

# **Test Administrator's Manual**

## **The “Second Generation” Connecticut Physical Fitness Assessment**

**Connecticut State Department of Education**

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## Introduction

Physical fitness is an important component of Connecticut's overall educational program goals. It is expected that by the end of Grade 12 students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles. The Connecticut Physical Fitness Assessment (CPFA) is evidence of a commitment to the physical development of Connecticut's students, as well as a commitment to focusing on outcomes and specific performance objectives. Physical fitness should be a 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. This assessment should not be the focus of the entire physical education curriculum or program. The assessment should be a part of the ongoing process of helping children understand and improve and/or maintain their physical health and well-being.

The goals of the assessment program are to:

- provide for continual monitoring of students' fitness levels in targeted grades;
- identify a student's weaknesses and strengths so that areas in need of improvement can be seen and individual programs can be developed;
- inform students and parents about student fitness status; and
- inform schools, districts and the public about programs focusing on fitness and physical activity in our schools and evaluate their success.

The Second Generation CPFA mirrors options in the President's Challenge Physical Fitness Program and focuses on health-related fitness. Changes to the assessment reflect the careful research and piloting conducted by the Committee on Physical Fitness (Appendix A) and physical educators from around the state. Criterion-referenced standards were established specifically for Connecticut through a formal standards-setting process utilizing national data and data from professionals from the physical education field in Connecticut.

Health-related fitness focuses on optimum health and prevents the onset of diseases 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
- be one's physical best.

**“The most important interpretation of a fitness score is the information it provides about students' health status.” (Cooper Institute for Aerobic Research, 1994)**

## Instructions for Test Administrators

### Who will be tested?

- All students in Grades 4, 6, 8 and 10 participating in physical education during the physical fitness testing period must be tested.
- Students with physical disabilities or medical conditions, whose participation in the test items would be contraindicated because of their health, and who have a medical excuse on file in the school, should be excused. ❖ (Also see Appendix B – Physically Challenged Children)

### Who will administer the test items?

- A physical educator trained in the CPFA test administration must conduct the testing.
- Other adults may be trained to assist under the supervision of the PE instructor, e.g., staff, parents, college students.
- **Students may not be used as monitors for testing.** This is a productive teaching strategy during the instruction and practice of exercise, but it is **not allowed** during the testing.

### When will the testing occur?

- The seven-week testing period will begin during the last week of September and continue through the second week of November. All students, Grades 4, 6, 8 and 10 participating in physical education classes during that time must be tested.
- The testing window for Grades 6, 8 and 10 is extended until March 31 for those students who are not scheduled for physical education during the primary testing period, but are scheduled later in the year.

### How is testing reported?

- Student's age is based on how old they are at the time they begin the battery of tests.
- Standards used for reporting and goal setting are found on page 13 of this manual.
- Testing report forms are found beginning on page 14 of this manual. They include:
  - Class Record Forms – To be maintained by the physical education teacher
  - Summary Report Form – One copy to be kept by the physical education teacher  
One copy to be given to the building principal for inclusion on the ED-165 to the State Department of Education
  - Individual Student Report Form – For use as a district and/or school decides, i.e.,  
For reporting information to parents/guardians  
For keeping individual student records  
For use with individual students in developing a plan
- The data collected are included on each individual school and district's Strategic School Profile and in the *Condition of Education in Connecticut*, released annually.

❖ Students with medical exemptions on file in the school and/or limited activities through an Individual Education Plan (IEP) or a 504 Plan may be exempt from participating in part or all of the Connecticut Physical Fitness Assessment. Schools should have in place a process for determining if activities and standards are appropriate for an individual student. If the assessment and/or the standards are inappropriate for the individual child with a disability, than those student's scores should **not** be included on the data collection for the Strategic School Profile. Fitness scores should be included only for those students who were tested on all four of the test items.

## Responsibilities of Test Administrators

Test administrators must be trained in the administration of the CPFA. This training will ensure consistency and accuracy in administration of testing procedures and maximize efficiency. Further, it will help test administrators to adequately prepare for the testing sessions.

### **Test administrators should plan for the following:**

#### **Prior to Testing**

- Attend CPFA Test Administration Training.
- View CPFA Fitness Testing Video, which shows proper positioning and administration of the fitness tests.
- Use CPFA Fitness Committee members to provide advice and offer helpful hints and suggestions prior to and during the testing period. (Appendix A)
- Arrange for assistance, facility use and other special scheduling as needed.
- Standardize equipment, check calibrations and measurements to assure consistency and accuracy.
- Practice with any equipment that will be used (i.e., audiotape, metronome, stopwatches). Have back-up equipment available.
- Make copies of needed forms: Class Record Form – Boys and Girls, Summary Report Form.
- Record student's ages, based on how old they are when they begin the battery of tests.
- Inform parents/guardians about the testing. A pamphlet entitled, "Connecticut's Fitness Challenge: Be Wise, Exercise!" is included in Appendix C.
- Prepare students with adequate instruction and practice time in the techniques to properly perform the test items.
- Use written descriptions of test items, the CPFA Fitness Testing Video and demonstrations to meet various learning styles of students.
- Clarify levels of expectations. Post standards for students to see.

#### **During Testing**

- The organization and administration of the testing session is the responsibility of the test administrator.
- Any area conducive to activity and exercise which is safe and free from obstruction can be used. Consideration should be given to assure safety and fairness in testing.
- Though it is impossible to avoid all variables (e.g., wind, running surfaces...) it is expected that teachers will work to achieve accurate and consistent data.
- Outdoor testing should occur on days when the temperature, humidity and air quality are at acceptable health levels. The physical education teacher or school administrator should consult with the school nurse supervisor or school medical advisor in making this judgment.
- Test items may be administered in any order. More than one test item may be administered in any one session. All students NEED NOT be tested on the same item in any one session.
- Students are not allowed to repeat test items in order to achieve better scores.
- Volunteer help is encouraged. Volunteers (i.e., classroom teachers, administrators, parents, college students) can be trained to assist with recording scores, counting or other tasks.
- **Students may not be used as monitors during testing.** This is a productive teaching strategy during the instruction and practice of exercise, but is **not allowed** during the testing.
- Motivational techniques should be eliminated during the administration of the tests.

### **After Testing**

- The test administrator must summarize the data at the bottom of each Class Record Form.
- Summarized data should be transferred to the Summary Record Form.
- The physical education teacher should keep a copy of all forms as a back-up and for individual student and building analysis.
- The Summary Record Form should be given to the building administrator. **Do not send a copy to the State Department of Education.**
- Data is reported on the ED165 to the State Department of Education for inclusion in the Strategic School Profiles and *Condition of Education*.
- The Summary Record Form should be given to the building administrator as soon as testing is complete. This should be no later than the end of the second week in November or on March 31.
- Inform parents of results (Individual Student Report Form).
- Continue to include fitness instruction and activities throughout the year.
- Follow up with those students who did not meet minimal standards, i.e., provide additional testing, develop a fitness plan, work with parents or guardians, and the school nurse.

### **General Test Administration Suggestions**

- Use a circuit or station model, where the test administrator can focus on testing a small group of students on one item, while the other students work independently on other physical skills, challenges or activities at other stations.
- Promote a “Fitness Day,” where parent volunteers can be recruited to assist with the testing. This is a positive way to promote fitness and your physical education program within the community.
- Show the Connecticut Physical Fitness Assessment Video to students. Develop handouts for each test item which include a general description of the purpose and procedures for each component, as well as pictures of correct form. Design a bulletin board emphasizing the components of fitness, the tests and activities to enhance each component.

**Validity of the data is compromised if the tests are administered poorly, if there are errors in recording the results or if the examiners, and/or students did not take the testing process seriously and professionally. Be especially diligent in maintaining the integrity and authenticity of this testing process.**

## **Test Descriptions**

### **Modified Sit and Reach**

#### **Test Objective and Rationale**

The objective of this test is to measure flexibility of the lower back and hamstrings. The modified sit and reach test causes less forward rotation of the pelvis, which reduces disc compression in the lower back.

#### **Equipment**

The modified sit and reach test requires a 12" x 12" x 12" box, with a measuring scale placed on the top of the box that extends toward the student. (See Appendix D for instructions.)

#### **Test Description**

##### **Starting Position**

- The student sits facing the box without shoes on.
- The footline is 23 centimeters, with the zero end of the measuring device closest to the student.
- One leg is extended, with the foot placed flat against the end of the box. The other knee is bent, with the sole of the foot placed against the medial side (inside) of the opposite knee.
- The knee of the extended leg should remain straight and the hips must remain square to the box.

##### **Test Performance**

- The student extends the arms, one hand on top of the other so that the fingertips are even, and reaches forward along the measuring scale, holding the position for one second.
- The procedure is repeated two additional times.
- The procedure is then repeated for the other leg.

##### **Scoring**

- Record the furthest distance to the nearest centimeter reached for both the right and left leg. Students must reach the health standard for both legs to pass this item.

## Partial Curl-Ups

### Test Objective and Rationale

The partial curl-up measures abdominal strength and endurance. Abdominal fitness is important to good health because low levels are associated with bad posture and lower back pain in later years.

### Equipment

It is necessary to prepare or secure an audiotape or use a consistent cadence of one curl-up every three seconds (1.5 seconds up and 1.5 seconds down). (See Appendix D for instructions.)

### Test Description

#### **Starting Position**

- The student lies on his or her back with the knees flexed and the feet approximately 12 inches from the buttocks.
- Feet cannot be held or rest against an object.
- The arms are extended and are resting on the thighs.
- The head is in a neutral position. Keep the student's chin a fist's distance from the chest.

#### **Cues to give students:**

*"Pretend to gently hold an orange between your chin and your chest. Don't make orange juice." or "Set an appropriate focus point (i.e., where the ceiling and wall meet) and keep eyes focused on this while performing the test."*

- **Pre-Test Observation/Marking – Student slowly raises his or her torso, sliding the hands along the thighs. The correct position puts the student's scapula 2 inches off the ground. This allows the student to feel the correct position and the teacher to site it. Marking the point where the finger tips touch on the knee will assist with consistency during administration i.e., a piece of tape (This will vary for each student.)**

#### **Test Performance**

- The student assumes the starting position. The test administrator starts the cadence and signals the student to begin. The test should not exceed **3 minutes for Grade 4 and 4 minutes for Grades 6, 8 and 10.**
- The correct curl-up is performed to a pace of one complete curl-up every three seconds (1.5 seconds up and 1.5 seconds down, with no hesitation).
- **The student raises up, reaching the appropriate position: scapula two inches off the ground and/or point where his or her fingertips should touch the knees (previously determined).**
- The student then lowers down with the shoulders touching the mat.
- There is no pause in the up or down position. The curl-ups should be **continuous, with the abdominal muscles engaged throughout the assessment. The movement is slow and controlled.**

### Scoring

- Record the total number of correctly performed curl-ups within the time limit.
- **Incorrect** curl-up performance includes:
  - not touching the mark or raising the shoulders up two inches off the floor;
  - shoulders do not touch mat;
  - head touches the mat;
  - heel(s) come off the ground; or being off cadence.
- The test is terminated when the student has any two misses.



# Right-Angle Push-Ups

## Test Objective and Rationale

The objective of this test is to measure upper-body strength and endurance. The right-angle push-up is recommended as a test of upper-body strength and endurance. Muscle fitness is required for people of all ages in order to perform daily living and recreational activities with vigor and undue fatigue.

## Equipment

- It is necessary to prepare an audiotape or use a consistent cadence of one push-up every three seconds (1.5 seconds up and 1.5 seconds down). (See Appendix D for instructions)
- A right-angle marker. (See Appendix D for instructions.)

## Test Description

### **Starting Position**

- The student assumes the prone position (face down).
  - hands placed slightly wider than shoulder width with fingers stretched out
  - legs straight and parallel
  - feet cannot be resting against an object
  - back is straight
  - the head is positioned so the student is looking slightly in front of his or her hands
- Pre-Test Observation/Marking -- Have students lower themselves to the appropriate right-angle position. This allows the student to feel and the teacher to sight the correct position. The use of a right-angle marker, set in front of the student's elbow as a guide, allows for a more accurate sighting (position will vary for each student).

### **Test Performance**

- The test begins in the up position.
- The test administrator starts the cadence and signals the students to begin. The test should not exceed **1.5 minutes**.
- Students begin performing push-ups according to the cadence. The correct push-up is performed to a pace of one complete push-up every three seconds (1.5 seconds down and 1.5 seconds up, with no hesitation).
- Push-ups are **continuous**, with the muscles in a constant state of contraction and **no resting**. Emphasis is placed on the arm and shoulder muscles remaining engaged throughout the assessment.

## Scoring

- Record the total number of correctly performed push-ups within the time limit.
- **Incorrect** push-up performance includes:
  - arching or sagging of the back;
  - not achieving the right angle at the elbow during the down phase;
  - not achieving the straight arm position during the up phase;
  - knees touching the floor; or
  - being off cadence.
- The test is terminated when the student has any two misses.

# **One-Mile Run/Walk**

## **Test 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, in other words the capacity to perform activities using large muscle groups over an extended period of time. The importance of cardiorespiratory fitness lies in the fact that heart disease is a leading cause of death in our society.

## **Equipment**

- Stopwatch
- **Accurately** measured mile on a level surface (see Appendix D).

## **Test Description**

### **Test Preparation**

- Students should receive ample instruction on pacing and practice in running for distance.
- Emphasis should be placed on developing the fastest pace that can be sustained for the full distance covered.
- A warm-up time should precede the test.

### **Test Performance**

- Students are instructed to run/walk one complete mile in the fastest pace possible.

## **Scoring**

- Record the minutes and seconds it takes to cover the distance of one mile.

## Body Mass Index

- ❖ **This test is to be given to students for inclusion on the Individual Student Report form only. It is not recorded on the Summary Report Form, which goes to the building principal, nor is it reported on the ED165 to the State Department of Education.**

### Test Objective and Rationale

The body mass index (BMI) provides an indication of the appropriateness of a child's weight relative to height. Body composition is a critical component of physical fitness. BMI is a less-invasive measure of body composition and is more efficient than skinfold measurements. High BMI scores have been significantly correlated with cardiovascular disease in adults.

### Equipment

- A calibrated scale
- A measuring device for determining height

### Test Description

#### **Test Performance**

- Weight is measured with students clad in lightweight shorts and shirt with their shoes off.
- Height is measured with students in their stocking feet and heels flat on the floor.
- Two readings should be taken for both measures and the values are averaged.

#### **Data Collection Suggestions**

- The height and weight may be gathered as a homework assignment involving parents or guardians to obtain current and accurate data.
- The school nurse may be used as a resource for collecting data.
- Health assessments, including height and weight, are required by Connecticut law in either Grade 6 or 7 and in either Grade 10 or 11. High school athletes are required by the CIAC to have an annual physical. Height and weight data may be obtained from these sources.
- **Respect privacy, confidentiality and the student's self esteem.**

### Scoring

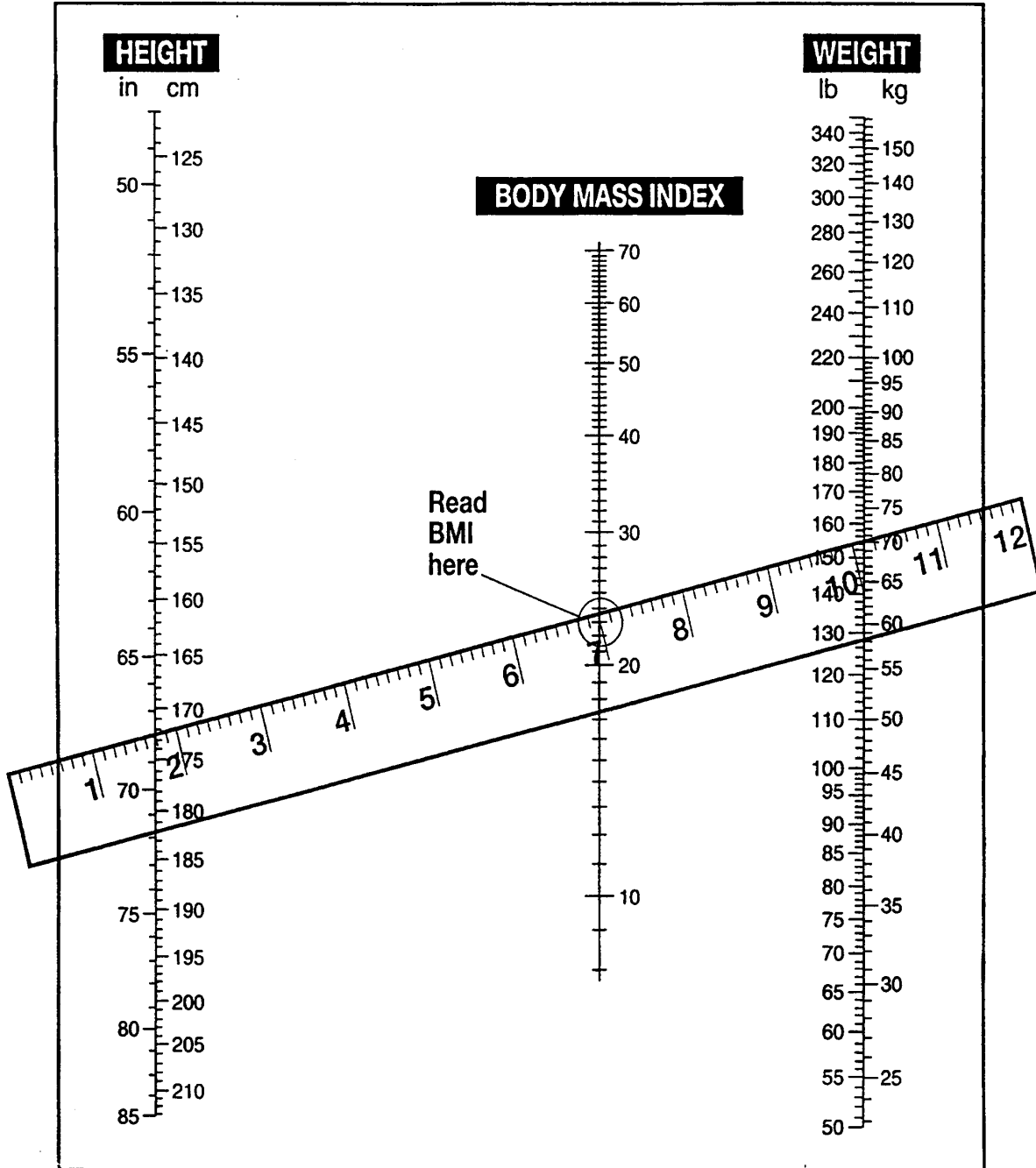
- A monogram and table are provided for quick determination of the BMI without calculations. The table is used for students who are less than 48" in height.
- The following formula may be used for calculations:  
BMI equals weight in pounds multiplied by 700 divided by height in inches then divided by height in inches.

$$\text{BMI} = \frac{\text{Weight (lb.)} \times 700}{\text{Height (in.)}^2}$$

- When interpreting scores, it is important to remember the following:
  - BMI provides an estimate of the appropriateness of the weight for a given height.
  - BMI may falsely identify a very muscular, lean person as being overfat or identify a lightweight student with very little muscular development but a high percentage of fat as being acceptable when they are actually overfat.

# Body Mass Index

Directions: Use a ruler to connect the height column to the weight column and read the BMI number in the middle.



Modified with permission from David C. Nieman,  
*Fitness and Sports Medicine: A Health-Related Approach*, (3rd edition),  
 Bull Publishing Co., Palo Alto, CA, 1995.

## SPREADSHEET FOR DETERMINING BMI



Height (in.)	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
Weight(lb.)																	
30	19	18	17	16	15	15	14	13	13	12	11	11	10	10	10	9	9
33	21	20	19	18	17	16	15	15	14	13	13	12	11	11	11	10	10
35	23	21	20	19	18	17	16	15	15	14	13	13	12	12	11	11	10
37	24	23	21	20	19	18	17	16	16	15	14	13	13	12	12	11	11
40	26	24	23	22	21	20	19	18	17	16	15	15	14	13	13	12	12
43	28	26	25	23	22	21	20	19	18	17	16	16	15	14	14	13	13
45	29	27	26	24	23	22	21	20	19	18	17	16	16	15	14	14	13
47	30	29	27	26	24	23	22	21	20	19	18	17	16	16	15	14	14
50	32	30	29	27	26	24	23	22	21	20	19	18	17	17	16	15	15
53	34	32	30	29	27	26	25	23*	22	21	20	19	18	18	17	16	16
55	36	34	32	30	28	27	25	24	23	22	21	20	19	18	18	17	16
57	37	35	33	31	29	28	26	25	24	23	22	21	20	19	18	17	17
60	39	37	35	33	31	29	28	26	25	24	23	22	21	20	19	18	18
63	41	38	36	34	32	31	29	28	26	25	24	23	22	21	20	19	18
65	42	40	37	35	33	32	30	29	27	26	25	24	23	22	21	20	19
67	43	41	39	36	34	33	31	30	28	27	26	24	23	22	21	20	20
70	45	43	40	38	36	34	32	31	29	28	27	25	24	23	22	21	21
73	47	44	42	40	38	36	34	32	31	29	28	27	25	24	23	22	21
75	49	46	43	41	39	37	35	33	31	30	29	27	26	25	24	23	22
77	50	47	44	42	40	38	36	34	32	31	29	28	27	26	25	24	23
80	52	49	46	43	41	39	37	35	34	32	30	29	28	27	26	24	23
83	54	51	48	45	43	40	38	37	35	33	32	30	29	28	26	25	24
85	55	52	49	46	44	41	39	37	36	34	32	31	30	28	27	26	25
87	56	53	50	47	45	42	40	38	36	35	33	32	30	29	28	27	26
90	58	55	52	49	46	44	42	40	38	36	34	33	31	30	29	28	26
93	60	57	53	51	48	45	43	41	39	37	35	34	32	31	30	28	27
95	61	58	55	52	49	46	44	42	40	38	36	35	33	32	30	29	28
97	63	59	56	53	50	47	45	43	41	39	37	35	34	32	31	30	28
100	65	61	58	54	51	49	46	44	42	40	38	36	35	33	32	31	29
103	67	63	59	56	53	50	48	45	43	41	39	37	36	34	33	31	30
105	68	64	60	57	54	51	49	46	44	42	40	38	37	35	33	32	31
107	69	65	62	58	55	52	50	47	45	43	41	39	37	36	34	33	31
110	71	67	63	60	57	54	51	48	46	44	42	40	38	37	35	34	32
113	73	69	65	61	58	55	52	50	47	45	43	41	39	38	36	35	33

**Directions:**

In the top row, locate student height in inches. In the left column locate student weight in pounds. The number in the cell where the height column and weight row intersect represents BMI. See sample for height 40 in. and weight 53 pounds. *BMI - 23*

# 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
			R	L								
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
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
			R	L								
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
<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: \_\_\_\_\_

<b>Height:</b>
----------------

<b>Weight:</b>
----------------

<b>Body Mass Index:</b> _____ <b>✓ If standard was met:</b> _____
--

### 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.

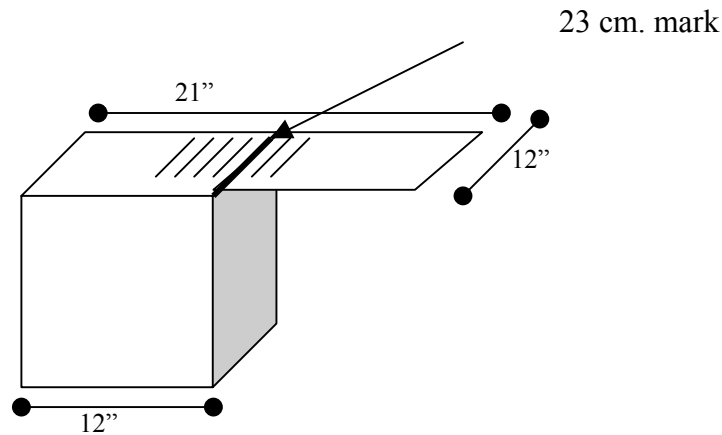
#### Tips:

- 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/)