of students meeting a standard on any one test should never exceed the number tested on all 4 items.**
- \*\* **Students who were not tested on all 4 items should not be counted in the totals reported on these forms.**
- \*\*\* **Students who refuse to do a test item and are not medically exempt, score a “0”, and should be counted in the totals.**

# Connecticut Physical Fitness Assessment Individual Student Report

## I. Student Information

Name: \_\_\_\_\_  
Last
First

Gender: Male \_\_\_\_\_  
 Female \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

Height: \_\_\_\_\_

Weight: \_\_\_\_\_

Body Mass Index: \_\_\_\_\_  
 ✓ If standard was met: \_\_\_\_\_

## II. Test Performance Objectives

		Student Score	Health Standard *	✓ If Standard Met	Challenge Standard*	✓ If Standard Met
<b>Flexibility</b> Modified Sit and Reach Test# of centimeters reached	R					
	L					
<b>Muscular Strength/Endurance</b> Partial Curl-Up Test # of curl-ups completed						
<b>Upper Body Strength</b> Right-Angle Push-Up Test # of push-ups completed						
<b>Aerobic Endurance</b> One-mile run/walk Time in minutes/seconds						

❖ The Fitness Standards were established specifically for Connecticut through a formal standards-setting process. This involved professionals from the physical education field in Connecticut and used national and state data.

**The Health Level:** Students who perform at this level demonstrate a healthy level of fitness-related skills for their age. Generally, students who score in this range engage in physical activities two or more times each week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. The Health Level for each task is considered to be a challenging, yet attainable, standard for most students.

**The Challenge Level:** Students who perform at this level demonstrate exceptional fitness-related skills for their age. Generally, students who score in this range engage in rigorous physical activities several times per week and may be at a reduced risk for certain injuries and diseases that are related to a sedentary lifestyle. Students who perform in this range are motivated to achieve and maintain a high level of fitness.

## Appendix A

### **Connecticut Physical Fitness Committee**

David Camaione, Chairperson, University of Connecticut  
Tom Bockett, Unified School District 2  
Connie Kapral, Glastonbury Public Schools  
Dave Harackewicz, Central Connecticut State University  
George Taylor, Regional School District 5  
Denise Swan, Naugatuck Public Schools

State Department of Education Representatives  
Barb Westwater  
Peter Prowda  
Raymond Martin

## Appendix B

### **Fitness Testing - Children Who Are Physically Challenged**

“No otherwise qualified handicapped individual in the United States... Shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which receives benefits from Federal financial assistance.” Sec. 504

In administering the Connecticut Physical Fitness Assessment, students with disabilities should be included. Fitness activities, exercises and testing should be part of the physical education curriculum and offered to all students. Historically, fitness tests were designed only for nondisabled persons. The test included in this manual, though designed for nondisabled students, can be personalized to include all. Due to the fact that emphasis is placed on a personalized approach and the reality that physical fitness profiles, components and test items for disabled students require modification from those typically used, the many possibilities are not included in this document. Resources are available to assist physical educators with both the testing and standards that are appropriate for assessing the physical fitness of students with disabilities.

**A child who is tested using an alternate method or with adjusted standards should not be included in the totals on the Summary Data Report. If a child with a disability meets standards that are appropriate for them, they should be recognized along with other children who meet the Health Standards.**

There are many resources available regarding levels of performance and the use of fitness assessments for students with disabilities. Some of these are included in the resource section beginning on page 23

## Health Related Physical Fitness

Health related fitness focuses on optimum health and prevents the onset of disease and problems associated with inactivity.

Maintaining an appropriate level of health related fitness allows a person to:

- meet emergencies;
- reduce the risk of disease and injury;
- work efficiently;
- participate and enjoy physical activity (sports, recreation, leisure); and
- look one's physical best.

Physical fitness should be the result of the balance of activities that are provided in the physical education programs at school and continued by the family and in other community activities outside of school. The four performance objectives can be practiced at home with a minimum of adult supervision. Practicing at home initiates the opportunity for parents and students to exercise and be physically active together, making fitness a family activity.

“The most important interpretation of a fitness score is the information it provides about a student's health status.”

The Connecticut Physical Fitness Assessment includes an Individual Student Report Form.

## Why? Physical Activity and Physical Fitness

The Surgeon General's Report on Physical Activity and Health in 1996 has prompted many studies addressing concerns about physical activity in youth. Patterns of physical activity need to be developed early in life.

There are numerous opportunities for children and adults to participate in physical activity. Contact:

- Your child's physical education teacher;
- Local Park and Recreation Departments;
- Private fitness facilities; and
- The Governor's Committee on Physical Fitness 860-524-7343

## Guidelines

### Start Slowly:

Follow a gradual program. Exercising too hard is not good.

### Set Realistic Goals:

Keep a fitness log.

### Exercise Often:

Exercise at least three times per week, at a brisk but comfortable pace, for a continuous period of 20-30 minutes.

### Warm Up and Cool Down:

Take time to loosen up and warm-up your muscles before you workout. End with some stretching and slow, relaxing exercises to allow you heart rate and breathing to return to normal.

### Start Now:

Make physical activity a habit.

# Connecticut's Fitness Challenge

Be Wise,  
Exercise!

## The Youth Fitness Philosophy

- ✓ Fitness should be health-related.
- ✓ Fitness and physical activity is for everyone.
- ✓ The promotion of health-related fitness in children helps develop adults who are active, fit and healthy.
- ✓ Make physical activity a habit and enjoy lifelong benefits.
- ✓ Fitness is for life.

# The Components of Physical Fitness

The Connecticut Physical Fitness Assessment is given annually to all students in grades 4, 6, 8, and 10. It consists of the five components of fitness. This pamphlet is to inform parents and guardians about the importance of physical fitness.

## Flexibility

### Test: Modified Sit and Reach

**Objective and Rationale:** The objective of this test is to reach a specified distance on the right and left sides. It measures flexibility of the lower back and hamstrings. Proper hamstring flexibility helps avoid lower back pain.

#### Tips:

- The modified sit and reach is a good exercise as well as a test.
- Remember that general stretching of major muscle groups to develop flexibility involves a slow and controlled motion. Hold a stretch for 10 to 30 seconds.
- Hold the body or limbs in a position that elongates the muscles to a point where you feel stretching – not pain.

## Abdominal Strength and Endurance

### Test: Partial Curl-up

**Objective and Rationale:** The objective of this test is to complete as many partial curl-ups as possible at a rhythmic pace. Abdominal fitness is important to good health because low levels are associated with bad posture and lower back pain.

#### Tips:

- The partial curl-up is a good exercise as well as a test. Learning to pace oneself and controlling the movement by engaging the muscles is essential.

## Upper Body Strength and Endurance

### Test: Right Angle Push-up

**Objective and Rationale:** The objective of this test is to complete as many right angle push-ups as possible at a rhythmic pace. Upper body muscle fitness is required in order to perform daily living and recreational activities with vigor and undue fatigue.

#### Tips:

- The right angle push-up is a good exercise as well as a test.
- The following activities are some ways to increase upper body strength:

Pull-ups

Horizontal ladder

Push-up position-raise hand to wave-switch hands

Push-up position- walk on hands and feet

Age appropriate resistance training

## Cardiorespiratory Fitness

### Test: One-Mile Run/Walk

**Objective and Rationale:** The objective of the test is to measure cardiorespiratory or aerobic endurance. The one-mile run/walk is a good indicator of the ability of the circulatory and respiratory systems to supply oxygen to functioning muscles.

#### Tips:

- Accumulate at least 30 min. of moderate to vigorous physical activity daily.
- Practice pacing – not racing.
- Participate in activities which feature constant movement for an extended period of time. The following are some examples of aerobic exercises which increase your heart rate:

walk briskly

hiking

dancing

cross country skiing

rope jumping

jogging

bicycling

swimming

## Body Composition

### Test: Body Mass Index

**Objective and Rationale:** The body mass index (BMI) provides an indication of the appropriateness of a person's weight relative to height. High BMI scores have been significantly correlated with cardiovascular disease in adults.

#### Tips:

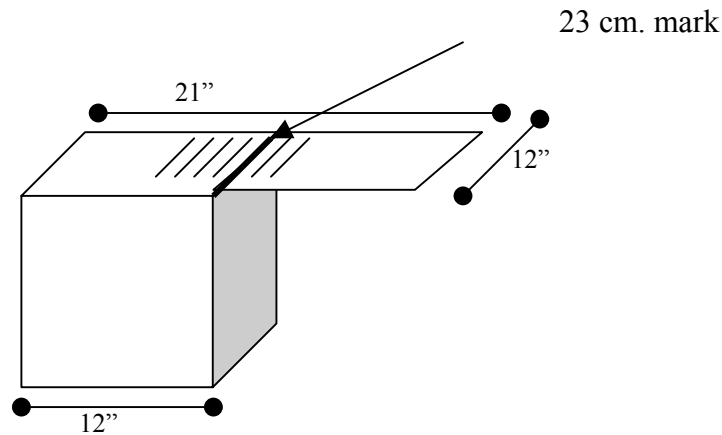
- Maintain a physically active lifestyle
- Practice good nutritional habits
- Like yourself. People come in all types of shapes and sizes. Try to do what is best for your body.



## Appendix D

### Equipment

#### Constructing the Sit and Reach Box



1. Using any sturdy wood or comparable construction material (3/4-inch plywood or comparable construction material is recommended), cut the following pieces:

2 pieces 12in. X 12 in.  
2 pieces 12 in. X 10 in.  
1 piece 12 in. X 21 in.

2. Assemble the pieces using nails or screws, and wood glue.
3. Inscribe one-centimeter gradations on the top panel. It is crucial that the 23 centimeter line be exactly in line with the vertical plane against which the subject's feet will be placed.
4. Cover the apparatus with two coats of polyurethane sealer or shellac.
5. For convenience, a handle can be made by cutting a 1 x 3 inch hole in the top panel.
6. The measuring scale should extend from about 9 cm. to 50 cm.

#### Developing the Audio Pacer

The curl-ups and push-ups are performed to a cadence of one complete repetition every three seconds. This is best accomplished through an audiotape recording. The simplest way to do this is to record a metronome set at 40 beats per minute. Each click of the metronome represents the up or down phase of a curl-up or push up, (1.5 seconds up and 1.5 seconds down). In other words, two clicks represent one complete repetition.

At the beginning of the audiotape some dialogue may be included. Example: For the curl-ups; "Students take your positions, this test will begin in five seconds..., three, two, one, up, down" The use of verbal cues, "up/down", can be helpful and included, as long as the cadence is the same. Prepare your tape well ahead of time and practice using it with your students. This will help the students to become comfortable with the pacing and scores will be more reliable.

## **Using a Right-Angle Marker**

The use of a carpenter's right angle, a T-square, or simply two pieces of wood fastened together at a right angle is suggested. This device, placed upright in front of each student being tested, provides a good visual aid for the test administrator and the student. Ideally, if something can be created that slides up and down, this would allow adjustment for individual size differences.

## **Suggested Layouts for the One-Mile Run/Walk**

The one-mile run/walk can be performed on any flat surface that measures one mile in distance. The course can be laid out in any shape which uses the area as efficiently as possible, maximizes straightaway running and minimizes corners or turns. It may be necessary to lay out a course around the perimeter of the school property or around the school building. Use of a measuring wheel or tape will provide accuracy. Pacing out an estimated mile is not acceptable. There are 5,280 feet or 1,760 yards in one mile.

1. A 440-yard track will require four laps to complete one mile.
2. An area marked off with 55 yards on all four sides will require eight laps to complete the mile. One lap would equal 220 yards ( $55 \times 4$ ). Eight laps would equal 1,760 yards ( $220 \times 8$ ).
3. An area marked off with 27.5 yards on all four sides will require 16 laps to complete the mile. One lap would equal 110 yards ( $27.5 \times 4$ ). Sixteen laps would equal 1,760 yards ( $110 \times 16$ ).

## Resources

### Physical Fitness

- American Alliance for Health, Physical Education, Recreation and Dance. *Physical Best Activity Guide – Elementary Level*. Reston, VA: AAHPERD, 1999.
- American Alliance for Health, Physical Education, Recreation and Dance. *Physical Best Activity Guide – Secondary Level*. Reston, VA, AAHPERD, 1999.
- Collingwood, Thomas R. *Helping At-Risk Youth Through Physical Fitness Programming*. Champaign, IL: Human Kinetics, 1997.
- Harris, Jo and Elbourn, Jill. *Teaching Health-Related Exercise at Key Stages 1 and 2*. Champaign, IL: Human Kinetics, 1997.
- Hopper, Chris; Fisher, Bruce and Munoz, Kathy D. *Health-Related Fitness for Grades 1 and 2, 3 and 4, 5 and 6*. Champaign, IL: Human Kinetics, 1997.
- Pangrazi, Robert P. and Corbin, Charles B., *Teaching Strategies for Improving Youth Fitness*. Reston, VA: AAHPERD, 1994.
- Virgilio, Stephen J. *Fitness Education for Children A Team Approach*. Champaign, IL: Human Kinetics, 1997.

### Physical Fitness – Children With Disabilities

- Miller, Patricia D. *Fitness Programming and Physical Disability*. Champaign, IL: Human Kinetics, 1995.
- Seaman, Janet A. *Physical Best and Individuals With Disabilities: A Handbook for Inclusion in Fitness Programs*. Reston, VA: AAHPERD, 1995.
- Winnick, Joseph, P. and Short, Francis X. *The Brockport Physical Fitness Test Manual, The National Health-Related Test for Youths with Physical and Mental Disabilities*. Champaign, IL: Human Kinetics, 1999.

### Physical Activity – Wellness

- Jackson, Allen W.; Morrow Jr., James R.; Hill, David W.; and Dishman, Rod K. *Physical Activity for Health and Fitness*. Champaign, IL: Human Kinetics, 1999.
- Sharkey, Brian J. *Fitness and Health*. Champaign, IL: Human Kinetics, 1997.
- U.S. Department of Health and Human Services Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Nutrition and Physical Activity. *Promoting Physical Activity: A Guide for Community Action*. Champaign, IL: Human Kinetics, 1999.

## **Organizations**

American Alliance for Health, Physical Education, Recreation and Dance

[www.aahperd.org](http://www.aahperd.org)

Connecticut Association for Health, Physical Education, Recreation and Dance

[www.ctahperd.org](http://www.ctahperd.org)

National Association of Governor's Councils on Physical Fitness and Sports

[www.physicalfitness.org](http://www.physicalfitness.org)

The President's Challenge Youth Physical Fitness Program

[www.indiana.edu/~preschal/](http://www.indiana.edu/~preschal/)