Georgia Fitness Assessment Manual

August 2018

FitnessGram Manual

The Georgia FitnessGram Manual is designed to help support teachers in quality implementation of Georgia Code 20-2-777 which calls for annual health related fitness assessment, reporting and compliance. Annually the assessment must be given during a physical education course that is taught by a certificated physical education teacher in which a student is enrolled. Schools are required to administer the assessment, input scores in the FitnessGram software and provide written or electronic reports of the students progress to parents.

The training and resource manual are organized in five sections for easy reference and to help teachers and school leaders administer the assessment with integrity and quality. In addition tips and resources for integrating fitness education and the assessment are provided. Below are the following sections:

FitnessGram Overview - provides more detail regarding the Georgia Code and fitness assessment and education implementation and what PE teachers must do. It relays how this assessment fits into the larger education picture and provides research on the importance of physical activity and fitness for health and learning benefits. The overview also provides information on how to develop and improve fitness using an eight-step process and appropriate and inappropriate uses of fitness assessment and education are also covered here.

FitnessGram Assessment - provides details on the correct process and protocols to follow in implementing the various fitness assessments required in Georgia. The Peer Observation Checklist provides the key elements of each assessment in one place. This is probably the most used resource by teachers. One pagers are also provided and describe the important fitness concepts that should be taught in preparing students to perform the assessment are provided for each assessment used in Georgia. In addition, station cards are available for downloading and printing to help remind students of the key elements of the protocols. In addition, additional resources like PACER scoring sheets and look up charts are provided or for use in helping students learn to assess fitness and personal goal setting.

FitnessGram Reporting – provides information on data input and the various reports that can be generated including the required FitnessGram Student Report.

Communication Tools – provides variety of communication tools and sample content are available for crafting messages to parents, educators and community members about FitnessGram and health related fitness assessments in Georgia. There are frequently asked questions and responses for parents and the Scientific Reference Guide developed by the FitnessGram Scientific Advisory Board to provide science based interpretations of the FitnessGram assessments including why the assessment is used and how the criterion reference standards were determined.

Resources – includes tips for success from teachers in implementing fitness education, fitness assessments, and working with large groups. The top Smart Coach Resources are listed and include FitnessGram 101 training, Healthy Fitness Zone standards, videos, cadences, and report descriptions.

***** Documents in this manual are from multiple sources. Therefore the format and appearance of documents in this manual may not appear uniform.***

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Section 1

Fitness Assessment Overview

Empowering Fitness Education Champions: Georgia's FitnessGram Booster

Created by HealthMPowers in collaboration with the Presidential Youth Fitness Program

Overall Training Objectives

- Describe Georgia's Fitness Program and how it fits into the:
  - Comprehensive School Physical Activity Program
  - National Standards for Physical Education
- Define the components of the Fitness Education Process and gain strategies to integrate them into physical education programming
- Use the FitnessGram® assessment protocols and Healthy Fitness Zone® standards and resulting data to measure and improve student level fitness and overall physical education programming

Georgia Official Code (20-2-777)

Major Parts of the Law:

- Beginning 2011, an annual fitness assessment in grades 1-12 (pre/post optional)
- All classes taught by a certificated PE teacher
- Individual results communicated to parents or guardian
- Aggregate results reported to the DOE

Georgia Official Code (cont.)

Other Major Parts of the Law:

- At least minimum instruction in PE provided to:
  - Elementary – 90 clock hours per year
  - MS – Health/PE Instruction made available
  - HS – One semester health/One semester personal fitness
- Recognition

Georgia's Fitness Assessment and Reporting Requirements

Grade Level	Testing	Reporting to Parents	Data Entry (FitnessGram Software)
Elem 1-3	Practice and become familiar with assessments	No reporting to parents Optional report on body composition	Body Composition: Ht and Wt ONLY
Elem 4-5	Annually assess	Report all individual results to parents using FITNESSGRAM software	All Fitness Assessments
MS/HS	Annually assess **all** students in PE classes, electives as well as personal fitness. (Includes All HS – 36000)	Report all individual results to parents using FITNESSGRAM software	All Fitness Assessments

Why FitnessGram?

- Combines a **fitness assessment** with an **educational program** and **software reporting** system
- Designed to promote lifelong physical activity
- Based on the latest research on children's fitness
- Health related
- Uses criterion-referenced standards

Criterion-Referenced vs. Norm-Referenced

- Criterion-referenced standards are associated with good health and based on scientific information.
- Normative standards are comparisons relative to others in a group but do not provide information on how the values relate to health.

FITNESSGRAM is Criterion-Referenced.
The established standards for good health are called Healthy Fitness Zone.

National to State

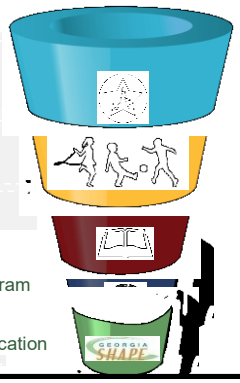
Whole School, Whole Child, Whole Community

Comprehensive School Physical Activity Program

National Physical Education Standards

Presidential Youth Fitness Program

Georgia SHAPE – Fitness Education



Whole School, Whole Child, Whole Community

Comprehensive School Physical Activity Program

To provide a variety of school-based physical activities for 60 minutes of moderate-to-vigorous physical activity each day.

Active Students = Better Learners

National Standards for Physical Education

- The physically literate individual:

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Presidential Youth Fitness Program and Georgia SHAPE

VISION:

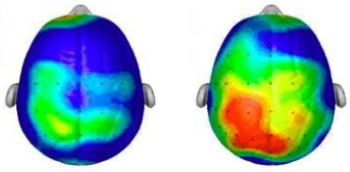
America's youth are active and fit.

Georgia was FIRST Presidential Youth Fitness Program State in the County

VISION: All Georgia children active and fit

Brain Activity

Composite of 20 student brains taking the same test



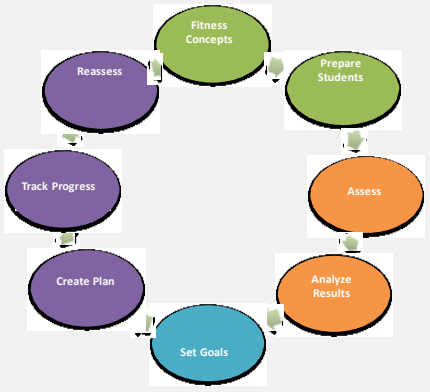
After sitting quietly After 20 minute walk

Research/Scan compliments of Dr. Chuck Hillman University of Illinois

Physical Activity and Academic Achievement

Physical Activity Practice	Related Academic Achievement Outcomes
Students who are physically active	• Have better grades, better school attendance, and better classroom behaviors
Increased physical activity and physical fitness levels	• Improved cognitive performance
Increased participation in physical education class	• Better grades, standardized test scores, and classroom behavior
Time spent in recess	• Improved cognitive performance and classroom behaviors
Participation in brief classroom physical activity breaks	• Improved cognitive performance, classroom behaviors, and education outcomes
Participation in extracurricular physical activities	• Higher GPAs, lower drop-out rates, and fewer disciplinary problems

Fitness Education Process – It's Cyclical



Fitness Education Process

Step One: ***Instruction About Activity and Fitness Concepts*** *– Students learn the fitness and activity terminology and principles of training that students need to know (See chart below)*

Step Two*: Student Participation in Conditioning Activities* – Students learn the importance of warm up and cool down, exercises and strategies for both; daily activity

Step Three: ***Instruction on Test Items*** **–** Students learn the following about each test item: Why it is important for health; What it measures; How to administer it; AND Practice the tests on a regular basis through warm ups, stations, etc.

Step Four*: Assessment of Fitness Levels* Students complete the fitness assessments (self, peer, institutionalized, personal best)

Step Five*: Planning the Fitness Program and Setting Goals* Students analyze their scores in relation to the HFZ, set goals to improve and create a personal fitness program for improvement

Step Six: ***Promoting and Tracking Physical Activity*** Students implement their plan for improvement through regular physical activity and track/log their progress.

Step Seven: ***Reassessment*** Students retake the test to check for improvement, along with recognition for achieving goals. Both are vital part of establishing and improving behavior patterns.

Step Eight: ***Revision*** Reassessment yields new information for students so that you can revise or refine goals and plans.

Fitness Education Concepts

Health Related Fitness	Skill Related Fitness	Training Principles
Aerobic Capacity	Agility	FITT Principle
Muscular Strength	Balance	Overload
Muscular Endurance	Coordination	Specificity
Body Composition	Power	Progression
Flexibility	Reaction Time	Regularity
	Speed	

*** Current through the 2009 Regular Session ***

TITLE 20. EDUCATION
CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION
ARTICLE 16. STUDENTS
PART 3. HEALTH

O.C.G.A. § 20-2-777 (2009)

§ 20-2-777. Annual fitness assessment program; reporting and compliance

(a) (1) Beginning in the 2011-2012 school year, each local school system shall conduct an annual fitness assessment program, as approved and funded by the State Board of Education, one time each school year for students in grades one through 12, to be conducted only during a physical education course that is taught by a certificated physical education teacher in which a student is enrolled. Such assessments shall include methods deemed by the State Board of Education as appropriate to ascertain levels of student physical fitness. Each local school system shall report the individual results of the fitness assessment to the parent or guardian of each student assessed and the aggregate results of the fitness assessments by school to the State Board of Education annually in a format approved and funded by the State Board of Education. The minimum required contents of the report shall be determined by the State Board of Education.

(2) Each local school system shall be required to provide at least the minimum instruction in physical education prescribed by the State Board of Education in rules and regulations established pursuant to subsection (c) of Code Section 20-2-142.

(b) The State Board of Education shall be responsible for the coordination of health and physical education and fitness activities and requirements, including, but not limited to, modification or promulgation of rules and regulations related thereto. The State Board of Education shall adopt and disseminate to local school systems standards which adequately express the most current and widely accepted best practices and benchmarks in the areas of student health and physical education. The State Board of Education's efforts may be supported with state, federal, or private funding or a combination thereof.

(c) The State Board of Education shall submit an annual report to the Governor, beginning October 1, 2012, and annually thereafter. Such report shall include the compliance status of each local school system and each school with applicable State Board of Education rules and regulations. The Governor may, in coordination with the State Board of Education, establish one or more recognition programs to acknowledge local school systems and schools which have most improved in their physical fitness assessments. The Governor may collaborate with private corporations in the development and implementation of recognition programs pursuant to this subsection, including providing monetary or other incentives to local school

systems or schools for attaining certain levels of health status. All local school systems or schools receiving acknowledgment through a recognition program established by the Governor pursuant to this subsection shall also be recognized on the State Board of Education's website.

(d) This Code section, except for subsection (b), shall be repealed on June 30, 2019.

HISTORY: Code 1981, § 20-2-777, enacted by Ga. L. 2009, p. 191, § 1/HB 229.

PYFP Checklist Assessment Planning

STEP	INSTRUCTION AND ASSESSMENT	WHAT DO YOU WANT TO MEASURE? *(knowledge, skills, attitudes)*	HOW WILL YOU MEASURE IT? *(assessment types)*	WHEN WILL YOU MEASURE IT *(what points in time?)*
Teach Fitness Concepts	• Components of health-related fitness: why each is important, how each is measured and developed • Difference between skill- and health-related fitness • Principles of training • Importance of health-related fitness and physical activity for good health			
Prepare Students	• Explain and model the importance of conditioning • Review proper protocol for each FitnessGram® assessment ○ Use PYFP Fitness Club in grades K-3 • Identify physical activities students can do at home or in their community			
Conduct Assessment	• Determine type of testing to be conducted (e.g., self-testing, individualized, institutional, or personal) ○ Use Brockport Physical Fitness Test on students not presently able to perform 1+ FitnessGram® test items • Reinforce why each assessment is important, the component of health that it measures, and physical activities that can influence it			

Analyze Results at Various Levels (student, class, grade, school)	• Explain the purpose of the Healthy Fitness Zone® standards • Compare FitnessGram® results to the Healthy Fitness Zone® standards • Use results to make student and program decisions (not for assigning student grades or evaluating teacher performance)			
Help Students Set Personal Goals	• Explain and demonstrate how to use results to set realistic age and gender appropriate goals for improvement.			
Help Students Create Plan for Improvement	• Explain and demonstrate how to develop a personal fitness or physical activity plan utilizing the principles of training.			
Help Students Track Progress	• Explain and demonstrate how to record and maintain physical activity log aligned to goals and personal fitness or physical activity plan • Explain and demonstrate how to record in- and out-of-school physical activity time			
Reassess	• Repeat FitnessGram® assessment • Explain how to evaluate progress and revise goals and physical activity or fitness plan			

Position Statement

Appropriate and Inappropriate Practices Related to Fitness Testing

Appropriate and Inappropriate Practices Related to Fitness Testing

SHAPE America's Position

Fitness testing is a valuable part of fitness education when integrated *appropriately* into a comprehensive physical education curriculum, and students' fitness scores should *not* be used to grade students or to evaluate physical education teachers.

Rationale

Fitness education is an important part of a comprehensive physical education program that is designed to teach students why they should and how to participate in physical activity on a regular basis, in addition to adopting other health-enhancing behaviors. Also, fitness education plays an integral role in empowering students to be physically active and to make the healthy choices that contribute to their pursuit of a lifetime of physical activity, which is an important element of SHAPE America's 50 Million Strong by 2029 commitment "to empower all students to live healthy and active lives through effective physical and health education programs."

Fitness testing, as part of fitness education, is woven into many of SHAPE America's curriculum-support resources. For example, fitness is addressed in all five of SHAPE America's National Standards for K-12 Physical Education (2013) and their corresponding Grade-Level Outcomes for K-12 Physical Education (2013), and is featured in Standard 3: the physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

In addition, SHAPE America's Instructional Framework for Fitness Education in Physical Education (2012) features grade-level benchmarks for fitness education.

An Eight-Step Fitness Education Process

Figure 1 on page 2 outlines an eight-step process that demonstrates the practices necessary for providing students with meaningful fitness instruction (Corbin, Welk, Corbin & Welk, 2016). This fitness education process gives students the knowledge and skills necessary for attaining and maintaining a health-enhancing level of physical activity and fitness.

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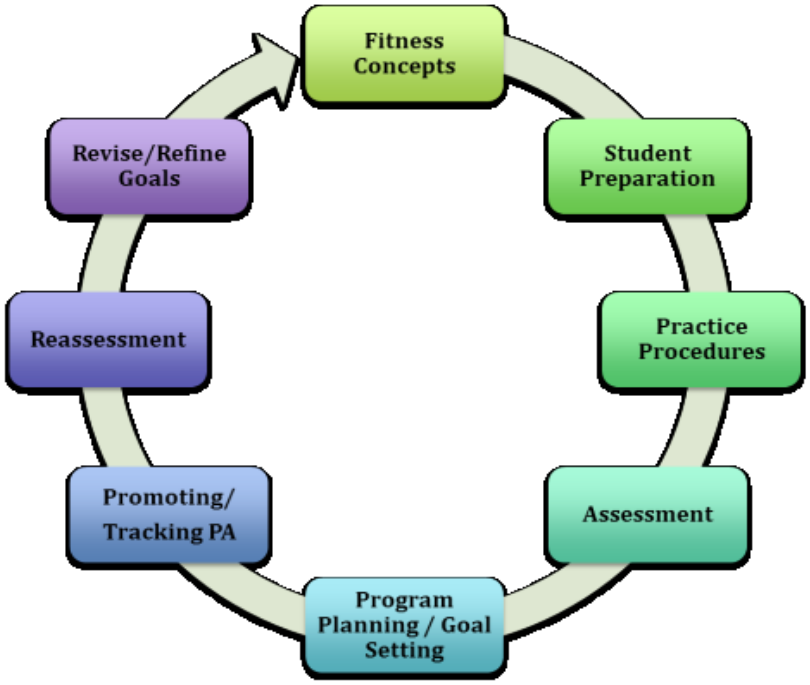
Figure 1. 8-Step Fitness Education Process



— From The Cooper Institute. Used with permission.

Through fitness education, students first learn key fitness concepts (Step 1). Once they are aware of the reasons for testing, students can prepare (Step 2) for the tests (e.g., be ready medically, warm up adequately). Before the assessment, students practice the tests (Step 3). In Step 4, students take the fitness assessment, then use the assessment results to determine in what areas their scores are in healthy zones, set goals and plan personalized programs for improvement (Step 5). Students then track their progress (Step 6) using self-monitoring (e.g., activity tracking). Students retake the fitness assessment periodically (Step 7) and refine their personal goals and fitness programs (Step 8). The teacher continues to teach fitness concepts as students continue to refine their goals and programs.

Integrating Fitness Assessment

To integrate fitness assessment into the physical education curriculum appropriately, teachers and administrators should focus on the following areas.

Recognize that fitness education is only a part of physical education. The physical education curriculum should focus on developing physically literate individuals, through SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education (2013). Because fitness testing represents only a piece of fitness education, and fitness education represents only a piece of physical education, educators should not use fitness scores alone to determine whether students have met a physical education requirement.

Recognize that fitness education is more than testing. (Step 1). Fitness education entails helping students understand the health-related components of fitness, training principles, the relationship of fitness to health, which types of physical activities are important in developing each fitness component, and the impact that practice can have on their performance.

Choose and schedule tests appropriately. Teachers should use a fitness assessment program with criterion-referenced, health-related standards that can help students understand more about their individual health status. Also, teachers should schedule fitness testing so that it allows for spending the large majority of class time on education, practice and being active. Teachers should follow test protocols related to students' age and frequency of testing.

Design and evaluate fitness assessment appropriately. Teachers should design efficient, appropriate assessment situations so that students are well prepared for each assessment (Step 2) and have gotten a chance to practice the test protocols (Step 3).

The most important format for testing (Step 4) is *self-assessment*. With self-assessment, teachers can focus their attention on helping students understand the test and improve their accuracy and performance. Students begin to understand their fitness data and see that they can affect their own health. The purpose of teaching students about fitness assessment is to help them understand themselves and plan appropriate activity throughout their lives. Self-testing is a lifetime skill.

Institutional surveillance testing is conducted by trained testers to determine the fitness levels of groups of students and to provide direction for program planning, in addition to providing information to students and their families.

Of course, assigning a trained tester to conduct an assessment of every student would be time consuming. If physical education classes meet daily in appropriate class sizes, for a reasonable amount of time, schools could conduct institutional testing yearly to track student progress. If those conditions are not present, schools can conduct institutional testing every three years (e.g., in grades 4, 7, and 10) (Corbin, Lambdin, Mahar, Roberts & Pangrazi, 2013). A teacher's time is best spent providing instruction, feedback and encouragement. Therefore, school administrators and teachers should monitor the time needed to conduct fitness testing to ensure a reasonable balance among class instruction, practice time and assessment time. Self-testing is the testing format used most commonly, because it teaches a lifetime skill, helps personalize the experience for students, it's efficient and, once taught, can occur as often as desired.

Fitness education should be personalized and for everyone. The Brockport Fitness test manual should be used for students who have disabilities that prevent them from participating appropriately in the FitnessGram® test items.

Use assessment data productively. Students, teachers and administrators should use assessment data that are collected for screening, creating and reflecting on the effectiveness of students' fitness-improvement plans, and for ongoing program and policy development (Steps 7

& 8). Individual student results should be made available to students and their parents/guardians, but should not be shared publicly.

Although schools and teachers often devote a great deal of time and effort to collecting fitness data, those data are not always used in ways that lead to student learning and improvement. It's not worth spending time collecting data if those data aren't put to good use.

Teachers and schools should keep data confidential at all times, including teaching students that fitness data are personal, and that they should respect the confidentiality of one another's data. Scores should never be posted or called out in class.

Cautions

For a variety of reasons, fitness testing is valuable but also challenging. Factors beyond student effort affect fitness test scores, including genetics, growth timing, environmental conditions, opportunities for physical activity involvement and the student's starting point (i.e., his or her health and fitness history).

Young children do not respond to training. For that reason, the FitnessGram test protocols ask that students in grades 3 and below begin to learn form and protocols but not participate in fitness testing. Also, individuals respond differently, both physically and psychologically, to the same training protocols (Astorino & Schubert, 2014; Rankinen & Bouchard, 2011; Swift, et al., 2013). Therefore, fitness testing must be individualized to account for individual student differences and should *never* be used to evaluate teacher effectiveness or to grade students.

Even though it comes with challenges, fitness testing is worthwhile because it provides students with information about their health-related fitness and alerts them to potential health risks to which they might not otherwise have access (Corbin, Lambdin, Mahar, Roberts & Pangrazi, 2013, pp. 2-1 – 2-20). It's important to note, however, that fitness test results do not *diagnose* health risks. Instead, they serve as a screening tool that can provide early warning for students regarding developing diabetes, heart disease and high blood pressure, among other conditions.

Assessing body composition is one of the most sensitive areas of fitness testing. Body composition is the amount of lean body mass compared to body fat. Body mass index (BMI) is a popular tool for screening students' body composition because it is simple and non-invasive. It involves entering a student's height and weight into a formula that calculates his or her BMI. The result is categorized as either within the Healthy Fitness Zone (HFZ), needs improvement (NI) or needs improvement-health risk (NI-HR).

It's important to note that BMI, like the other test items, is not a tool for diagnosing health risks among students, but it is simply a screening tool. In a school setting, calculating BMI is comparable to a vision screening. The vision screener conducts a simple vision test with each student and alerts parents of any warning signs and recommendation to follow up with the family's eye care provider, when appropriate. The vision screener does not diagnose any eye-

related conditions or prescribe eye glasses. Similarly, if a student's BMI score signals a warning (too high or too low), the school informs the student's family, with a suggestion to follow up with the family's physician for further evaluation.

BMI testing and measuring body composition is particularly sensitive in nature, so educators must take extra precaution when collecting that information. Educators must teach students why it's important to measure body composition and must provide them with as much privacy as possible to help them feel safe and comfortable while their height and weight is being collected and recorded.

All fitness testing must be conducted in a way that is empowering to students if they are to view fitness as a lifelong goal. Although students don't control all aspects of their fitness, in most cases, their behavior does have a significant impact. Too often, only the fittest students find encouragement in fitness testing, and the least fit students develop negative feelings about the experience and, consequently, their ability to affect their own health.

Additional Resources Regarding BMI

- Body Composition Reporting: Position Statement From the FitnessGram Scientific Advisory Board, The Cooper Institute.

- Body Mass Index Measurement in Schools, Centers for Disease Control and Prevention.

The FitnessGram test battery is recognized as the national fitness test and measures the five elements of health-related fitness: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. Although FitnessGram does not measure power, strong research support exists for including it as a health-related component of fitness. For that reason, it is appropriate to include tests of power in fitness testing and fitness education programs (Baptista, Mil-Homens, Carita, Janz & Sardinha, 2016; Corbin, Janz & Baptista., in press; Corbin et al., 2014; Institute of Medicine, 2012; Gunter et al., 2012; Janz & Francis, 2015; Janz, et al., 2006; Janz, Letuchy, Burns, Francis & Levy 2015).

SHAPE America has partnered with the President's Council on Fitness, Sports and Nutrition, the Centers for Disease Control and Prevention, the National Foundation for Fitness, Sports and Nutrition and The Cooper Institute in creating the Presidential Youth Fitness Program (PYFP), a comprehensive school-based program that promotes health and regular physical activity for America's young people. PYFP promotes the concepts expressed in this position statement and provides resources on its web site, www.pyfp.org. PYFP has chosen FitnessGram as the national fitness test, and The Brockport Fitness Test for students with disabilities, because FitnessGram is the only fitness test with health-related criteria, developed by a team of experts based on the best available evidence of relationships of the components of fitness to health risk.

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Appendix

Appropriate and Inappropriate Instructional Practices For Implementing an Eight-Step Fitness Education Process

The table that follows identifies appropriate and inappropriate instructional practices for implementing an eight-step fitness process, beginning with instruction on fitness concepts. Some of the practices come from SHAPE America's Appropriate Instructional Practice Guidelines for K-12 Physical Education: A Side-by-Side Comparison (2009). The document beginning here includes appropriate and inappropriate instructional practices for fitness education, but also includes best practices in other aspects of teaching physical education.

Step 1. Fitness Concepts. Before undergoing any fitness assessment, students should demonstrate an age-appropriate understanding of the components of health-related fitness, principles of training and the importance of health-related fitness to their overall health.	
Appropriate Practices	**Inappropriate Practices**
The teacher imparts strategies, tactics, exercise science, biomechanical analysis and fitness concepts throughout the physical education curriculum.	The teacher does not help develop student knowledge of the scientific bases for physical activity.
Step 2. Student Preparation. Students participate in conditioning activities, learning the importance of warming up and cooling down, as well as exercises and strategies for preparing for the fitness assessment.	
Appropriate Practices	**Inappropriate Practices**
The teacher prepares students to be wise consumers of the fitness and wellness industries by applying physical education instruction to real-world settings. For example, elementary students are taught that the heart is a muscle that requires exercise or that healthy diets can improve fitness, and high school students are taught how to choose a personal trainer.	The teacher fails to link physical education instruction to real-world settings.

The teacher's physical education program is designed to develop students' skills, knowledge and dispositions to being active for a lifetime in a way that is meaningful and fun.	The teacher's physical education program is designed in a way that does not increase student motivation to be physically active. The teacher selects activities that are not meaningful or that help develop students' skills.
Step 2. Student Preparation *(Cont.)*	
Appropriate Practices	**Inappropriate Practices**
The teacher integrates health-related fitness concepts throughout the physical education program.	The teacher addresses health-related fitness concepts randomly or sporadically in the physical education program, and they are unrelated to lifelong learning benefits.
The teacher encourages all students to experience the satisfaction and joy that can result from learning about and participating regularly in physical activity.	The teacher creates negative experiences in physical education (e.g., uses running as punishment) that are not enjoyable and lead students to lose motivation for being active.
As part of an ongoing program of physical education, the teacher prepares students physically for each fitness component so that they can complete the assessments safely.	The teacher evaluates student fitness only on the day of assessment rather than embedding testing as part of the fitness education process and the ongoing physical education program.
Step 3. Practice Procedures. In preparation for fitness assessment, students should understand the protocols for each assessment item and have had multiple opportunities to practice.	
Appropriate Practices	**Inappropriate Practices**
The teacher helps students understand the need for accuracy and use of appropriate protocols, including making a "best" effort, so that their fitness scores can provide meaningful information.	The teacher does not teach the reasons for using consistent protocols. The teacher allows incorrect protocols, making it difficult to compare data across testing times or to identify accurate fitness levels for program evaluation.

Step 4. Assessment. Students complete a battery of fitness assessments with an understanding of the purpose of each assessment, the component of health-related fitness that it measures and physical activities that influence it.	
Appropriate Practices	**Inappropriate Practices**
The teacher announces testing date(s), allowing students to prepare, including wearing appropriate shoes and clothing for comfortable participation. The teacher encourages students daily to nourish themselves properly, be well-rested and hydrated.	The teacher does not announce the testing date(s) and, as a result, student scores are as dependent on the comfort of the shoes or clothes they are wearing as on their physical ability. Students are not encouraged regularly to participate in healthy hydration, sleep or nutrition behaviors.
The teacher uses a self-testing format most often, as students who learn to assess their own fitness are most empowered with the tools they need to develop and maintain a health-enhancing level of physical fitness. Note: FitnessGram® advisers suggest that institutional testing in which trained testers assess each student take place only periodically, such as every third year (e.g., grades 5, 8, high school). For information on formats for testing, see Corbin, Lambdin, Mahar, Roberts & Pangrazi, 2013, pp. 2–8.	The teacher does not allow students to self-test their physical fitness. Rather, the teacher uses supervised individual and/or institutional testing exclusively, making it less likely that students will continue attending to their fitness throughout their lives.
The teacher makes every effort to create fitness testing situations that are private, non-threatening, educational, efficient and encouraging.	The teacher creates fitness testing situations that are public, threatening and inefficient (e.g., students observe others completing their tests while wait for their turn).
The teacher conducts fitness assessment with criterion-referenced tests whose test scores have been developed based on the best scientific evidence available on the relationship between fitness score and health risk (Corbin, Lambdin, Mahar, Roberts & Pangrazi, 2013, pp. 2–5).	The teacher conducts fitness assessment with norm-referenced tests, which can provide information only in comparison to the fitness data of others, rather than providing insight into each student's individual health status.

The teacher follows fitness test guidelines in choosing appropriate grade levels for testing. For example, FitnessGram recommends that teachers of students in grades K-3 not involve students in fitness testing, but focus on participation in fun physical activity and the development of good form in fitness activities.	The teacher includes students of all ages in fitness testing, regardless of the assessment's guidelines. Institutional fitness testing is conducted on the same time schedule for all students, regardless of the appropriateness of students' age or development status.
The teacher individualizes fitness testing according to student need and uses the Brockport assessment, as appropriate, for children with disabilities.	The teacher requires students with asthma and other medical conditions or disabilities to perform assessment tasks just as the other students perform them, or excludes them from fitness testing completely.
Step 5. Program Planning and Goal Setting. Students learn to analyze their fitness assessment results, set appropriate goals and create individualized plans for improvement.	
Appropriate Practices	**Inappropriate Practices**
The teacher includes fitness testing as part of a comprehensive fitness education program to teach students to better understand one's own individual health risks, to set personal goals and to develop appropriate individualized daily physical activity plans for improvement	The teacher completes fitness assessment once or twice a year, and fitness assessments are not connected with the rest of fitness education or the larger physical education curriculum.
The teacher shares test results privately with students and their parents or guardians as a tool for developing personal goals and strategies for maintaining and increasing respective fitness parameters for personal fitness.	The teacher posts individual student scores publicly, where students can view and compare them. Alternately, the teacher does not share individual student scores, so students receive no feedback on their fitness assessments, and parents and guardians receive no information on their children's fitness or possible health risks.
The teacher discourages students from comparing their scores to other students' scores and, instead, encourages them to use the results as a catalyst for setting goals and developing a personal plan for improvement.	The teacher overlooks student taunting or teasing over test results and fails to address how individual scores are interpreted based on comparison to norms, rather than how they relate to students' current and future health and well-being.

The teacher uses fitness assessment as part of the ongoing process of helping students understand, enjoy, improve or maintain their physical fitness and well-being, as well as for program improvement. For example, students set goals for improvement that are followed and revisited during the school year, and improvement is celebrated.	The teacher uses fitness assessment results to assign a grade, despite the fact that many factors that are beyond students' control affect fitness performance (e.g., genetics, testing environment, growth timing, individual responses to training).
The teacher helps students interpret and use assessment data to set goals and develop a lifelong personal fitness plan.	The teacher conducts fitness assessments but fails to help students use the results to set goals or develop a personal fitness plan.
Step 6. Promoting and Tracking Physical Activity (Self-Monitoring). Students implement their personal fitness plans and track their progress.	
Appropriate Practices	**Inappropriate Practices**
The teacher guides students to develop personal fitness plans that include process as well as product goals. The teacher instructs students on tracking their use of the plan.	The teacher instructs students to create personal fitness plans but does not provide feedback as to whether the plans are appropriate to students' fitness levels or whether they are well planned. The teacher provides no opportunity for students to test their plans, and pays no attention as to whether plans are carried out. The teacher makes no effort to helping students overcome barriers that they encounter.
Step 7. Reassessment. Students repeat the fitness assessment to check for improvement, and they are recognized for attaining goals.	
Appropriate Practices	**Inappropriate Practices**
The teacher not only helps students to create their fitness plans, but also helps them execute the plans and to evaluate which parts of their plans work and which parts need to be adjusted based on ongoing self-assessment.	The teacher helps students create fitness plans, but does not see that students follow the plans. The teacher does not compare reassessment data with earlier data, making it impossible to evaluate student fitness plans' effectiveness.
The teacher highlights and celebrates intrinsic motivation, focusing on developing the skills, knowledge and dispositions necessary to be physically active. The	The teacher emphasizes extrinsic rewards, providing them to a small number of students who perform better than most others. The

teacher also publicly recognizes student effort that is within reach for all students.	teacher makes no attempt to develop intrinsic motivation.
Step 8. Revising and Refining Goals. Students revise or refine fitness goals and their personal fitness plans, using data from the most current assessment.	
Appropriate Practices	**Inappropriate Practices**
The teacher shares institutional data with the school leadership, and the data are used to document a need to improve policies related to physical education and active school environments (e.g., increasing time for physical education, acquiring a rock wall or overhead ladder for developing muscular strength and endurance)..	The teacher records fitness test results but does not share or review them with students.

Section 2 :

Fitness Assessment

MODULE 2: FITNESSGRAM ASSESSMENT PROTOCOLS

Process vs. Product

If we do the process the product will follow!

- Physical activity is the process.
- Physical fitness is the product.

Step 1:

Teach Fitness Concepts

Components of Health-related Fitness


Aerobic Capacity


Muscular Strength


Muscular Endurance


Flexibility


Body Composition

Step 1: Teach Fitness Concepts

Step 2:

Prepare Students

C ssgram

Aerobic Capacity	Flexibility	Muscular Strength	Muscular Endurance	Body Composition
Grades 1-3: PACER or One-Mile Run	Back-Saver Sit and Reach	90º Push-Up	Curl-Up	Ht and Wt
FAMILIARIZE Students with Test Protocols and Practice Assessment and Enter				Complete Results
4-12: Complete Assessments; Enter Results; Send Student Report to Parents/Guardians				

General Assessment Guidelines

Before Testing

✓ Teach the importance of each health-related component of fitness and fitness assessment
✓ Identify the Healthy Fitness Zone® for students
✓ **Practice** ALL protocols prior to assessment
✓ Engage and communicate early and often with families, administrators, and volunteers
✓ Ensure students know where and when testing will occur and to wear proper attire
✓ Train volunteers, as needed

Prepare Students

- **Read It** – (Station cards, One pagers PPT slides on DOE website, manual, and www.pyfp.org)
- **Show It** – (Videos on Smart Coach, DVDs, Student or Teachers Demonstrations)
- **Do It** – (Student Practice)
- **Review It** – (Feedback from teacher or peer)

Resources to Teach Assessment Protocols

1) **Station Cards**
2) **One Pagers**

PACER

1. Line up behind the start line.
2. On start command, run to the opposite line before you hear the beep.
3. At the sound of the beep, run back to the start line.
4. Keep running until you have missed 2 beeps or your teacher stops you.
5. When finished, walk to cool down.

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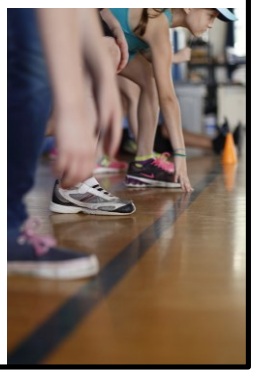


90 Degree Push-up

1. Lie face down with hands under or slightly wider than shoulders.
2. Keep legs straight and slightly apart, toes tucked under.
3. Push-up off the mat with arms until arms are straight. Back remains straight.
4. Lower body until elbows bend at 90 degrees, upper arms parallel to floor.
5. Continue to rhythm of cadence, or 1 every 3 seconds.
6. Assessment ends at second correction.

Provided as a public service by HealthMPowers

Curl-up

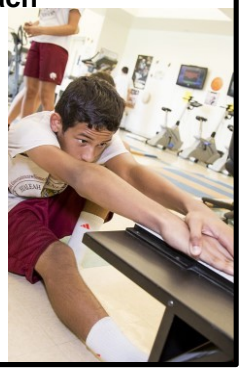
1. Lie on back with knees bent, extending legs as far as possible with feet flat on floor, slightly apart.
2. Arms are straight, palms flat on mat, fingers stretched out and touching the closest edge of measuring strip.
3. Curl-up and slide fingers to other edge of strip in rhythm with cadence (1 every 3 seconds), keeping heels on the floor.
4. Back of head should touch the mat on each repetition.
5. Continue assessment until student cannot maintain cadence, second mistake, or complete 75 curl-ups.

Provided as a public service by HealthMPowers (http://healthmpowers.org/)

Back-Saver Sit and Reach

1. Remove shoes.
2. Square hips by extending both legs straight into the box.
3. Bend right leg, placing foot flat on floor, a fist length away from the side of straight knee.
4. Arms straight, hands on top of each other, fingers even, palms down.
5. Reach forward with both hands even, back straight, and head up. Repeat 4 times and hold the position of the fourth reach for at least 1 second.
6. Repeat with the other leg.

Provided as a public service by HealthMPowers



Body Mass Index — Height

1. Students remove shoes, heavy clothing, hats and barrettes.
2. Have students stand with back and feet against wall on a flat surface. The height chart should run down the center of the student's back.
3. Weight should be evenly distributed, shoulders relaxed, legs straight, arms at side, and buttocks and shoulders should touch the wall.
4. Place rafter square against wall and lower it until the square firmly touches the crown of the student's head.
5. Record the measurement at the lower edge of square and height chart.

Provided as a public service by HealthMPowers

Body Mass Index — Weight

1. Place scale on a solid, level floor and be sure scale is balanced or calibrated at 0 lbs.
2. Have students empty out all objects in pockets, remove any bulky clothing (no jackets), and remove shoes.
3. Have student stand backwards on the scale with feet centered on platform while taking the measurement.
4. Ensure privacy.

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One Pagers:

What does it measure? Why is it important

How is it done

Safety considerations

Scoring

Tips for Success

Available at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Georgia-Fitness-Assessment-Manual-.aspx

One Pager Example: PACER

Progressive Aerobic Cardiovascular Endurance Run

What does it measure?	Aerobic capacity
Why is it important?	Aerobic fitness is the single most important health indicator. Reduces risk for heart attack, stroke and other diseases. Allows you to do more activity.
How is it done?	1. Line up behind the start line. 2. On start command, run to the opposite line before you hear the beep. 3. At the sound of the beep, run back to the start line. 4. Keep running until you have missed 2 beeps or your teacher stops you. 5. When finished, walk to cool down.

PACER (cont.)

Safety Considerations	1. Remind students to PACE themselves. Don't go out too fast. 2. Ensure that each student has a 40 to 60 inch wide lane for running. 3. Watch for undue fatigue. 4. Ensure students warm up and cool down properly. 5. Make sure students have proper footwear.
Scoring	The score is the total number of laps completed by the student. First miss counts, second miss ends assessment and does not count.
Tips for Success	A triple beep signifies end of level and an increase in speed. Listen for triple beep.

Step 3: Conduct Assessment – Demonstrations

General Assessment Guidelines

During Testing

✓ Engage volunteers
✓ Use Peer Observation Checklist to ensure fidelity
✓ Keep all students active during assessment
✓ Rule of Two: On second correction, assessment is complete (PACER, Push-Ups, and Curl-Ups)
✓ If, at any point, a student appears to be in extreme discomfort or pain, the fitness assessment should be discontinued immediately

General Assessment Guidelines

After testing

✓ Ensure students know what their score means
✓ Use scores to improve or maintain levels of fitness
✓ Use scores to improve PE programming
✓ Use aggregate scores to market PE program or provide data for grant submissions

Trunk Lift *(Optional Test)*

Exemptions for Students with Disabilities

For exempting students from fitness assessments, use your school system's procedures for exempting students from physical education.

Confidentiality

- *Confidentiality of results is important!*
- Appropriate protocol must be used to ensure proper privacy.
- Educate students on the importance of confidentiality of fitness assessment results.

FERPA

The parties will safeguard the confidentiality of the student data as required by the Federal Family Educational Rights and Privacy Act (FERPA) and other applicable laws and regulations. No release of data, reports, information, or output of any kind based on the data will include any information that could be identifiable or linked to a specific person.

Testing Large Groups

- Set up stations to increase participation and reduce wait time
- Use small groups for assessing
- Use paraprofessionals, parents, community members, nurses, college students, older students to help with classroom management

Resources

Georgia Department of Education – Health and Physical Education Website –

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Health-and-Physical-Education.aspx

Presidential Youth Fitness Program – www.pyfp.org

Georgia S.H.A.P.E
http://georgiashape.org

Back-Saver Sit and Reach

What does it measure? Flexibility

Why is it important? Allows you to participate in a wide range of physical activities, reduces injury, low back pain, and stress.

How is it done?

1. Remove shoes.
2. Square hips by extending both legs straight into the box.
3. Bend right leg, placing foot flat on floor at a fist length away from left leg.
4. Straighten arms with hands on top of each other, fingers even, and palms down.
5. Reach forward with back straight and head up. Repeat 4 times and hold the position of the fourth reach for at least 1 second.
6. Repeat with the other leg.

Safety considerations:

1. Do not allow students to reach beyond 12 inches.

Scoring:

1. Number of inches on each side to the nearest ½ inch reached, to a max score of
   12 inches.

Tips for success:

1. Students should have time to warm up and stretch prior to test administration.
2. Hands should reach forward evenly.
3. The trial should be repeated if the hands reach unevenly or the extended knee bends.

Curl-Up

What does it measure? Abdominal strength and endurance

Why is it important? Promotes good posture and low back health.

How is it done?

1. Using a mat, lie on back with knees bent, feet flat, and head touching mat. Feet should extend as far as possible from the buttocks while still maintaining contact with the floor.
2. Arms are straight, hands flat with fingers stretched out and touching the closest edge of measuring strip.
3. On the up command of the CD, curl-up and slide fingers completely across the strip keeping heels on the mat
4. On the down command of the CD, return to start position with head touching mat
5. Continue assessment until second correction or complete 75 Curl-Ups.

Safety considerations:

1. Stop students at 75 Curl-Ups.

Scoring: The score is the number of Curl-Ups performed. Curl-Ups should be counted when the student's head returns to the mat or paper. Rule of 2: First miss counts. Second miss ends assessment and does not count.

Tips for success:

1. Extend feet as far as possible from the buttocks while still maintaining contact with the floor. The closer feet are to the buttocks the more difficult the curl up.
2. Pull on students hands to ensure shoulders are relaxed and in proper position.
3. Use the CD to encourage a steady, continuous movement. Watch for correct form.
4. Instead of using the curling strips, create a tape line the width of the curling strip on one side of a mat. Then have students reach to the end of the mat. For some this is easier to feel.

One-Mile Run

What does it measure? Aerobic capacity

Why is it important? Aerobic fitness is perhaps the most important area of fitness. It reduces risk of high blood pressure, heart attack, stroke, obesity, diabetes and some forms of cancer.

How is it done?

1. Measure a flat distance of one mile (1,760 yards) with as few laps as possible.
2. Begin running on the signal "Ready, Start."
3. Run the number of laps required to equal one mile.
4. When crossing the finish line, record elapsed time.

Safety considerations:

1. Students should have time to practice in pacing prior to testing.
2. Remind students to PACE themselves and not go out too fast.
3. Ensure students warm up before taking the test and cool down after the test.
4. Watch for undue fatigue. Walking is permitted.
5. Make sure students have proper footwear.
6. Avoid testing in unusually high temperatures, humidity, or very windy conditions.

Scoring: The score is the number of minutes and seconds it takes to complete the one-mile distance. Calculation of aerobic capacity in the software requires a score of 13:01 or less.

Tips for success:

1. Use a measuring tape or cross country wheel to determine the course.
2. Teacher/partner counts laps.

PACER

What does it measure? Aerobic capacity

Why is it important? Aerobic fitness is the single most important health indicator. Reduces risk for heart attack, stroke and other diseases. Allows you to do more activity.

How is it done?

1. Measure a distance of 20 meters (21 yards, 32 inches).
2. Line up behind the start line.
3. On start command, run to the opposite line before you hear the beep.
4. At the sound of the beep, run back to the start line.
5. Keep running until you have missed 2 beeps or your teacher stops you.
6. When finished, walk to cool down.

Safety considerations:

1. Remind students to PACE themselves. Don't start out too fast.
2. Ensure that each student has a 40 to 60 inch wide lane for running.
3. Watch for undue fatigue.
4. Ensure students cool down properly after assessment.
5. Make sure students have proper footwear.

Scoring: The score is the total number of laps completed by the student. First miss counts, second miss ends assessment and does not count.

Tips for success:

1. A triple beep signifies end of level and an increase in speed. Listen for triple beep.
2. Group students according to fitness levels. This motivates students at all levels of fitness.
3. Be sure the distance you use (20 meters or 15 meters) matches the cadence you use.

Push-Up

What does it measure? Upper body strength and endurance

Why is it important? Important for daily living and promoting good posture.

How is it done?

1. Lie face down with hands under or slightly wider than shoulders.
2. Straighten legs and back with toes tucked under.
3. Push up off the mat with arms until arms are straight.
4. Lower body until elbows bend at 90 degrees.
5. Continue to rhythm of CD. Assessment ends at second correction.

Safety considerations: Be sure arms do not bend past 90 degrees.

Scoring: The score is the number of 90 degree push-ups performed. First miss counts; second miss ends assessment. A score of zero can't be given.

Tips for success:

You may use a nerf ball or other piece of pliable equipment that can be placed under the student's chest to help them know what a 90 degree bend in the arms feels like.

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

For students having difficulty performing the push up, encourage the student to practice holding plank position.

In plank position, students can roll balls back and forth with a partner.

In plank position, alternate the weight on hands by picking up a bean bag with one hand and placing it on a milk crate in front of them and then using the other hand to take it down. Repeat

Shoulder Stretch

What does it measure? Upper arm and shoulder flexibility

Why is it important? Flexibility is important for all joints and muscle groups in the body to help prevent injury and allow for a wide range of motion.

How is it done?

1. Reach right arm over right shoulder and left arm behind back for right hand.
2. Record if student is able to touch fingers or not.
3. Repeat reaching left arm over left shoulder and right arm reaching up behind the back for left hand.
4. Record if student is able to touch fingers or not.

Safety Considerations:

1. Stop assessment if student experiences significant discomfort or pain.

Scoring:

1. Indicate whether student is able to touch fingers on the right and left side with "Y" (yes) or "N" (no) for each side.

Tips for success:

1. Instruction tip: Perform this test with partners. Partner can note whether or not fingers touch.
2. Use this stretch to teach that that flexibility is joint specific and that flexibility is needed throughout the body.

Trunk Lift

What does it measure? Lower back and abdominal strength and flexibility

Why is it important? Allows you to participate in a wide range of physical activities. Reduces injury and low back pain. Helps maintain good posture and low back health.

How is it done?

1. Lie on the mat facedown, toes pointed.
2. Place hands under thighs
3. Place a coin or other marker on the floor in line with student's eyes. During movement, eye focus should not move from this marker.
4. Lift upper body off the floor in a very slow and controlled manner to a maximum height of 12 inches, keeping head in a straight alignment with spine.
5. Hold this position long enough to allow tester to measure.
6. Return to starting position in a controlled manner.
7. Repeat and record highest of 2 scores.

Safety considerations:

1. Use a yardstick or 15 inch ruler for measurement.
2. Hold the ruler at least one inch in front of the chin for measurement.
3. Do not allow students to do ballistic, bouncing movements.
4. Do not allow students to reach beyond 12 inches. Excessive arching of back may compress spinal discs.

Scoring:

1. Record the score in inches. Distances above 12 inches should be recorded as 12 inches.

Tips for success:

1. Maintaining focus on the marker should assist in maintaining the head in a neutral position.
2. The tester or measurer should make the reading at eye level and, therefore, should assume a squat or lying down position.
3. For easier reading, mark the ruler with colored tape at 6", 9", and 12"

FITNESSGRAM®

15-Meter PACER Individual Score Sheet

Teacher _____ **Class period** _____ **Date:**

Lap = one 15-meter length

Level	Laps																	
1	1	2	3	4	5	6	7	8	9									
2	10	11	12	13	14	15	16	17	18	19								
3	20	21	22	23	24	25	26	27	28	29	30							
4	31	32	33	34	35	36	37	38	39	40	41	42						
5	43	44	45	46	47	48	49	50	51	52	53	54						
6	55	56	57	58	59	60	61	62	63	64	65	66	67					
7	68	69	70	71	72	73	74	75	76	77	78	79	80					
8	81	82	83	84	85	86	87	88	89	90	91	92	93	94				
9	95	96	97	98	99	100	101	102	103	104	105	106	107	108				
10	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123			
11	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138			
12	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154		
13	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	
14	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	
15	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206
16	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224

Lane _____ **Scorer's signature** _____ **Laps completed** _____

From The Cooper Institute, 2017, *FitnessGram Administration Manual: The Journey to MyHealthyZone,* 5th ed. (Champaign, IL: Human Kinet

20-Meter PACER Individual Score Sheet

FITNESSGRAM®

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	
16	158	159	160	161	162	163	164	165	166	167	168	169	170	171

Lane _____ **Scorer's signature** _____ **Laps completed** _____

From The Cooper Institute, 2017, *FitnessGram Administration Manual: The Journey to MyHealthyZone,* 5th ed. (Champaign, IL: Human Kinetics).

FITNESSGRAM®
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Goal Setting Chart for Aerobic Capacity and PACER Test*

	PACER (15m) Laps		Aerobic Capacity	
Age	Male	Female	Male	Female
10	21	21	40.2	40.2
11	25	25	40.2	40.2
12	30	30	40.3	40.1
13	38	32	41.1	39.7
14	47	35	42.5	39.4
15	54	39	43.6	39.1
16	61	42	44.1	38.9
17	65	46	44.2	38.8
18	70	49	44.3	38.6

This Lookup Table includes the minimal Aerobic Capacity (VO2max) score and PACER (15m) laps needed for students to achieve the Healthy Fitness Zone® (HFZ). Though students can make goals based on the minimum number of PACER laps, teachers are encouraged to discuss the importance of aerobic capacity and to ensure that students understand how the calculated score is influenced by gender and age.

The PACER test in FITNESSGRAM is scored based only on PACER laps, and age. The lap numbers shown in the table reflect the minimal number of laps needed for boys and girls to achieve the gender-specific HFZ for aerobic capacity.

FITNESSGRAM®
The Cooper Institute®

Goal Setting Chart for Aerobic Capacity and PACER Test*

	PACER (20m) Laps		Aerobic Capacity	
Age	Male	Female	Male	Female
10	17	17	40.2	40.2
11	20	20	40.2	40.2
12	23	23	40.3	40.1
13	29	25	41.1	39.7
14	36	27	42.5	39.4
15	42	30	43.6	39.1
16	47	32	44.1	38.9
17	50	35	44.2	38.8
18	54	38	44.3	38.6

This Lookup Table includes the minimal Aerobic Capacity (VO2max) score and PACER (20m) laps needed for students to achieve the Healthy Fitness Zone® (HFZ). Though students can make goals based on the minimum number of PACER laps, teachers are encouraged to discuss the importance of aerobic capacity and to ensure that students understand how the calculated score is influenced by gender and age.

The PACER test in FITNESSGRAM is scored based only on PACER laps, and age. The lap numbers shown in the table reflect the minimal number of laps needed for boys and girls to achieve the gender-specific HFZ for aerobic capacity

FITNESSGRAM Standards for Healthy Fitness Zone®

BOYS

Age	Aerobic capacity VO_2 max (mllkg/min) PACER, one-mile run, and walk test			Percent body fat				Body mass index			
	NI-Health Risk	Nl	HFZ	Very Lean	HFZ	Nl	NI-Health Risk	Very Lean	HFZ	Nl	NI-Health Risk
5	Completion of test. Lap count or time standards not recommended.			8.8	8.9-18.8	18.9	27.0	13.8	13.9-16.8	16.9	18.1
6				8.4	8.5-18.8	18.9	27.0	13.7	13.8-17.1	17.2	18.8
7				8.2	8.3-18.8	18.9	27.0	≤13.7	13.8-17.6	17.7	19.6
8				8.3	8.4-18.8	18.9	?27.0	≤13.9	14.0-18.2	18.3	20.6
9				≤8.6	8.7-20.6	20.7	30.1	≤14.1	14.2-18.9	19.0	?21.6
10	37.3	37.4-40.1	40.2	≤8.8	8.9-22.4	22.5	33.2	14.4	14.5-19.7	19.8	22.7
II	≤37.3	37.4-40.1	40.2	58.7	8.8-23.6	23.7	35.4	14.8	14.9-20.5	20.6	?23.7
12	37.6	37.7-40.2	40.3	58.3	8.4-23.6	23.7	35.9	≤15.2	15.3-21.3	21.4	24.7
13	38.6	38.7-41.0	41.1	7.7	7.8-22.8	22.9	?35.0	≤15.7	15.8-22.2	22.3	25.6
14	≤39.6	39.7-42.4	42.5	≤7.0	7.1-21.3	21.4	33.2	≤16.3	16.4-23.0	23.1	?26.5
IS	≤40.6	40.7-43.5	?43.6	56.5	6.6-20.1	20.2	31.5	≤16.8	16.9-23.7	23.8	?27.2
16	≤41.0	41.1-44.0	44.1	56.4	6.5-20.1	20.2	31.6	≤17.4	17.5-24.5	24.6	?27.9
17	41.2	41.3-44.1	44.2	6.6	6.7-20.9	21.0	?33.0	≤18.0	18.1-24.9	25.0	?28.6
>17	≤41.2	41.3-44.2	?44.3	56.9	7.0-22.2	22.3	?35.1	18.5	18.6-24.9	25.0	?29.3

Age	Curl-up (no. completed)	Trunk lift (inches)	90° push-up (no.completed)	Modified pull-up (no.completed)	Flexed arm hang (seconds)	Back-saver sit and reach* (inches)	Shoulder stretch
5	≥2	6-12	?3	?2	?2	8	Healthy Fitness Zone= touching fingertips together behind the back on both the right and left sides.
6	?2	6-12	?3		?2	8	
7	?4	6-12	?4	3	?3	8	
8	6	6-12	?5	?4	?3	8	
9	?9	6-12	?6	?5	?4	8	
10	?12	9-12	?7	?5	?4	8	
II	?15	9-12	?8	?6	?6	8	
12	?18	9-12	?10	7	?10	8	
13	?21	9-12	?12	?8	?12	8	
14	?24	9-12	?14	9	?15	8	
15	?24	9-12	?16	?10	?15	8	
16	?24	9-12	18	?12	?15	8	
17	?24	9-12	?18	?14	?15	8	
>17	?24	9-12	?18	?14	?15	8	

*Test scored Yes/No; must reach this distance on each side to achieve the HFZ.

FITNESSGRAM Standards for Healthy Fitness Zone®

GIRLS

Age	Aerobic capacity VO_2max (mllkg/min) PACER, one-mile run, and walk test			Percent body fat				Body mass index			
	NI-Health Risk	Nl	HFZ	Very Lean	HFZ	Nl	NI-Health Risk	Very Lean	HFZ	Nl	NI-High Risk
5	Completion of test. Lap count or time standards not recommended.			9.7	9.8-20.8	20.9	28.4	13.5	13.6-16.8	16.9	?:18.5
6				9.8	9.9-20.8	20.9	28.4	13.4	13.5-17.2	17.3	19.2
7				10.0	10.1-20.8	20.9	?:28.4	13.5	13.6-17.9	18.0	20.2
8				10.4	10.5-20.8	20.9	28.4	13.6	13.7-18.6	18.7	21.2
9				:::10.9	11.0-22.6	22.7	30.8	:::13.9	14.0-19.4	19.5	22.4
10	37.3	37.4-40.1	?:40.2	11.5	11.6-24.3	24.4	33.0	14.2	14.3-20.3	20.4	?:23.6
II	37.3	37.4-40.1	?:40.2	12.1	12.2-25.7	25.8	?:34.5	14.6	14.7-21.2	21.3	?:24.7
12	:::37.0	37.1-40.0	40.1	12.6	12.7-26.7	26.8	35.5	s:15.1	15.2-22.1	22.2	?:25.8
13	S:36.6	36.7-39.6	39.7	S:13.3	13.4-27.7	27.8	36.3	s:15.6	15.7-22.9	23.0	?:26.8
14	s:36.3	36.4-39.3	39.4	:::13.9	14.0-28.5	28.6	36.8	s:16.1	16.2-23.6	23.7	27.7
15	S:36.0	36.1-39.0	?:39.1	s:14.5	14.6-29.1	29.2	37.1	s:16.6	16.7-24.3	24.4	28.5
16	35.8	35.9-38.8	38.9	15.2	15.3-29.7	29.8	37.4	17.0	17.1-24.8	24.9	?:29.3
17	35.7	35.8-38.7	?:38.8	15.8	15.9-30.4	30.5	37.9	17.4	17.5-24.9	25.0	?:30.0
>17	35.3	35.4-38.5	?:38.6	16.4	16.5-31.3	31.4	38.6	17.7	17.8-24.9	25.0	30.0

Age	Curl-up (no. completed)	Trunk lift (inches)	90° push-up (no. completed)	Modified pull-up (no. completed)	Flexed arm hang (seconds)	Back-saver sit and reach* (inches)	Shoulder stretch
5	2	6-12	3	2	2	9	Healthy Fitness Zone= touching fingertips together behind the back on both the right and left sides.
6	?:2	6-12	3	2	2	9	
7	4	6-12	?:4	?:3	3	9	
8	?:6	6-12	?:5	?:4	?:3	9	
9	9	6-12	?:6	?:4	4	9	
10	?:12	9-12	7	?:4	?:4	9	
II	IS	9-12	7	4	6	10	
12	18	9-12	?:7	?:4	7	10	
13	?:18	9-12	?:7	4	?:8	10	
14	?:18	9-12	?:7	?:4	?:8	10	
15	?:18	9-12	?:7	?:4	?:8	12	
16	?:18	9-12	?:7	?:4	?:8	12	
17	?:18	9-12	?:7	?:4	?:8	12	
>17	?:18	9-12	?:7	?:4	?:8	12	

•rest scored Yes/No; must reach this distance on each side to achieve the HFZ.

Back–Saver Sit & Reach

1. Remove shoes.
2. Square hips by extending both legs straight into the box.
3. Bend right leg, placing foot flat on floor, a fist length away from the side of straight knee.
4. Arms straight, hands on top of each other, fingers even, palms down.
5. Reach forward with both hands even, back straight and head up. Repeat 4 times and hold the position of the fourth reach for at least 1 second.
6. Repeat with the other leg.

Curl-Up

1. Lie on back with legs bent, extending legs as far as possible with feet flat on floor, slightly apart.
2. Arms are straight, flat on mat, fingers stretched out and touching the closest edge of measuring strip.
3. Curl-up and slide fingers to other edge of strip in rhythm with CD, keeping heels on the floor.
4. Back of head should touch the mat on each repetition.
5. Continue assessment until second correction or complete 75 curl-ups.

90° Push-Up

1. Lie face down with hands under or slightly wider than shoulders.
2. Straighten legs and back with toes tucked under.
3. Push-up off the mat with arms until arms are straight.
4. Lower body until elbows bend at 90 degrees.
5. Continue to rhythm of cadence.
6. Assessment ends at second correction.

One-Mile Run

1. Begin running on the signal “Ready, Start.”
2. Run the number of laps required to equal one mile.
3. When crossing the finish line, elapsed time should be recorded.
4. When finished, walk to cool down.

PACER

1. Line up behind the start line.
2. On start command, run to the opposite line before you hear the beep.
3. At the sound of the beep, run back to the start line.
4. Keep running until you have missed 2 beeps or your teacher stops you.
5. When finished, walk to cool down.

Shoulder Stretch

- Reach right arm over right shoulder and left arm behind back for right hand.
- Record Yes if able to touch fingers
- Record No if unable to touch fingers.
- Repeat reaching left arm over left shoulder and right arm reaching up behind the back for left hand.
- Record if able to touch fingers or not.

Weight

1. Place scale on a solid, level floor and be sure scale is balanced or calibrated at 0 lbs.
2. Have student empty out all objects in pockets, remove any bulky clothing (no jackets), and remove shoes.
3. Have student stand backwards on the scale with feet centered on platform while taking the measurement.

Height

1. Students remove shoes, heavy clothing, hats and barrettes.
2. Have student stand with back and feet against wall on a flat surface. The height chart should run down the center of student's back.
3. Weight should be evenly distributed, shoulders relaxed, legs straight, arms at side, and buttocks and shoulders should touch the wall.

4. Place rafter square against wall and lower it until the square firmly touches the crown of the student's head.
5. Record the measurement at the lower edge of square and height chart.

Peer Observation Checklist

Participant _____

Observer _____

Performance	Correct	Incorrect
A. PACER 1. Wears proper footwear. 2. Warms up prior to test. 3. Lines up behind start line. 4. Begins on command, running straight. 5. Crosses opposite line before next beep. 6. Waits for next beep before continuing. 7. Continues test to the best of his/her ability. 8. Ends test on second correction. 9. Cools down after test. **Common Errors:** Begins too fast. Does not pace self.	_____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ **Improvements needed:**
B. One-Mile Run 1. Wears proper footwear. 2. Warms up prior to test. 3. Lines up behind the start line. 4. Begins running on command. 5. Continues test to the best of his/her ability 6. Completes the number of laps required to equal one mile. 7. Ends test when one mile distance is completed. 8. Cools down after test. **Common Errors:** Begins too fast. Does not pace self.	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ **Improvements needed:**

Performance	Correct	Incorrect
C. BACK-SAVER SIT AND REACH 1. Removes shoes. 2. Squares hips by extending both legs straight into the box. 3. Bends right leg, placing foot flat on floor a fist length away from the side of straight knee. 4. Arms straight, hands on top of each other, fingers even, palms down. 5. Reaches forward three times. 6. Holds fourth stretch for at least one second so score can be recorded. Maximum score is 12 inches. 7. Repeats 1-6 with other leg. **Common Errors:** Hips are not squared before testing. Fingers do not stay together. Extended knee bends. Fourth stretch not held for one second.	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ **Improvements needed:**
D. CURL-UP 1. Lies on back on mat. 2. Extends legs as far as possible with feet flat on floor. 3. Legs are slightly apart. 4. Arms are straight and parallel to trunk with palms down on mat and fingers stretched out. Head is in contact with the mat. 5. Fingertips are at edge of measuring strip. 6. Begins on command. 7. Fingertips touch other edge of measuring strip on the "up", keeping heels in contact with the mat. 8. Body is uncurled completely so that head touches the mat and/or paper. 9. Follows the cadence of commands using the proper protocol. 10. Continues test until second correction is made or completes 75 curl-ups. 11. Records score. **Common Errors:** Head does not return to the mat on each repetition. Fingertips do not reach the outer edge of measuring strip. Shoulders are shrugged up prior to start of test. Heels do not remain in contact with the mat. Student pauses or rests (movement should be continuous and with cadence).	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ **Improvements needed:**

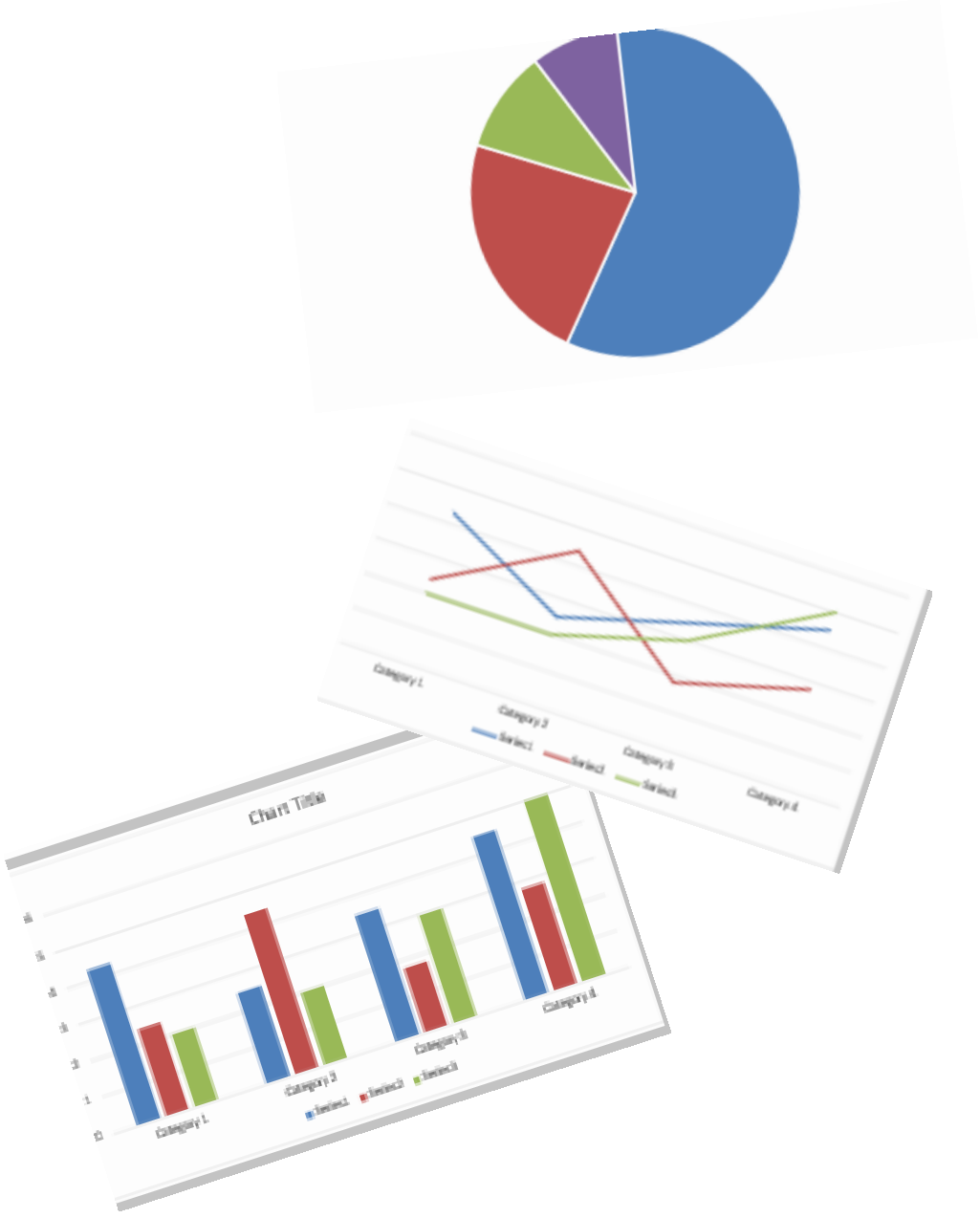
Performance	Correct	Incorrect
E. PUSH-UP 1. Lies face down. 2. Hands placed palm down under or slightly wider than shoulders. Fingers stretched out, legs straight and slightly apart with toes tucked under. 3. Arms fully extended on "up." 4. Body remains straight. 5. Elbows bend to 90° angles on "down." 6. Continues test until unable to keep pace with cadence or second correction is made. 7. Records score. **Common Errors:** Body/back is not straight. Hips sag towards floor or stick up. Elbows not bent to 90 degrees in down position. Knees touch floor. Student stops to rest or does not maintain rhythmic pace. Does not extend arms fully.	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ **Improvements needed:**
F. TRUNK LIFT 1. Lie on the mat facedown with toes pointed 2. Place hands under thighs 3. Focus eyes on the marker placed on the floor in front. 4. Lift upper body off the floor in a slow and controlled manner to a maximum height of 12 inches. 5. Keep head in a straight alignment with spine and eyes focused on the marker. 6. Hold the position long enough so score can be recorded. 7. Return to starting position in a controlled manner. 8. Repeat and record highest of 2 scores with a maximum score of 12 inches. **Common Errors:** Hands are not under thighs. Body is not lifted in slow and controlled manner. Eyes do not maintain focus on marker. Head is not in a straight alignment with spine. 	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ **Improvements needed:**

Performance	Correct	Incorrect
G. BODY COMPOSITION – HEIGHT 1. Ensure privacy. 2. Have student remove shoes, heavy clothing, hats, and barrettes. 3. Have student stand with back and feet against wall with height chart running down the center of his/her back. 4. Weight should be evenly distributed, shoulders relaxed, legs straight, arms at side with buttocks and shoulders touching the wall. 5. Place the rafter square against the wall and lower it until the square firmly touches the crown of the student's head. 6. Record the measurement at the lower edge of the square and height chart to the **lowest** quarter inch. **Common Errors:** Not taken in a private location. Buttocks and shoulders are not touching the wall. Failure to remove shoes. Measurement not rounded to the lowest quarter inch.	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ **Improvements needed:**

Performance	Correct	Incorrect
H. BODY COMPOSITION – WEIGHT 1. Ensure privacy. 2. Have student remove shoes, heavy clothing, and empty pockets. 3. Have student stand **backwards** on the scale with feet centered on the platform. 4. Record measurement to the **lowest** whole pound or tenth of a pound, if scale allows. **Common Errors:** Pockets not emptied. Backward stance on the scale not used. Measurement not rounded to the lowest whole pound or tenth of a pound (if scale allows).	_____ _____ _____ _____	_____ _____ _____ _____ **Improvements needed:**

Section 3

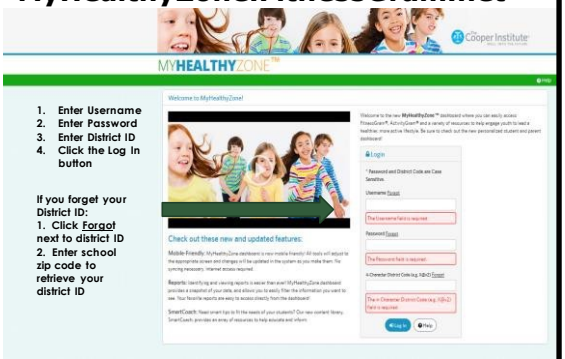
Data Entry and Reporting



DATA ENTRY AND REPORTING

DATA ENTRY

MyHealthyZone.FitnessGram.net

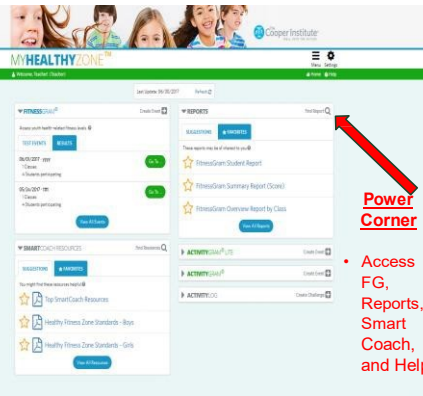


1. Enter Username
2. Enter Password
3. Enter District ID
4. Click the Log In button

If you forget your District ID:
1. Click Forgot next to district ID
2. Enter school zip code to retrieve your district ID

Features of FG Dashboard

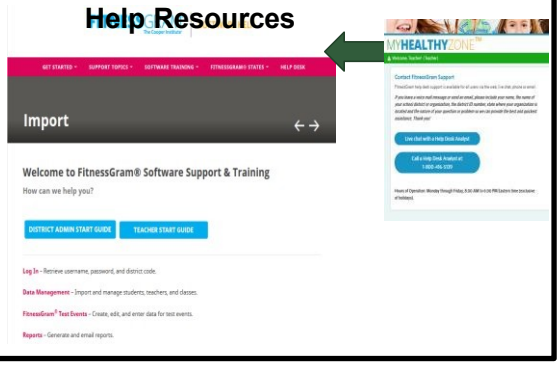
- Drag and Drop Tiles
- Minimize Tiles
- Create Events
- Finding Reports
- Smart Coach Resources



Power Corner

- Access FG, Reports, Smart Coach, and Help

Help Resources

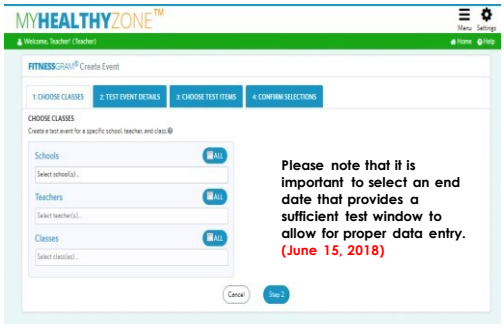


Teachers Start Guide

Banner has helpful drop downs:

- How-to Videos
- Free Webinars
- Generating Reports
- Creating Test Events
- Editing Test Events

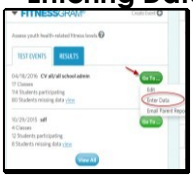
Create Event



Please note that it is important to select an end date that provides a sufficient test window to allow for proper data entry. (June 15, 2018)

Entering Data

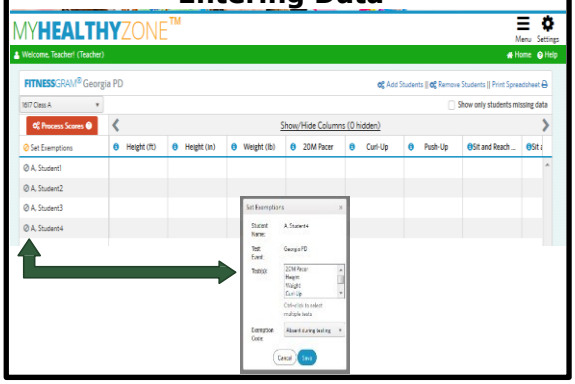
Click the 'Go To' button from the FitnessGram tile on the home screen and select "Enter Data".



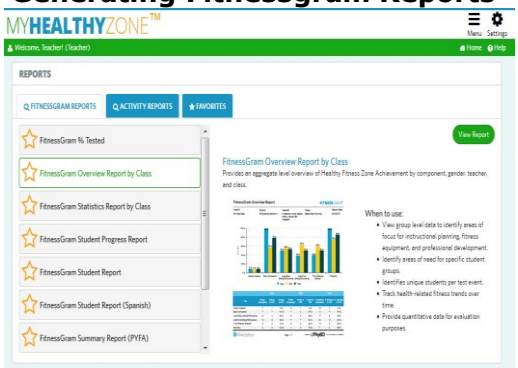
Or click 'View All' to see the complete list of test events

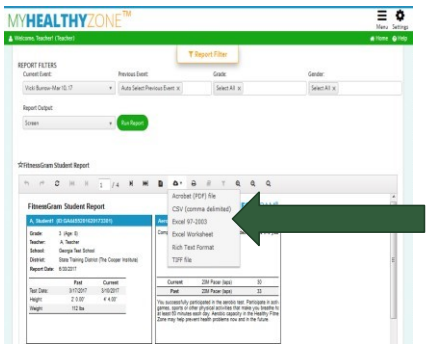
Enter Student data on the data entry screen.

Entering Data

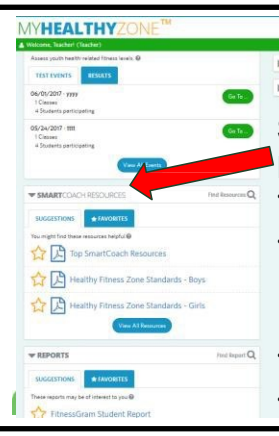


Generating Fitnessgram Reports





Download reports to multiple formats



SMART Coach Resources

- New content resource library
- Fundamentals to help with test administration including manual, cadences, protocol, and standards
- Favorites and suggestions
- How to use Reports

Report Descriptions (In SMART Coach)

FITNESSGRAM®

FG Help Sheet: FitnessGram Report Descriptions

Report	Overview:	When to Use:
Individual Reports		
FitnessGram Student Report (English and Spanish)	Provides individual student's fitness test scores, the relationship of the scores to the Healthy Fitness Zone, and information on how to improve or maintain current fitness levels.	Educate youth about their health-related fitness including Healthy Fitness Zone Achievement. View individual fitness scores. Print or email reports to share with youth and parents.
FitnessGram Student Progress Report	Provides and tracks trends of individual students' fitness test scores over a specified period of time.	Allows youth to easily identify trends and compare scores over time. Track pre- and post- scores to assist with goal setting.
ActivityGram Student Report (English and Spanish)	Provides individual activity profiles reflecting frequency, intensity, type, and time spent being physically active (moderate and vigorous activity).	Educate youth about their activity levels to assist with goal setting and encourage behavior change. View individual activity profiles. Print student reports to share with youth and parents.
ActivityLog Student Report	Provides individual level reporting on quantity of steps or minutes of activity per day and their relationship to an individual goal.	Educate youth about their activity levels to assist with goal setting and encourage behavior change. Print student reports to share with youth and parents.

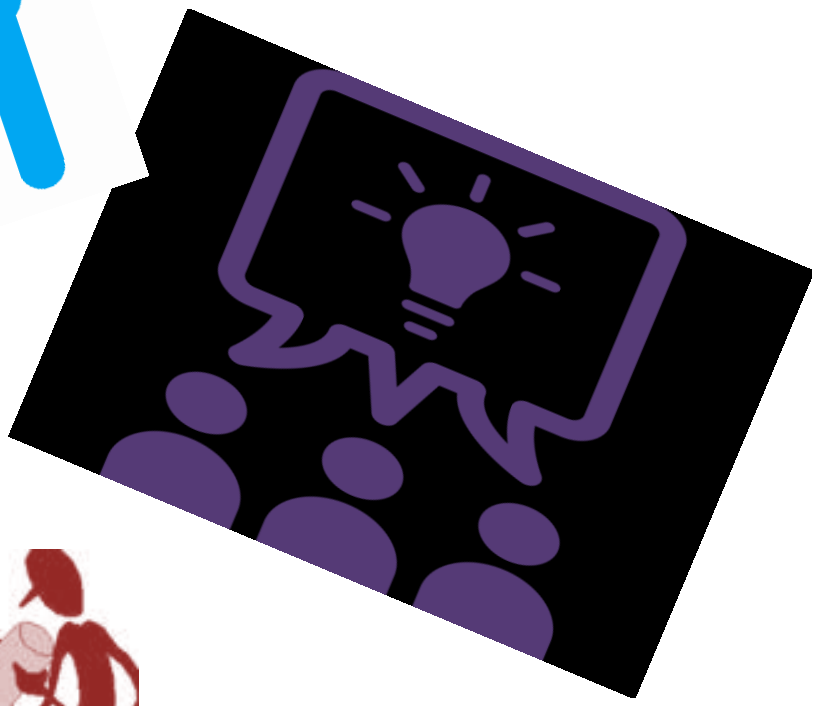
FitnessGram Reports and Uses

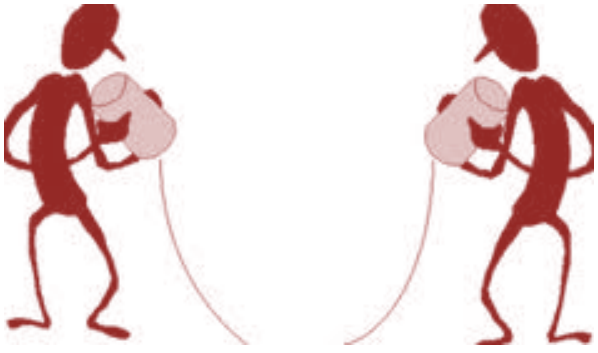
Report Name	Description	Options for Use
FitnessGram Student Report	Provides individual student's fitness test scores, the relationship of the scores to the Healthy Fitness Zone, and information on how to improve or maintain current fitness levels.	Educate youth about their health-related fitness including Healthy Fitness Zone Achievement. View individual fitness scores. Print or email reports to share with youth and parents- REQUIRED by Georgia Code.
FitnessGram Student Progress Report	Provides and tracks trends of individual students' fitness test scores over a specified period of time.	Allows youth to easily identify trends and compare scores over time. Track pre- and post- scores to assist with goal setting.
FitnessGram Overview Report	Provides an aggregate level overview of Healthy Fitness Zone Achievement by component, gender, class, grade, school, district, or state.	View group level data to identify areas of focus for instructional planning, fitness equipment, and professional development. Identify areas of need for specific student groups. Track health-related fitness trends over time. Provide quantitative data for evaluation purposes.
FitnessGram Percentage Tested Report	Provides an overview of the number of students with data entered into the system by class, grade, school, district, or state.	Identify percentage tested. Recognize gaps in data reported.
FitnessGram Statistics Report	Zone Achievement including minimum, maximum, average, standard deviation and percent achieved by component, gender, class, grade, school, district, or state.	View group level data to identify areas of focus for instructional planning, fitness equipment, and professional development. Identify areas of need for specific student groups. Provide quantitative data for evaluation purposes.

FitnessGram Summary Report (Raw scores)	Provides an overview of scores as raw data at the individual level for an entire class or multiple classes.	Track progress and assist goal setting at the individual level.
Presidential Youth Fitness Award (PYFA)	Provides an overview of scores as Healthy Fitness Zone Achievement at the individual level for an entire class or multiple classes.	Identify number of students eligible for the Presidential Youth Fitness Award (PYFA).
Student information Report	Provides individual student information including student name, ID, gender, grade, date of birth, and username.	Provides a quick reference of information. Great to assist with access to the student dashboard.

Section 4

Communication





Frequently Asked Questions About FITNESSGRAM

- **Why is assessing fitness important to my child?**

  The FITNESSGRAM physical fitness assessment is based not on athletic ability, but on good health. No matter what your child's career path, he/she will live a happier, more productive life if he/she is healthy – and physical fitness is vital to overall health. FITNESSGRAM provides accurate and reliable information about your child's physical condition and how it can be improved.

- **Can my child "fail" the FITNESSGRAM assessment?**

  No. FITNESSGRAM is a tool to help your child determine his/her fitness needs and guides him/her in planning a personalized physical activity program. The assessment will not affect your child's grades in any way.

- **Will my child's scores be posted or be made public?**

  No.

- **Will my child's results be compared to other students?**

  No. FITNESSGRAM uses the Healthy Fitness Zone (HFZ) to determine your child's overall physical fitness. HFZs are not based on class averages or any other peer comparisons. The standards are set specifically for boys and girls of different ages using the best available research. If your child's score falls within the HFZ, it means your child has achieved the recommended level of fitness for his/her age. If your child's score falls below the HFZ, he/she should engage in activities that will help him/her improve.

- **What are the FITNESSGRAM assessment items?**

  There are five assessment items:
  - PACER or One-Mile Run (measures aerobic capacity)
  - Push-Ups (measures upper body muscular strength/endurance)
  - Curl-Ups (measures abdominal muscular strength/endurance)
  - Back-Saver Sit and Reach (measures flexibility)
  - Body Mass Index (measures body composition: appropriateness of weight relative to height)

- **What can my child do to prepare for the fitness assessment?**
  - Make sure your child actively plays or moves at least 60 minutes at least five days during the week. Your child can walk, jog, play tennis, play racquetball, or participate in any physical activity he/she enjoys.
  - Have your child do strength training activities such as sit-ups, push-ups, modified push-ups or climbing activities 2-3 days each week. Have your child begin doing as many repetitions as possible and have them try to increase repetitions gradually.
  - Make sure your child eats a healthy diet by including more fruits and vegetables and reducing fats and sugars.
  - Tell your child to ask a physical education teacher or coach at his/her school for specific tips on ways he/she can prepare not only for the FITNESSGRAM assessment, but for a lifetime of good overall health.

Preguntas Hechas Frecuentemente Acerca de FITNESSGRAM

- **¿Porque la evaluación del estado físico es importante para mi niño/a?**

  La evaluación del estado físico FITNESSGRAM no esta basada en la habilidad atlética, pero si en buena salud. No importa cual sea la trayectoria de carrera de su niño/a, el/ella vivirá una vida mas feliz y productiva si esta saludable y el estado físico es vital para la salud en general. FITNESSGRAM provee información exacta y confiable acerca de la condición física de su niño/a y de como puede ser mejorada.

- **¿Puede mi niño/a "no pasar" la evaluación de FITNESSGRAM?**

  No. FITNESSGRAM es una herramienta para ayudar a su niño/a a determinar sus necesidades de estado físico y para guiarle a planificar un programa personalizado de actividad física. La evaluación no afectara los grados de su niño/a en ninguna forma.

- **¿Se expondrán o se publicaran las puntuaciones de mi niño/a?**

  No.

- **¿Se compararan los resultados de mi hijo/a con los de otros estudiantes?**

  No. FITNESSGRAM usa la Zona de Buena Salud (HFZ) para determinar el buen estado físico en general de su niño/a. HFZs no están basados en los promedios de clase o en ningunas otras comparaciones de compañeros. Las normas son fijadas específicamente para niños y niñas de diferentes edades usando la mejor investigación disponible. Si su niño/a obtiene una puntuación que cae dentro del HFZ, quiere decir que su niño/a ha alcanzado el nivel recomendado de estado físico para su edad. Si la puntuación de su niño/a cae debajo de HFZ, el/ella deberán participar en actividades que le ayuden a mejorar.

- **¿Cuáles son los artículos de la evaluación de FITNESSGRAM?**

  Ellos hay cinco artículos de evaluación:
  - PACER o Correr Una Milla (mide la capacidad de carrera progresiva de resistencia aeróbica cardiovascular)
  - Flexión de Brazos (Lagartijas) (mide la fuerza/resistencia muscular del cuerpo superior)
  - Abdominales (mide la fuerza/resistencia muscular del abdomen)
  - Flexión del Tronco en Posición de Sentado (mide la flexibilidad)
  - Índice de Masa Corporal (mide la composición del cuerpo: apropiadamente la relación apropiada del peso con la estatura

- **¿Qué puede mi niño/a hacer para la preparación de evaluación del estado físico?**
  - Asegúrese de que su niño/a se mueva o juegue activamente por lo menos 60 minutos cinco días durante la semana. Su niño/a puede caminar, correr, jugar tenis, jugar racquetball o participar en cualquier actividad de educación física que le guste a el/ella.

- Haga que su niño/a realice actividades de entrenamientos de resistencia tales como abdominales, flexión de brazos (lagartijas) o actividades de escalar 2-3 días cada semana. Pídale a su niño/a que comience hacer todas las repeticiones que le sean posible y haga que trate de aumentar las repeticiones gradualmente.
- Cerciórese de que su niño/a coma una dieta saludable incluyendo más frutas y vegetales y reduciendo la grasa y los azucares.
- Haga que su niño/a le pida a un/a maestro/a ó entrenador/a de educación física de su escuela consejos específicos de formas en que el/ella puedan prepararse no solamente para la evaluación de FITNESSGRAM, pero también para una vida duradera de buena salud sobre todo.

Parental Overview Document of FITNESSGRAM Assessment in Georgia

The FITNESSGRAM Reference Guide is intended to provide answers to some common questions with the use and interpretation on the FITNESSGRAM assessment. The purpose of this document is to provide a general overview of the assessment administration and interpretation of the scores for parents and other interested parties. This document is organized into some of the common questions associated with this topic.

- What is FITNESSGRAM?
- What is the philosophy of FITNESSGRAM?
- What is the Healthy Fitness Zone?
- What are the assessments?
- Why is aerobic capacity important?
  - The PACER or the One-Mile Run
- Why is body composition important?
  - Height/Weight
- Why is muscular strength, endurance and flexibility important?
  - Curl-Up
  - Push-Up
  - Back-Saver Sit and Reach
- Sample FITNESSGRAM Report
- How can I help my child be more fit and active?
- Frequently Asked Questions
  - Why is assessing fitness important to my child?
  - Can my child “fail” the FITNESSGRAM assessment?
  - Will my child’s scores be posted or be made public?
  - Will my child’s results be compared to other students?
  - What are the FITNESSGRAM assessment items?
  - What can my child do to prepare for the fitness assessment?

What is FITNESSGRAM?

FITNESSGRAM is the national fitness assessment and reporting program for youth. The assessment was developed by The Cooper Institute in response to the needs in physical education programs for a comprehensive assessment protocol. The assessment includes a variety of health-related physical fitness assessments designed to assess cardiovascular fitness, muscle strength, muscular endurance, flexibility, and body composition. Criterion-referenced standards associated with good health have been established for children and youth for each of the health-related fitness components. The software for the program produces an individualized report card that summarized the child's performance on each component of health-related fitness and provides suggestions for how to promote and maintain good fitness. The sophisticated database structure within the program produces compiled class reports and allows for long-term tracking of the student's fitness over time. FITNESSGRAM can be used by students to help them in personal fitness programming, by teachers to determine student needs and to help guide students in program planning, and by parents to understand their child's needs and to help the child plan a program of physical activity.

What is the philosophy of FITNESSGRAM?

H = Health and health-related fitness

The primary goal of FITNESSGRAM is to promote regular physical activity among all youth. Of particular importance is promoting activity patterns that lead to reduced health risk and improved health-related physical fitness.

E=Everyone

FITNESSGRAM is designed for all people regardless of physical ability. It is intended to help ALL youth find some form of activity that they can do for a lifetime. Too often activity programs are perceived to be only for those who are "good" rather than for all people.

L=Lifetime

FITNESSGRAM has as a goal helping young people to be active now, but a long term goal is to help them learn to do activities that they will continue to perform throughout their lives.

P=Personal

No two people are exactly the same. No two people enjoy the exact same activities. FITNESSGRAM is designed to personalize physical activity to meet personal or individual needs.

What are the goals of FITNESSGRAM?

The specific program goals of FITNESSGRAM are to promote enjoyable regular physical activity and to provide comprehensive physical fitness and activity assessments and reporting programs for children and youth. The program seeks to develop affective, cognitive, and behavioral components related to participation in regular physical activity in all children and youth, regardless of gender, age, disability, or any other factor. We believe that regular physical activity contributes to good health, function, and well-being and is important throughout a person's lifetime. The use of FITNESSGRAM as part of a quality physical education program can help in accomplishing these goals.

What is the Healthy Fitness Zone?

FITNESSGRAM uses criterion-referenced standards to evaluate fitness performance. These standards have been established to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Performance is classified in two general areas: *"Healthy Fitness Zone"* (HFZ) and "*Needs Improvement.*"

As stated above, a score in the HFZ represents the level of fitness thought to provide some protection from the potential health risks that result from a lack of fitness in the measure. The beginning of the HFZ represents a minimum level of fitness necessary to have acceptable health. These standards reflect reasonable levels of fitness that can be attained by most children that participate regularly in various types of physical activity. Because of this, we recommend that all students should strive to achieve a score that places them inside the HFZ. It is not uncommon for children to achieve the HFZ for some dimensions of fitness but not for others. Most children usually have areas that they excel in more than others.

The category below the HFZ is referred to as "*Needs Improvement"* to indicate dimensions of fitness that may require special attention. While the effect of low fitness may not influence health until later in adulthood it is important to identify potential risks early on so that adjustments can be made to improve those levels. Therefore, the *Needs Improvement* message should be used prescriptively to help children set goals or targets to improve their fitness. The wording used for this category does not imply "bad fitness" or "poor fitness" but rather areas in which the child should seek improvement.

The aerobic fitness standards establish three zones based on potential risks for future health problems. The Healthy Fitness Zone was established by determining the level of aerobic fitness required for a low risk for future health problems. The *Needs Improvement – High Risk* zone defines levels of aerobic fitness that indicate potential health risks (current or future risks).

Youth between the two zones are classified in an intermediate zone referred to as *Needs Improvement – Some Risk*.

It should be noted that it is also possible for some students to score above the HFZ. FITNESSGRAM acknowledges performances above the HFZ but does not recommend this level of performance as an appropriate goal level for all students. However, students who desire to achieve a high level of athletic performance may need to consider setting goals beyond the HFZ.

From a similar perspective, aerobic capacity standards are not presented for students in grades K-3. This is partly because of the challenges associated with determining standards but also a philosophical decision by the Scientific Advisory Board. Performance levels are not the most important objective for young children in this age range. Instead, the emphasis for young children should be on enjoying activity and on learning to perform the assessment items successfully.

What are the assessments?

- Aerobic Capacity – The PACER or the One-Mile Run
- Body Composition – Height/Weight
- Abdominal Strength – Curl-Up
- Upper Body Strength – Push-Up
- Flexibility – Back-Saver Sit and Reach

Why is aerobic capacity important?

Aerobic capacity is perhaps the most important area of any fitness program. Research clearly indicates that acceptable levels of aerobic capacity are associated with a reduced risk of high blood pressure, coronary heart disease, obesity, diabetes, some forms of cancer, and other health problems in adults. The evidence documenting the health benefits of physical activity has been summarized most concisely in *Physical Activity and Health: A Report of the Surgeon General* (U.S. Department of Health and Human Services, 1996), available online at www.cdc.gov/nccdphp/sgr/sgr.htm.

Many terms have been used to describe this dimension of physical fitness, including cardiovascular fitness, cardiorespiratory fitness, cardiorespiratory endurance, aerobic fitness, aerobic work capacity, and physical working capacity. Although defined somewhat differently, these terms can generally be considered synonymous with aerobic capacity.

Aerobic capacity indicates how well your body uses oxygen. It tells you how well you would do running, cycling, or playing sports at a high level.

Aerobic capacity relative to body weight (maximal oxygen uptake, VO2max) is considered to be the best indicator of a person's overall cardiorespiratory capacity. VO2max is mathematically estimated from the student's performance on the PACER assessment.

The PACER

Assessment Administration

The PACER (Progressive Aerobic Cardiovascular Endurance Run) uses a recorded pace and the student runs back and forth between two points that are 20 meters apart (a 15 meter version is available for elementary schools with smaller gymnasiums). The objective is to get from one point to the other before the recorded "beep" sounds. The recording of beeps also has music in the background. The PACER is progressive in intensity – it starts easy and gradually gets harder. When the student can no longer complete the distance in the time allowed, the assessment ends. The score is the number of completed laps.

Interpreting PACER Results

The PACER score is converted to an estimated VO2max (indicates how efficiently your body uses oxygen). The score will be charted in the Healthy Fitness Zone, Needs Improvement – Some Risk, or Needs Improvement – High Risk.

A low score on the field assessments estimates of aerobic capacity may be influenced by many factors. These include:

- Actual aerobic capacity level
- Body composition
- Running/walking efficiency and economy
- Motivation level during the actual assessment experience
- Extreme environmental conditions
- Ability to pace
- Innate ability

Improvement in any of these factors may improve the assessment score. Aerobic capacity can be improved substantially in an unconditioned person who participates regularly in sustained activities involving large muscle groups. The amount of improvement is related to the beginning level of fitness and to the intensity, duration, and frequency of the training.

The One-Mile Run

Assessment Administration

The One-Mile Run/Walk has been used for many years as a field test of aerobic capacity. For students who enjoy running and are highly motivated, it is a very good assessment. The objective of the test is to run one mile as fast as possible. Walking is permitted if necessary. The score on the test is the length of time in minutes and seconds.

Interpreting the One-Mile Run/Walk Results

The One-Mile Run/Walk score is converted to an estimated VO2max (indicates how efficiently your body uses oxygen). The score will be charted in the Needs Improvement area or within the Healthy Fitness Zone area of the graph.

A low score on the field test estimates of aerobic capacity may be influenced by many factors. These include:

- Actual aerobic capacity level
- Body composition
- Running/walking efficiency and economy
- Motivation level during the actual testing experience
- Extreme environmental conditions
- Ability to pace on the one mile run/walk
- Innate ability

Improvement in any of these factors may improve the test score. Aerobic capacity can be improved substantially in an unconditioned person who participates regularly in sustained activities involving large muscle groups. The amount of improvement is related to the beginning level of fitness and to the intensity, duration, and frequency of the training.

Why is body composition important?

The prevalence of overweight and obesity has increased sharply in recent years, and the trends are evident for children as well as adults. These trends have been associated with the low cost and availability of high-fat foods, as well as with declining levels of physical activity in the population. High levels of body fatness are associated with increased risk of coronary heart disease, stroke, and diabetes. While children are not generally at risk for heart disease or stroke, increases in blood pressure and cholesterol occur in overweight and obese children. In addition diabetes (type 2) has increasingly been diagnosed among children, even though this condition has generally been viewed as “adult-onset” diabetes. Obesity and heart disease risk factors are known to track through the life span, so it is important to document body composition as part of a comprehensive health-related fitness profile. Like other dimensions of health-related fitness, body composition does affect health status (even in childhood) and does improve with regular participation in physical activity.

Your child’s body composition will be assessed with Body Mass Index (BMI) which is based on height and weight.

Height/Weight – Body Mass Index

Assessment Administration

Body Mass Index (BMI) is calculated from a measurement of the height and weight. These numbers are entered into the software and the BMI is calculated. Body Mass Index provides an indication of the appropriateness of the weight for the height.

Interpreting Body Composition Results

Scores that fall either below or above this zone should receive attention, for these students have greater potential than others to develop health problems related to their level of fatness or leanness.

The body composition standards establish three zones based on potential risks for future health problems. The Healthy Fitness Zone was established by determining body fat values that indicate a low risk for potential health problems. Ideally, students should strive to be within the HFZ. A score in the Needs Improvement – Some Risk category indicates that the student is either overfat or the student's weight is too high for his or her height. However, students who are extremely muscular may have a BMI in the Needs Improvement area but may not have excess fat. Students in the Some Risk category should work to move into the HFZ because their level of body composition puts them at some risk of developing health problems. Students in the Needs Improvement – High Risk category must be strongly encouraged to modify their activity and eating behaviors to begin reducing their weight. Students in this High Risk category have a great possibility of developing health problems now and in the future if their body composition does not change.

When interpreting body composition scores, it is important to remember the following:

- Body Mass Index provides an estimate of the appropriateness of the weight for the height.
- Body Mass Index may falsely identify a very muscular lean person as overfat (too heavy for height) or a lightweight person with little muscular development and a large percent of fat as being in the HFZ when the person is actually overfat).

In general, students who score in the Needs Improvement area should be encouraged to work toward the HFZ by slowly changing their body weight through increased physical activity and decreased consumption of high-fat, high-calorie, low-nutritional foods. Changing dietary habits and exercise habits can be very difficult. Students with severe obesity or eating disorders may need professional assistance in their attempts to modify their behaviors. Evidence in adults clearly indicates that participation in regular physical activity moderates the health risks associated with obesity. Because this relationship likely holds for children as well, emphasis for overweight children should be on being physically active and not on absolute weight or fat loss.

It is important to remember when interpreting body composition results that most students who are overfat may also have performances in other assessment areas that are outside the Healthy

Fitness Zone. An improvement in body composition will generally result in an improvement in other fitness areas as well.

There is also an area in the body composition graph identified as Very Low. Parents of children who are categorized as very lean should consider factors that may be responsible for the low level of body fat. Many students may naturally be very lean while others may have inappropriate nutritional patterns. Creating awareness of a child's current status is the primary purpose in identifying lean students. Changes in status should be monitored.

Why are muscular strength, endurance, and flexibility important?

Assessments of muscular strength, muscular endurance, and flexibility have been combined into one broad fitness category because the primary consideration is determining the health status of the musculoskeletal system (muscles and bones). It is equally important to have strong muscles that can work forcefully and/or over a period of time and also be adequately flexible to allow full range of motion at the joint.

Injuries to bones and joints are many times the result of muscle imbalance at a specific joint; the muscles on one side may be much stronger than the muscles on the other side or may not have adequate flexibility to allow complete motion or sudden motion to occur.

It is important to remember that training to develop muscle strength, endurance, and flexibility is very specific. The movements included in these assessment items are only a sampling of the many ways that the body is required to move and adjust during physical activity.

The upper body and the abdominal/trunk region have been selected as areas for assessment because of their perceived relationship to maintaining functional health and correct posture, thereby reducing possibilities of future low back pain and restrictions in independent living. Although most students will not have weaknesses sufficient to cause current problems, it is important to educate them regarding the importance of muscle strength, endurance, and flexibility in preventing problems as adults. It is especially important to make students aware of correct postural alignment and body mechanics in the event that they are developing scoliosis, which is a problem of teenage youth. The school nurse, a local physician, or a physical therapist are good sources of information related to scoliosis.

The areas being assessed are as follows:

- Abdominal Strength – Curl-Ups
- Upper Body Strength – 90^{o} Push-Ups
- Flexibility – Back-Saver Sit and Reach

The Curl-Up

Assessment Administration

The objective is to do up to 75 curl-ups to a specified cadence (three seconds per repetition). Student lies on the mat on his/her back, 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 hands resting on the mat. The fingers are stretched out and the head is in contact with the mat. Student curls up and moves the fingertips from one side of the measuring strip to the other (3.0 inches or 4.5 inches). Head must touch the mat at the end of each curl-up.

Interpreting Curl-Up Scores

Students who score poorly in abdominal strength should be encouraged to participate in calisthenics and other strengthening and stretching activities that will develop the abdominal muscles. However, it is essential to remember that physical fitness training is very specific and that the areas of the body being assessed represent only a fraction of the total body.

To focus on activities that develop the abdominal muscles without equal attention to the trunk extensor muscles will not accomplish the important objective, which is to develop an overall healthy musculoskeletal system. Remember, you must have strength and flexibility (muscle balance) in the muscles on both sides of every joint.

Poor performance on the measures of abdominal strength and trunk extensor strength and flexibility may merit special attention. Gaining strength and flexibility in these areas may help prevent low back pain, which affects millions of people, young and old.

The 90° Push-Up

Assessment Administration

The objective is to do as many push-ups as possible to a specified cadence (three seconds per repetition). The student being assessed 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 assessment. 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.

Interpreting Push-Up Scores

Students who score poorly in upper body strength should be encouraged to participate in calisthenics and other strengthening and stretching activities that will develop the muscles in the upper body. However, it is essential to remember that physical fitness training is very

specific and that the areas of the body being assessed represent only a fraction of the total body. To focus on activities that develop the muscles that extend the arms without equal attention to the muscles that flex the arms will not accomplish the important objective, which is to develop an overall healthy musculoskeletal system. Remember, you must have strength and flexibility (muscle balance) in the muscles on both sides of every joint. Upper body strength is important for functional health.

The Back-Saver Sit-and-Reach

Assessment Administration

This assessment mainly measures the flexibility of the muscles in the back of the legs. With the one leg straightened, the student reaches as far as possible toward the toes. Student must achieve standard on both right and left to be in the Healthy Fitness Zone.

Interpreting Back-Saver Sit-and-Reach Scores

Students who score poorly in flexibility should be encouraged to participate in stretching activities that will develop the flexibility in the back of the legs. However, it is essential to remember that physical fitness training is very specific and that the areas of the body being assessed represent only a fraction of the total body.

To focus on activities that develop flexibility without equal attention to the muscles that maintain strength will not accomplish the important objective, which is to develop an overall healthy musculoskeletal system. Remember, you must have strength and flexibility (muscle balance) in the muscles on both sides of every joint. Most children will have adequate flexibility. A major reason for assessing this area of physical fitness is to educate children about the importance of flexibility as they age.

FitnessGram Student Report

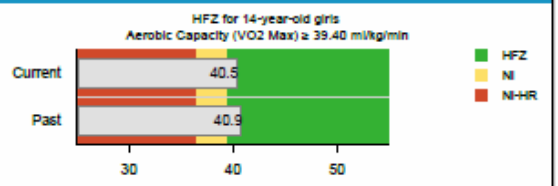
FITNESSGRAM®

Jogger, Jane (ID:24498)

Grade:	5 (Age: 14)
Teacher:	Teacher, Reporting
School:	FG Elementary School
District:	FG Demonstration District
Report Date:	8/21/2015

	Past	Current
Test Date:	8/31/2015	12/31/2015
Height:	5' 8"	5' 9"
Weight	125 lbs	132 lbs

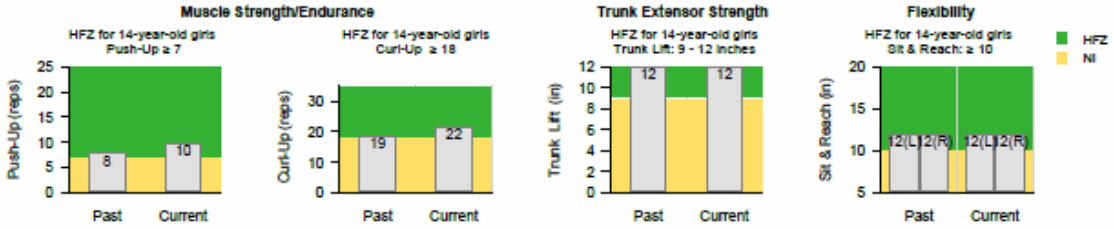
Aerobic Capacity



Current	20M Pacer (laps)	30
Past	20M Pacer (laps)	31

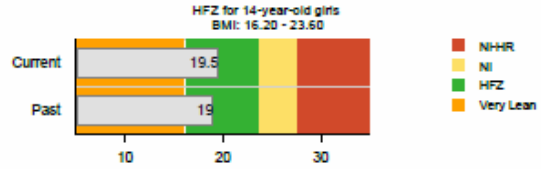
FGME-EA491- Congratulations! Your aerobic capacity is in the Healthy Fitness Zone and you are physically active most days. To maintain health and fitness, continue to participate in physical activities for at least 60 minutes each day. Keep your Body Mass Index (BMI) in the Healthy Fitness Zone.

Musculoskeletal Fitness



FGME-EA72- Your abdominal, trunk, and upper-body strength are all in the Healthy Fitness Zone. To maintain your fitness, be sure that your strength-training activities include exercises for all of these areas. Strength activities should be done at least 3 days per week.
FGME-EA86- Your flexibility is in the Healthy Fitness Zone. Maintain your flexibility by performing stretching exercises and some weight-bearing activity (e.g. running, hopping, jumping or dancing) at least 3 days each week to ensure good bone health.

Body Composition



FGME-EA58- Good news! Your body composition is in the Healthy Fitness Zone. To maintain this healthy level of body composition, remember to:
-Be active for at least 60 minutes every day.
-Limit screen time to less than 2 hours a day.
-Make healthy food choices including fresh fruits and vegetables.
-Limit fried foods, foods with added sugars and sugary drinks.

Physical Activity

Reported Activity/Past 7 Days	Days	Goal
Aerobic activity for a total of 60 minutes or more	7	7
Muscle strengthening activity	7	3
Bone strengthening activity	7	3

To be healthy and fit, it is important to do some physical activity for a total of 60 minutes or more daily. Aerobic exercise is good for your heart and body composition. Muscular and bone-strengthening exercises are good for your muscles and joints. A0
Congratulations! Your results suggest you are doing aerobic activity most or all days and some muscular and bone-strengthening exercises. Keep up the good work! A01

HFZ: Healthy Fitness Zone; NI: Needs Improvement; NI-HR: Needs Improvement - Health Risk

The Cooper Institute FitnessGram.net A program of Play60

How can I help my child be more fit and active?

The philosophy of FITNESSGRAM spells HELP. We need your help to promote physical activity and fitness for your child. If parents value physical activity and encourage their children to be more active regularly, children are more likely to view physical activity as an important part of their daily lives. The following tips may help you encourage your child to be active:

- Provide a safe play area for your child to play and opportunities to be active.
- Provide equipment and supplies that allow your child to be active.
- Put limits on television time and video game usage (especially right after school).
- Participate in physical activity with your child.
- Help your child develop good physical skills so that he or she can feel important.

Documento de la Perspectiva de Padres de la Evaluación de FITNESSGRAM en Georgia

La Guía de Referencia de FITNESSGRAM esta prevista para proveer respuestas a algunas preguntas comunes con el uso y la interpretación en la evaluación de FITNESSGRAM. El propósito de este documento es de proveer una perspectiva general de la administración de la evaluación y de la interpretación de puntuación para los padres y otros grupos interesados. Este documento esta organizado dentro de las preguntas más comunes asociada con este tema.

- ¿Qué es FITNESSGRAM?
- ¿Qué es la filosofía de FITNESSGRAM?
- ¿Qué es la Zona de Buena Salud?
- ¿Cuáles son las evaluaciones?
- ¿Por qué es importante la capacidad aeróbica?
  - La Carrera Progresiva de Resistencia Aeróbica Cardiovascular (PACER).
- ¿Por qué es importante la composición del cuerpo?
  - Altura/Peso
- ¿Por qué es importante la fuerza, resistencia y flexibilidad muscular?
  - Abdominales
  - Flexión de Brazos (Lagartijas)
  - Flexión del Tronco en Posición de Sentado Conservando la Espalda
- Muestra del Reporte de FITNESSGRAM
- ¿Como puedo ayudar a mi niño/a a ser mas activo y estar en forma?
- Preguntas Hechas Frecuentemente
  - ¿Por qué es importante la evaluación del estado físico para mi niño/a?
  - ¿Puede mi niño/a “reprobar” la evaluación de FITNESSGRAM?
  - ¿Se expondrán o se publicaran las puntuaciones de mi niño/a?
  - ¿Se compararan los resultados de mi hijo/a con los de otros estudiantes?
  - ¿Cuáles son los puntos de la evaluación de FITNESSGRAM?
  - ¿Qué puede hacer mi niño/a para la preparación de evaluación del estado fisico?

¿Qué es FITNESSGRAM?

FITNESSGRAM es la evaluación y programa de reportaje nacional del estado fisico para jovenes. La evaluacion fue desarroyada por El Instituto Cooper en repuesta a las necesidades en el programa de educacion física para un protocolo de evaluación comprenciba. La evaluación incluye una variedad de evaluaciones del estado físico relacionado con la salud diseñados para evaluar el estado físico cardiovascular, fuerza muscular, resistencia muscular, flexibilidad y composición del cuerpo. Los estándares de criterio referido asociados con buena salud han sido establecidos para niños/as y jóvenes para cada uno de los componentes del estado físico en relación a la salud. El software del programa produce un reporte de calificación individualizado que resume el rendimiento del niño/a en cada componente relacionado con la salud del estado físico y provee sugerencias en como promover y mantener buen estado físico. La estructura sofisticada de base de datos dentro del programa produce informes compilados de la clase y permite el seguimiento a largo plazo del buen estado de salud del estudiante a través del tiempo. FITNESSGRAM puede ser usado por estudiantes para ayudarles en programaciones personales del estado de salud, por maestros/as para determinar las necesidades del estudiante y para ayudar a guiar a los estudiantes en el planeamiento de un programa y por los padres para entender las necesidades de sus niños/as y para ayudarlos a planear un programa de actividad física.

¿Cual es la filosofía del Programa FITNESSGRAM?

H = Salud y estado fisico relacionado con la salud

El objetivo principal del programa Fitnessgram, es el de promover la actividad física en todos los jóvenes. Es de particular importancia, la de promover patrones de actividad que conduzcan a la reducción de riesgos de la salud y el mejoramiento del estado físico relacionado con la salud.

E= Todos

El programa Fitnessgram está diseñado para todas las personas, sin importar su habilidad física. La intención es la de ayudar a TODOS los jóvenes a encontrar alguna forma de actividad que puedan hacer para toda su vida. Por lo general los programas de actividades son percibidos como solamente para los que son “buenos” en lugar de para todas las personas.

L= Toda la vida

El objetivo del programa Fitnessgram, es el de ayudar a los jóvenes a ser activos ahora, pero el objetivo a largo plazo es el de ayudarlos a aprender actividades que puedan continuar desempeñando a lo largo de sus vidas.

P= Personal

Ningunas 2 personas son exactamente igual. Ninguna persona disfruta de actividades exactamente igual a otra. El programa Fitnessgram, está diseñado para crear actividades físicas para satisfacer necesidades individuales o personales.

¿Cuáles son los objetivos del programa FITNESSGRAM?

Los objetivos del programa Fitnessgram, son los de promover la actividad física regular y divertida, proveer un estado de salud físico integral, realizar evaluaciones de las actividades y programas que proveen reportes para los niños y los jóvenes. El programa busca desarrollar componentes afectivos, cognitivos y de comportamiento, relacionados a la participación en actividades físicas regulares, en niños y en jóvenes, sin importar su sexo, edad, discapacidad o cualquier otro factor. Nosotros creemos que la actividad física regular, contribuye a tener una buena salud, funcionamiento y bienestar; y que es importante a lo largo de la vida de una persona. El uso del programa Fitnessgram, como parte de un programa de educación física de calidad, puede ayudar a lograr estos objetivos.

¿Qué es la Zona de Estado Físico Saludable?

El programa Fitnessgram utiliza estándares de criterio referido, para evaluar el rendimiento físico. Estos estándares han sido establecidos, para representar un nivel de estado físico que ofrezca cierto grado de protección contra enfermedades, que son resultado de una forma de vida sedentaria. El rendimiento está clasificado en dos áreas generales: "Zona de Estado Físico" ("Health Fitness Zone" HFZ), y "Necesita mejorar".

Como mencionamos anteriormente, un resultado de HFZ, representa el nivel de rendimiento físico que se cree, provee alguna protección contra los posibles riesgos de salud, que resultan de la falta de actividad física. El comienzo del HFZ representa un nivel mínimo de actividad física necesaria para tener salud aceptable. Estos estándares reflejan niveles razonables de desempeño físico, que pueden ser obtenidos por la mayoría de los niños que participan en varios tipos de actividad física. Por esta razón recomendamos que todos los estudiantes deban esforzarse por alcanzar un resultado que los coloque dentro del HFZ. No es poco común que los niños alcancen buenos resultados en algunas de las dimensiones de rendimiento, y no en otras. La mayoría de los niños sobresalen en ciertas áreas más que en otras.

La categoría debajo de la HFZ, se refiere a "Necesita mejorar", para indicar áreas de rendimiento físico que requieren de atención especial. Aunque el efecto de un bajo rendimiento físico podría no influenciar la salud hasta edad adulta, es importante identificar posibles riesgos de manera temprana, para que se puedan hacer los ajustes necesarios para mejorar esos niveles. Por lo tanto, el mensaje "Necesita mejorar", debe ser usado como una receta para ayudar a los niños a fijarse metas u objetivos para mejorar su rendimiento físico. Las palabras usadas en esta categoría no se refieren a un "mal estado físico", sino más bien las áreas en las que el niño/a debe buscar mejorar.

Los estándares de rendimiento físico aeróbico, establecen tres zonas basadas en posibles riesgos para futuros problemas de salud. La Zona de Estado Físico Saludable fue establecida al determinar el nivel de rendimiento aeróbico requerido para un bajo riesgo de futuros problemas de salud. El "Necesita mejorar" –Zona de Alto Riesgo, define niveles de rendimiento físico

aeróbico, que indica posibles riesgos de salud (actuales o futuros riesgos). Los jóvenes que se encuentran en medio de esas dos zonas, se clasifican en la zona intermedia referida como *Necesita mejorar – Algunos riesgo*.

Se debe notar que es también posible para algunos estudiantes, obtener resultados más allá del HFZ. El programa Fitnessgram reconoce que puede haber rendimiento mayor del HFZ, pero no recomienda este nivel de rendimiento como objetivo apropiado para todos los estudiantes. Sin embargo, los estudiantes que deseen alcanzar un nivel alto de rendimiento atlético, deben probablemente ponerse metas más allá del HFZ.

Desde una perspectiva similar, los estándares de capacidad aeróbica no están presentes en estudiantes de Kindergarten a Tercer grado. Esto es en parte por los retos asociados con lo que implica determinar los estándares, pero también por la decisión filosófica que debe tomar el Consejo de Asesores Científicos. Los niveles de rendimiento no son el principal objetivo para los niños de esta edad. Más bien, el énfasis para los niños pequeños debe ser el de disfrutar las actividades y aprender a desempeñar las partes de la evaluación exitosamente.

¿Qué son las evaluaciones?

- Capacidad Aeróbica – El PACER (Carrea Progresiva de Resistencia Aeróbica Cardiovascular)
- Composición del Cuerpo – Altura/Peso
- Fuerza Abdominal - Abdominales
- Fuerza de la parte de arriba del cuerpo – (Lagartijas)
- Flexibilidad – Flexión del Tronco en Posición Sentado Conservando la Espalda

¿Por qué es importante la capacidad aeróbica?

La capacidad aeróbica es quizás el área más importante de cualquier programa de estado fisico. Las investigaciones indican claramente que los niveles aceptables de capacidad aeróbica, están asociados con un reducido riesgo de alta presión, enfermedades cardiacas coronarias, obesidad, diabetes, algunos tipos de cáncer, y otros problemas de salud en los adultos. La evidencia que documenta los beneficios de salud que se obtienen por medio de la actividad física, ha sido resumida de una manera muy concisa en: *Un reporte del Cirujano General* (Departamento de Salud y Servicios Humanos, 1996), llamado *Actividad Física y Salud*; disponible en línea en www.cdc.gov/nccdphp/sgr/sgr.htm.

Han sido muchos los términos que se han usado para describir esta dimensión de estado físico, incluyendo el estado físico cardiovascular, estado físico respiratorio, capacidad de resistencia cardiorrespiratoria, estado físico aeróbico, capacidad de trabajo aeróbico, y capacidad de trabajo físico. A pesar de que estos términos se definen de alguna manera diferente, pueden generalmente ser considerados sinónimos con capacidad aeróbica.

La capacidad aeróbica indica qué tan bien su cuerpo utiliza el oxígeno. Le dice qué tan bien usted puede correr, andar en bicicleta, o jugar deportes aun nivel alto.

La capacidad aeróbica en relación con el peso del cuerpo (absorción máxima de oxígeno, Vo2max), es considerado el mejor indicador de la capacidad cardiorrespiratoria general de una persona. El Vo2max se estima matemáticamente de acuerdo al desempeño del estudiante en la evaluación PACER (Carrera Progresiva de Resistencia Aeróbica Cardiovascular)

El PACER (Carrera Progresiva de Resistencia Aeróbica Cardiovascular)

Administracion de la Evaluación

El PACER (Carrera Progresiva de Resistencia Aeróbica Cardiovascular), usa un ritmo grabado y el estudiante corre de un lugar a otro dentro de dos puntos que miden 20 metros de distancia (existe una versión de 15 metros para escuelas primarias que tienen gimnasios pequeños). El objetivo es de ir de un punto al otro antes de que suene el silbato grabado. La grabación de silbatos tiene música de fondo también. El PACER progresa en intensidad – empieza fácil y gradualmente se va poniendo más dificil. Cuando el estudiante ya no puede completar la distancia en el tiempo dado, la evaluación termina. La puntuación es el número de vueltas que se completaron.

Interpretando los resultados del PACER

La puntuación del PACER se convierte a un estimado de absorción máxima de oxígeno, (Vo2max), que indica qué tan eficientemente su cuerpo utiliza el oxígeno. Dicha puntuación será registrada en la Zona de Estado Físico Saludable (HFZ), Necesita mejorar –Algún riesgo, o Necesita mejorar – Alto riesgo.

Una puntuación baja en los estimados de la evaluación de campo de la capacidad aeróbica puede estar influenciada por muchos factores, los cuales incluyen:

- Nivel de capacidad aeróbica actual,
- Composición del cuerpo,
- Correr/Caminar eficientemente y economicamente
- Nivel de motivación durante la evaluación,
- Condiciones extremas del ambiente,
- Habilidad de ritmo, y
- Habilidad innata.

La mejoría en cualquiera de estos factores puede incrementar la puntuación de la evaluación. La capacidad aeróbica puede mejorar sustancialmente en una persona que no tenga condición, si participa regularmente en actividades que involucren grupos de músculos grandes. La cantidad de mejoría esta relacionada con el nivel de estado físico al comienso y con la intensidad, duración y frecuencia del entrenamiento.

¿Por qué es la composición del cuerpo importante?

La prevalencia del sobrepeso y la obesidad ha incrementado de una manera tremenda en los últimos años, y la tendencia es evidente tanto en los adultos como en los niños. Esta tendencia está asociada al bajo costo y la facilidad con que se obtiene la comida alta en grasa, así como a la reducción de los niveles de actividad física en la población. Los altos niveles de grasa acumulada en el cuerpo están asociados con un riesgo mayor de enfermedades cardiacas coronarias, derrame cerebral y diabetes. A pesar de que los niños no están por lo general en riesgo de padecer enfermedades del corazón o derrames cerebrales, el aumento en la presión arterial y el colesterol, sí ocurren en los niños con sobrepeso y obesidad. Además el diagnóstico de diabetes (tipo 2) en los niños, ha aumentado considerablemente, a pesar de que esta condición ha sido vista por lo general, como una condición de diabetes que padecen los adultos. Los factores de riesgo relacionados con la obesidad y las enfermedades del corazón son conocidos con acumularse durante la vida por lo que es importante documentar la composición del cuerpo, como parte de un perfil integral de la condición física relacionada con la salud. Como otras dimensiones de la condición física relacionada con la salud, la composición del cuerpo sí afecta el estado de salud (aún en la niñez), y también mejora con la participación en la actividad física regular.

La composición del cuerpo de su niño/a va a ser evaluada con el Índice de Masa Corporal (BMI), el cual es basado en la estatura y el peso.

Estatura/Peso – Índice de Masa Corporal

Administración de la Evaluación

El Índice de Masa Corporal (BMI), se calcula con la medida de la estatura y el peso, por medio de un programa de cómputo donde se registran esos números. El Índice de Masa Corporal provee una indicación del peso apropiado para la estatura.

Interpretando los Resultados de la Composición del Cuerpo

Si la puntuación está por debajo o más alta de esta Zona, se debe prestar atención, ya que estos estudiantes tienen un mayor potencial de desarrollar problemas de salud relacionados con su sobrepeso o delgadez.

Los estándares de la composición del cuerpo establecen tres zonas basadas en riesgos potenciales para futuros problemas de salud. La Zona de Estado Físico Saludable fue establecida al determinar la grasa corporal que indica un bajo riesgo de problemas de salud. Lo ideal es que los estudiantes luchen por permanecer dentro de la HFZ. Un resultado en la categoria se Necesita Mejorar – Algún riesgo, indica que el estudiante tiene exceso de grasa o que su peso es muy alto para su estatura. Sin embargo, estudiantes que son extremadamente musculares podrían tener una BMI en el área de Necesita Mejorar y no tener exceso de grasa en su cuerpo. Estudiantes en la categoría de algún riesgo, deben trabajar para moverse dentro de la HFZ, ya que su nivel de composición de cuerpo los coloca en riesgo de desarrollar problemas de salud. Los estudiantes en el área de Necesita Mejorar –Alto Riesgo, deben ser animados fuertemente para que modifiquen sus actividades y sus hábitos alimenticios para comenzar a reducir su peso. Estos estudiantes tienen una gran posibilidad de desarrollar problemas de salud ahora y en el futuro, si la composición de su cuerpo no cambia.
Cuando se interpretan resultados de composición de cuerpo, es importante recordar lo siguiente:

- El Índice de Masa Corporal provee un estimado del peso apropiado para la estatura.
- El Índice de Masa Corporal podría identificar falsamente una persona delgada muy muscular, como si tuviera sobrepeso; o una persona de peso ligero con muy poco desarrollo muscular y un gran porcentaje de grasa, como en la HFZ, cuando en realidad la persona tiene sobrepeso.

Por lo general, los estudiantes que tienen resultados que los colocan en el área de Necesitan Mejorar, deben ser animados a trabajar para alcanzar la HFZ, lentamente cambiando su peso por medio del aumento de la actividad física y la reducción de el consumo de alimentos altos en contenido de grasa, calorías y baja nutrición. El cambiar los hábitos alimenticios y de ejercicio puede ser muy difícil. Los estudiantes con severos problemas de obesidad o desórdenes alimenticios, podrían necesitar ayuda profesional para tratar de modificar su comportamiento. La evidencia en adultos muestra claramente que la participación en actividades físicas regulares, moderan los riesgos de salud asociados con la obesidad. Lo mas seguro es que esto aplicara a los niños también, el énfasis para los niños con sobrepeso debe estar en ser físicamente más activos y no solo en pérdida de peso o de grasa.

Es importante recordar que cuando se interpretan los resultados de la composición del cuerpo, la mayoría de los estudiantes que tienen sobrepeso podrían desempeñarse en otras áreas de la evaluación que están fuera de HFZ. Una mejoría en la composición del cuerpo generalmente resulta en una mejoría en otras áreas también.

Existe otra área en el gráfico de la composición del cuerpo que se identifica como Muy Baja. Los padres de los niños que se categorizan como muy delgados, deben considerar los factores que podrían ser los responsables por el bajo nivel de grasa en el cuerpo. Muchos estudiantes puede que sean naturalmente muy delgados, mientras que otros podrían tener patrones de nutrición inapropiados. El crear conciencia del estado actual del niño, es el propósito primordial al identificar estudiantes delgados. Los cambios en su estado deben ser observados de cerca.

¿Por qué son importantes la fuerza, la resistencia, y la flexibilidad?

Las evaluaciones de la fuerza, la resistencia muscular y la flexibilidad, han sido combinadas en una amplia categoría de condición física, ya que lo que se considera primordial es determinar el estado de la salud del sistema locomotor (músculos y huesos). Es igualmente importante tener músculos fuertes que trabajen con fuerza y/o sobre un periodo de tiempo, y a la vez que sea adecuadamente flexible para permitir el movimiento completo de las articulaciones.

Las lesiones en los huesos y las articulaciones son muchas veces el resultado de un desequilibrio de musculos en una articulación específica; los músculos de un lado pueden ser más fuertes que los del otro lado, o puede ser que no tengan la flexibilidad adecuada para permitir el movimiento completo, o que un movimiento repentino ocurra.

Es importante recordar que el entrenamiento que desarrolla fuerza, resistencia y flexibilidad en los músculos, es muy específico. Estos movimientos incluidos en estas pruebas son solo un ejemplo de las muchas maneras que el cuerpo requiere moverse y ajustarse durante la actividad física.

La parte superior del cuerpo y el área abdominal/tronco, han sido seleccionadas como áreas de evaluación por la relación que tiene con el mantenimiento de la salud funcional y una postura correcta, de tal manera que se reducen las posibilidades de futuro dolor de espalda y restricciones a la hora de vivir independientemente. Aún cuando la mayoría de los estudiantes no tienen debilidad de músculos que causen problemas actualmente, es importante educarlos con respecto a la importancia de la fuerza, la resistencia muscular y la flexibilidad, para prevenir problemas cuando lleguen a ser adultos. Es especialmente importante crear conciencia del alineamiento correcto de la postura y la mecánica del cuerpo en caso de que desarrollen escoliosis, lo cual es un problema en la juventud. Las enfermeras/os de la escuela, un médico local, o un terapista físico, son buenas fuentes de información con respecto a la escoliosis.

Las áreas evaluadas son las siguientes:

- Fuerza Abdominal – Abdominales
- Fuerza de la parte superior del cuerpo/tronco – Lagartijas de (90º)
- Flexibilidad – Flexión del Tronco en posición de sentado conservando la espalda.

Los abdominales

Realización de la Evaluación

El objetivo es de hacer hasta 75 abdominales a un ritmo específico (tres segundos por repetición). El estudiante se acuesta en una colchoneta sobre su espalda, las rodillas dobladas en un ángulo aproximado de 140º, los pies en el piso, las piernas un poco separadas, los brazos rectos y paralelos al tronco, con las palmas de las manos descansando en la colchoneta. Los dedos deben permanecer estirados y la cabeza sobre la colchoneta. El estudiante se levanta y mueve las yemas de los dedos de un lado de la cinta de medir al otro (3.0 pulgadas o 4.5 pulgadas). La cabeza debe tocar la colchoneta al final de cada abdominal.

Interpretando los resultados de los abdominales

Los estudiantes cuyos resultados son bajos en la fuerza abdominal, deben ser animados a participar en ejercicios de calistenia y otras actividades de estiramiento y fuerza, que desarrollan los músculos abdominales. Sin embargo, es esencial recordar que un programa de entrenamiento físico es muy específico y que las áreas del cuerpo que están siendo evaluadas, representan solo una fracción de todo el cuerpo.

El enfocarse en actividades que desarrollen los músculos abdominales sin poner igual atención a los músculos extensores del tronco, no logrará el objetivo importante de obtener un sistema locomotor saludable. Recuerde, usted debe tener fuerza y flexibilidad (equilibrio muscular), en los músculos de ambos lados de cada articulación.

El bajo rendimiento en las medidas de fuerza abdominal y fuerza del extensor del tronco y flexibilidad, podría ameritar atención especial. El hecho de ganar fuerza y flexibilidad en estas áreas, podría ayudar a prevenir el dolor de espalda bajo, el cual afecta a millones de personas, tanto jóvenes como de edad avanzada.

La flexión de Brazos (Lagartijas) de 90º

Realización de la Evaluación

El objetivo es el de hacer tantas lagartijas como sea posible, a un ritmo específico (tres segundos por repetición). El estudiante que está siendo evaluado asume una posición boca abajo sobre la colchoneta, con las manos a un lado de los hombros, con los dedos estirados hacia fuera, las piernas estiradas y un poco separadas y los dedos de los pies hacia adentro. El estudiante se empuja hacia arriba, separándose de la colchoneta con los brazos hasta que se estiren completamente, permaneciendo con las piernas y la espalda recta. La espalda debe permanecer en una línea recta, desde la cabeza hasta los pies durante el ejercicio. El estudiante luego desciende su cuerpo usando los brazos hasta que los codos se doblen en un ángulo de 90º, y los antebrazos estén paralelos al piso. Este movimiento se repite tantas veces como sea posible. El

estudiante debe seguirse empujando hacia arriba y continuar el movimiento hasta que los brazos estén rectos en cada repetición. El ritmo debe ser de aproximadamente 20 lagartijas de 90º por minuto, o de 1 lagartija de 90º cada 3 segundos.

Interpretando Los Resultados Del Ejercicio De Flexión De Brazos (Lagartijas)

Los estudiantes cuyos resultados son bajos en la fuerza de la parte superior del cuerpo/tronco, deben ser animados a participar en ejercicios de calistenia y otras actividades de estiramiento y fuerza que desarrollan los músculos de la parte superior del cuerpo/tronco. Sin embargo, es esencial recordar que un programa de entrenamiento físico es muy específico y que las áreas del cuerpo que están siendo evaluadas representan solo una fracción de todo el cuerpo.
El enfocarse en actividades que desarrollen los músculos que extienden los brazos sin poner igual atención a los músculos que flexionan los brazos, no logrará el objetivo importante de obtener un sistema locomotor saludable. Recuerde, usted debe tener fuerza y flexibilidad (equilibrio muscular), en los músculos de ambos lados de cada articulación. La fuerza en la parte superior del cuerpo, es importante para el buen estado de la salud.

Flexión del Tronco en Posición Sentado Conservando la Espalda.

Realización de la Evaluación

Este ejercicio mide principalmente la flexibilidad de los músculos en la parte trasera de las piernas. Con una pierna estirada, el estudiante trata de alcanzar, tan lejos como pueda, hacia los dedos de los pies. El estudiante debe alcanzar un resultado estándar en ambas piernas para estar en la Zona de Estado Físico Saludable.

Interpretando los Resultados de la Flexión del Tronco en Posición de Sentado Conservando la Espalda.

Los estudiantes cuyos resultados son bajos en flexibilidad deben ser animados a participar en ejercicios que desarrollan la flexibilidad en la parte trasera de las piernas. Sin embargo, es esencial recordar que un programa de entrenamiento físico es muy específico y que las áreas del cuerpo que están siendo evaluadas representan solo una fracción de todo el cuerpo.

El enfocarse en actividades que desarrollen flexibilidad, sin poner igual atención a los músculos que mantienen la fuerza, no logrará el objetivo importante de obtener un sistema locomotor saludable. Recuerde, usted debe tener fuerza y flexibilidad (equilibrio muscular), en los músculos de ambos lados de cada articulación. La mayoría de los niños van a tener una flexibilidad adecuada. La razón mayor por la que se evalúa esta área de condición física es para educar a los niños acerca de la importancia de la flexibilidad a como vayan creciendo.

FitnessGram Student Report

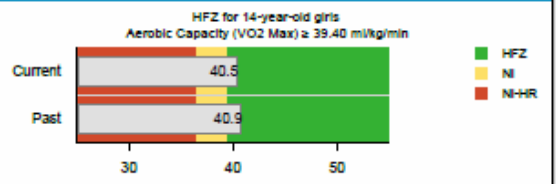
FITNESSGRAM®

Jogger, Jane (ID:24498)

Grade:	5 (Age: 14)
Teacher:	Teacher, Reporting
School:	FG Elementary School
District:	FG Demonstration District
Report Date:	8/21/2015

	Past	Current
Test Date:	8/31/2015	12/31/2015
Height:	5' 8"	5' 9"
Weight	125 lbs	132 lbs

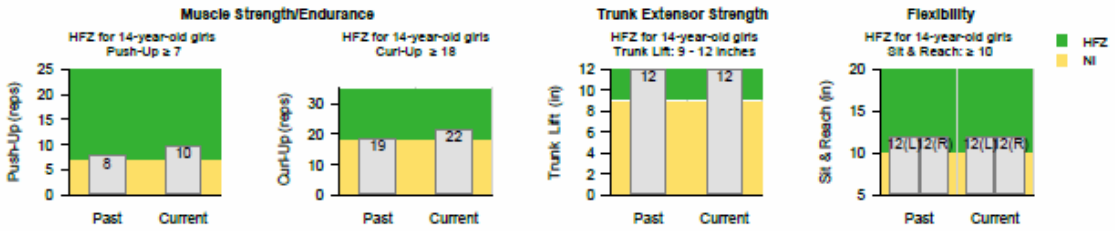
Aerobic Capacity



Current	20M Pacer (laps)	30
Past	20M Pacer (laps)	31

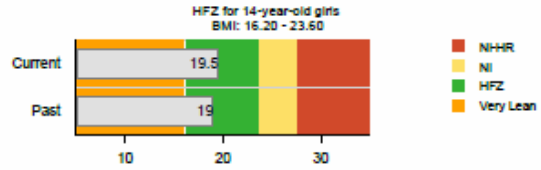
FGME-EA491- Congratulations! Your aerobic capacity is in the Healthy Fitness Zone and you are physically active most days. To maintain health and fitness, continue to participate in physical activities for at least 60 minutes each day. Keep your Body Mass Index (BMI) in the Healthy Fitness Zone.

Musculoskeletal Fitness



FGME-EA72- Your abdominal, trunk, and upper-body strength are all in the Healthy Fitness Zone. To maintain your fitness, be sure that your strength-training activities include exercises for all of these areas. Strength activities should be done at least 3 days per week.
FGME-EA86- Your flexibility is in the Healthy Fitness Zone. Maintain your flexibility by performing stretching exercises and some weight-bearing activity (e.g. running, hopping, jumping or dancing) at least 3 days each week to ensure good bone health.

Body Composition



FGME-EA58- Good news! Your body composition is in the Healthy Fitness Zone. To maintain this healthy level of body composition, remember to:
-Be active for at least 60 minutes every day.
-Limit screen time to less than 2 hours a day.
-Make healthy food choices including fresh fruits and vegetables.
-Limit fried foods, foods with added sugars and sugary drinks.

Physical Activity

Reported Activity/Past 7 Days	Days	Goal
Aerobic activity for a total of 60 minutes or more	7	7
Muscle strengthening activity	7	3
Bone strengthening activity	7	3

To be healthy and fit, it is important to do some physical activity for a total of 60 minutes or more daily. Aerobic exercise is good for your heart and body composition. Muscular and bone-strengthening exercises are good for your muscles and joints. A0
Congratulations! Your results suggest you are doing aerobic activity most or all days and some muscular and bone-strengthening exercises. Keep up the good work! A01

HFZ: Healthy Fitness Zone; NI: Needs Improvement; NI-HR: Needs Improvement - Health Risk

The Cooper Institute FitnessGram.net A program of Play60

¿Como puedo ayudar a mi hijo/a a mantenerse en forma y activo/a?

La filosofia de FITNESSGRAM deletrea HELP (AYUDA). Nosotros necesitamos su ayuda para promover actividades físicas y buen estado de salud para su niño/a. Si los padres valoran las actividades fisiscas y aconsejan a sus niños/as a que sean más activos regularmente, los niños/as entonces veran las actividades físicas como una parte importante de su vida diaria. Las siguientes ideas le ayudaran para aconsejar su niño/a a que se mantenga activo/a:

- Provea un área fuera de peligro para que su niño/a pueda jugar y tener la oportunidad de mantenerse activo/a.
- Provea equipos y materiales que le permitan a su niño/a mantenerse activo.
- Ponga limite en el tiempo que utilizan viendo television y el tiempo que usan en juegos de videos (especialmente despues de clase).
- Participe en actividades física con su niño/a.
- Ayude a su niño/a a desarroyar buenas habilidades fisica para que el/ella se pueda sentir importante.

Georgia Health Related

Fitness Assessment FitnessGram Talking Points for Teachers

When talking with parents, be sure to LISTEN first. Find out exactly what the parent wants to know or is concerned about and then answer their question. Don't go into all of the information in this document, just provide the information that specifically answers their question or concern. Another important resource for answering questions is the Frequently Asked Questions from the FitnessGram Training Manual.

Some parents are concerned about privacy of information. It is important to share that only the PE teacher and the parent has the child's data. The Department of Education does not have student identified information; only aggregate or combined data. It is also important to share how your ensure that the child's scores are kept private and confidential when you as the teacher assess. For example, you may want to mention that when height and weight is taken, it is done in a private area and all students stand on the scale backwards to ensure privacy.

In GA five areas of health-related fitness are measured using FitnessGram; aerobic capacity, upper body strength and endurance, flexibility, abdominal strength and endurance, and body composition. Body composition is measured using height and weight which then is converted to a Body Mass Index (BMI) score. Most physicians are now reporting BMI scores as percentiles.

Only health related fitness assessments are used in Georgia, meaning that only assessments that are related to a child's health (not skill) are measured.

All students are capable of attaining the healthy fitness zone in all fitness areas through regular physical activity. The Healthy Fitness Zone is based on criterion referenced standards as opposed to norm referenced standards. This means that the scores do not compare students to each other or reflect athletic ability. Instead the scores are based on age and gender appropriate levels of fitness needed for good overall health.

Health related fitness assessments have been a part of the Georgia Curriculum Standards and local school PE curriculums for over 30 years.

Body Mass Index in Georgia is not measured in isolation, but rather as one component of a health related fitness assessment. Results from the assessments are designed to provide students and parents with information on the overall health related fitness level of the student. Special consideration for privacy and respect is given to all students. Height and weight is measured privately and scores are confidential.

All fitness scores are only provided to the parent and the student's PE teacher. The State DOE only received consolidated data. They do not receive student level data.

What is Body Mass Index?

Body Mass Index (BMI) is a number calculated from a child's weight and height. BMI is a reliable indicator of body fatness for most children and teens. BMI does not measure body fat directly, but research has shown that BMI correlates to direct measures of body fat, such as underwater weighing and dual energy x-ray absorptiometry (DXA).[1] BMI can be considered an alternative for direct measures of body fat. Additionally, BMI is an inexpensive and easy-to-perform method of screening for weight categories that may lead to health problems.

What is a BMI percentile?

After BMI is calculated for children and teens, the BMI number is plotted on the CDC BMI-for-age growth charts (for either girls or boys) to obtain a percentile ranking. Percentiles are the most commonly used indicator to assess the size and growth patterns of individual children in the United States. The percentile indicates the relative position of the child's BMI number among children of the same sex and age. The growth charts show the weight status categories used with children and teens (underweight, healthy weight, overweight, and obese).

BMI-for-age weight status categories and the corresponding percentiles are shown in the following table.

Weight Status Category	Percentile Range
Underweight	Less than the 5th percentile
Healthy weight	5th percentile to less than the 85th percentile
Overweight	85th to less than the 95th percentile
Obese	Equal to or greater than the 95th percentile

How is BMI used with children and teens?

BMI is used as a screening tool to identify possible weight problems for children. CDC and the American Academy of Pediatrics (AAP) recommend the use of BMI to screen for overweight and obesity in children beginning at 2 years old.

For children, BMI is used to **SCREEN** for obesity, overweight, healthy weight, or underweight. However, BMI is not a diagnostic tool. For example, a child may have a high BMI for age and sex, but to determine if excess fat is a problem, a health care provider would need to perform further assessments. These assessments might include skinfold thickness measurements, evaluations of diet, physical activity, family history, and other appropriate health screenings. Often children and teens who are athletic have a higher BMI and other measures should obviously be used. It is also imperative that there be education of parents prior to these items being administered to all children. Something we have said repeatedly is that the first thing parents hear about the report should NOT be the paper being sent home. (This may be very important to get out to teachers and parents). I know we have said this in our trainings but so often we lose it in translation

Why can't healthy weight ranges be provided for children and teens?

Healthy weight ranges cannot be provided for children and teens for the following reasons:

- Healthy weight ranges change with each month of age for each sex.
- Healthy weight ranges change as height increases.

How can I tell if my child is overweight or obese?

CDC and the American Academy of Pediatrics (AAP) recommend the use of Body Mass Index (BMI) to screen for overweight and obesity in children and teens aged 2 through 19 years. Although BMI is used to screen for overweight and obesity in children and teens, **BMI is not a diagnostic tool.**

For example, a child who is relatively heavy may have a high BMI for his or her age. To determine whether the child has excess fat, further assessment would be needed. **Further assessment might include skinfold thickness measurements. To determine a counseling strategy, assessments of diet, health, and physical activity are needed.**

My two children have the same BMI values, but one is considered obese and the other is not. Why is that?

The interpretation of BMI-for-age varies by age and sex so if the children are not exactly the same age and of the same sex, the BMI numbers have different meanings. Calculating BMI-for-age for children of different ages and sexes may yield the same numeric result, but that number will fall at a different percentile for each child for one or both of the following reasons:

- The normal BMI-related changes that take place as children age and as growth occurs.
- The normal BMI-related differences between sexes.

[1]Mei Z, Grummer-Strawn LM, Pietrobelli A, Goulding A, Goran MI, Dietz WH. Validity of body mass index compared with other body-composition screening indexes for the assessment of body fatness in children and adolescents. *American Journal of Clinical Nutrition* 2002;7597–985.

[2]Freedman DS, Dietz WH, Srinivasan SR, Berenson GS. The relation of overweight to cardiovascular risk factors among children and adolescents: The Bogalusa Heart Study. *Pediatrics* 1999;103:1175–1182.

[3]Must A and Anderson SE. Effects of obesity on morbidity in children and adolescents. *Nutrition in Clinical Care* 2003;6(1):4–12.

[4]Whitaker RC, Wright JA, Pepe MS, Seidel KD, Dietz WH. Predicting obesity in young adulthood from childhood and parental obesity. *New England Journal of Medicine* 1997;37(13):869-873.

[5]Ferraro KF, Thorpe RJ Jr, Wilkinson JA. The life course of severe obesity: does childhood overweight matter? *Journal of Gerontology: Social Sciences* 2003;58B(2):S110-S119.

Sample Elementary School Fitness Newsletter

As a part of your child's P.E. program, _____ Elementary School is preparing to take part in the FITNESSGRAM physical fitness assessment. All students in grades K-5 will participate in this assessment. FITNESSGRAM was selected by the Georgia Department of Education because it measures only those areas of fitness related to the health of students. The areas of health related fitness include: cardiovascular endurance, muscular strength and endurance, flexibility and body composition. The following FITNESSGRAM fitness assessments will be used to measure the various areas of health-related fitness:

- *PACER or 1 mile run* (Cardiovascular)
- *Push-Up* (Upper Body Strength)
- *Body Mass Index* (Body Composition)
- *Curl-Up* (Abdominal Strength)
- *Back-Saver Sit and Reach* (Flexibility)

The *FITNESSGRAM* assessment does not compare your child to anyone else, nor does it measure skill or athletic performance.

Rather, it compares your child to health standards that have been established by researchers as the level of fitness all students should reach in order to attain health benefits.

After your child has completed the FITNESSGRAM you will receive a student report that includes the following:

- A brief explanation of each fitness assessment
- Details on the importance of each assessment
- The child's actual scores and the Healthy Fitness Zone (HFZ) for the child's gender and age
- An explanation of the HFZ and the student report

Please plan on using the student report as a tool to come up with ways to support your child in leading a healthy and active lifestyle. A few ways to support your elementary child include:

- Stress the importance fitness has on feeling good!
- Give your child equipment that encourages physical activity.
- Help your child identify a time and place for daily physical activity.
- Spend less time on screens (TV, video games, devices, etc.)
- Be a role model for your child.
- Teach your child games you enjoyed playing as a child.
- Praise and encourage your child to be active.
- Involve your child in after school or recreation programs within your community.

We are very excited about participating in FITNESSGRAM and hope you will support and help your child reach his/her potential. If you have any questions, please contact your child's physical education teacher or _____

Support Statement:

I pledge to support my child in his/her efforts to "Reach the Healthy Fitness Zone."

Parent Signature_____

*More about FITNESSGRAM can be found at http://www.cooperinstitute.org/fitnessgram. We encourage you to check it out!

Muestra de Carta de la Escuela Primaria sobre el Buen Estado Físico

Como parte del programa P.E. (Educación Física) de su niño/a, la Escuela Primaria _____, esta preparándose para participar

en la evaluación de buen estado físico FITNESSGRAM. Todos los estudiantes en los grados K – 5 estarán participando en esta evaluación comenzando en otoño del 2011. El FITNESSGRAM fue seleccionado por el Departamento de Educación de Georgia, ya que solamente mide esas áreas del estado físico relacionadas con la salud del estudiante. Las áreas de salud relacionadas con el estado físico incluyen: Resistencia cardiovascular, fuerza y resistencia muscular, flexibilidad y composición del cuerpo. Las siguientes evaluaciones del estado físico FITNESSGRAM serán usadas para medir las diferentes áreas del estado físico relacionado con la salud:

- *Carrera Progresiva de Resistencia o Correr Una Milla* (Cardiovascular)
- *Flexión de Brazos* (Fuerza de la parte de arriba del cuerpo)
- *Índice de Masa Corporal (Composición del Cuerpo)*
- *Abdominales* (Fuerza Abdominal)
- *Flexión del Tronco en Posici n de Sentado Conservando la Espalda*(Flexibilida d)

La evaluación de FITNESSGRAM no compara su niño/a con ningún otro. Tampoco mide las habilidades o rendimiento atlético.

Más bien, compara su niño/a con niveles de salud que han sido establecidos por investigaciones acerca del nivel de estado físico que todos los estudiantes deberían alcanzar para obtener beneficios de salud.

Después que su niño/a haya completado el FITNESSGRAM usted recibirá un reporte del estudiante que incluirá lo siguiente:

- Una breve explicación de cada evaluación del estado físico
- Detalles de la importancia de cada evaluación
- La puntuación actual del niño/a y la Zona de Buena Salud (HFZ) para el sexo y edad de su niño/a
- Una explicación de HFZ y del reporte del estudiante

Por favor use el reporte del estudiante como una herramienta para encontrar vías para apoyar a su niño/a en destacar un estilo de vida saludable y activo. Algunas formas para apoyar a su niño/a de escuela primaria pueden ser:

- ¡Enfatice la importancia que tiene el buen estado físico para sentirse bien!
- Déle a su niño/a equipo que lo estimule a la actividad física.
- Ayude a su niño/a a identificar diariamente un tiempo y lugar para actividad física.
- Use menos tiempo viendo T.V. y jugando juegos de video.
- Sea un ejemplo para su niño/a.
- Enséñele a su niño/a juegos que usted disfrutaba jugar cuando usted era niño/a.
- Elogie y anime a su niño/a para que sea activo.
- Involucre su niño/a en programas después de la escuela o recreativos en su comunidad.

Nosotros estamos muy emocionados por participar en FITNESSGRAM y esperamos que usted apoye y ayude a su niño/a alcanzar su potencial. Si usted tiene preguntas, por favor comuníquese con el/la maestro/a de educación física de su niño/a o con _____

Declaración de Apoyo:

Yo prometo ayudar a mi hijo/a en su esfuerzo para "Alcanzar la Zona de Estado Físico Saludable"

Firma del Padre _____

*****Información en la valides y responsabilidad en todas las evaluaciones de FITNESSGRAM pueden ser encontradas en www.fitnessgram.net bajo la sección titulada "Guía Referida." ¡Nosotros les animamos a que lo revise!

Sample Middle School/High School Fitness Newsletter

Our school is preparing to take part in the FITNESSGRAM physical fitness assessment. FITNESSGRAM was selected by the Georgia Department of Education because it measures only those areas of fitness related to the health of students. The areas of health related fitness include: cardiovascular endurance, muscular strength and endurance, flexibility and body composition. The following FITNESSGRAM fitness tests will be used to measure the various areas of health-related fitness:

- *PACER or 1 mile run* (Cardiovascular)
- *Push-Up* (Upper Body Strength)
- *Body Mass Index* (Body Composition)
- *Curl-Up* (Abdominal Strength)
- *Back-Saver Sit and Reach* (Flexibility)

The *FITNESSGRAM* Assessment does not compare your student to anyone else, nor does it measure skill or athletic performance.

Rather, it compares your student to health standards that have been established by researchers as the level of fitness all students should reach in order to attain health benefits.

After your son/daughter has completed the FITNESSGRAM, you will receive a student report that includes the following:

- A brief explanation of each fitness test
- Details on the importance of each assessment
- The students actual scores and the Healthy Fitness Zone (HFZ) for the child's gender and age
- An explanation of the HFZ and the student report

Please plan on using the student report as a tool to come up with ways to support your child in leading a healthy and active lifestyle. A few ways to support your middle or high school child include:

- Stress the importance fitness has on looking good and feeling good!
- Be positive about the physical activities in which your child participates and encourage them to be interested in new activities.
- Stress the positive relationship between fitness and academic achievement. (A fit student is a prepared learner!)
- Take young people to places where they can be active such as parks, community baseball fields or basketball courts.
- Encourage your student to spend less time on screens (TV, video games, devices, etc.).
- Be a role model to your child by telling them about your enjoyment of physical activity and its benefits.
- Praise and encouragement, rather than nagging, are more effective tools when motivating your child to be active.
- Involve your child in recreation and sports programs within your community.

We are very excited about participating in FITNESSGRAM and hope you will support and help your student reach his/her potential. If you have any questions, please contact your child's physical education teacher or

_____

Support Statement:

I pledge to support my student in his/her efforts to "Reach the Healthy Fitness Zone."

Parent Signature_____

*More about FITNESSGRAM can be found at http://www.cooperinstitute.org/fitnessgram. We encourage you to check it out!

Muestra de Carta de las Escuelas Intermedias/Superiores sobre el Buen Estado Físico

Como parte del programa de P.E. (Educación Física) de su niño/a, la Escuela Intermedia/Superior _____, esta preparándose para participar en la evaluación de buen estado físico FITNESSGRAM. Todos los estudiantes en los grados 6-8/9-12 estarán participando en esta evaluación comenzando en otoño del 2011. El FITNESSGRAM fue seleccionado por el Departamento de Educación de Georgia, ya que solamente mide esas áreas del estado físico relacionadas con la salud del estudiante. Las áreas de salud relacionadas con el estado físico incluyen: Resistencia cardiovascular, fuerza y resistencia muscular, flexibilidad y composición del cuerpo. Las siguientes evaluaciones del estado físico FITNESSGRAM serán usadas para medir las diferentes áreas del estado físico relacionado con la salud:

- *Carrera Progresiva de Resistencia o Correr Una Milla* (Cardiovascular)
- *Flexión de Brazos* (Fuerza de la parte de arriba del cuerpo)
- *Índice de Masa Corporal (Composición del Cuerpo)*
- *Abdominales* (Fuerza Abdominal)
- *Flexión del Tronco en Posición de Sentado Conservando la Espalda*(Flexibilidad)

La evaluación de FITNESSGRAM no compara su niño/a con ningún otro. Tampoco mide las habilidades o rendimiento atlético.

Más bien, compara su niño/a con niveles de salud que han sido establecidos por investigaciones acerca del nivel de estado físico que todos los estudiantes deberían alcanzar para obtener beneficios de salud.

Después de que su niño/a haya completado el FITNESSGRAM usted recibirá un reporte del estudiante que incluirá lo siguiente:

- Una breve explicación de cada evaluación del estado físico
- Detalles de la importancia de cada evaluación
- La puntuación actual del niño/a y la Zona de Buena Salud (HFZ) para el sexo y edad de su niño/a
- Una explicación de HFZ y del reporte del estudiante

Por favor use el reporte del estudiante como una herramienta para encontrar vías para apoyar a su niño/a en destacar un estilo de vida saludable y activo. Algunas formas para apoyar a su niño/a de escuela intermedia/superior pueden ser:

- ¡Enfatice la importancia que tiene el buen estado físico para lucir y sentirse bien!
- Sea positivo acerca de las actividades físicas en que su niño/a participa y estimúlelo/a a que se interese en nuevas actividades.
- ¡Enfatice la relación positiva que existe entre el buen estado de salud y los logros académicos! (¡Un estudiante en forma es un aprendiz preparado!)
- Lleve sus jóvenes a lugares donde ellos puedan mantenerse activos, tales como parques, campos de béisbol o canchas de basketball.
- Aconseje a su estudiante a usar menos tiempo viendo T.V. y jugando juegos de video.
- Sea un ejemplo para su niño/a al decirle a ellos/ellas acerca de cómo disfruta usted las actividades físicas y sus beneficios.
- El elogiar y animar, en vez de fastidiar, son herramientas más efectivas cuando motive a su niño/a que sea activo.
- Involucre a su niño/a en programas de recreación o deportes dentro de su comunidad.

Nosotros estamos muy emocionados por participar en FITNESSGRAM y esperamos que usted apoye y ayude a su niño/a alcanzar su potencial. Si usted tiene preguntas, por favor comuníquese con el/la maestro/a de educación física de su niño/a o con _____

Declaración de Apoyo:

Yo prometo ayudar a mi hijo/a en su esfuerzo para "Alcanzar la Zona de Estado Físico Saludable"

Firma del Padre _____

*Información en la valides y responsabilidad en todas las evaluaciones de FITNESSGRAM pueden ser encontradas en www.fitnessgram.net bajo la sección titulada "Guía Referida." ¡Nosotros les animamos a que lo rev

Sample Superintendent/Principal Letter

Dear Parent/Guardian:

As a part of your child's P.E. program, all schools throughout the state will be participating in the FITNESSGRAM fitness assessment which measures health-related fitness for youth.

The FITNESSGRAM physical fitness assessment measures aerobic capacity, muscular strength and endurance, flexibility, and body composition. We ask that you encourage your child to participate with his/her best effort and to the best of their ability. The FITNESSGRAM assessment is a measure of good health as opposed to athletic ability. Each student will be assessed using the following assessment components:

- PACER or One-Mile Run
- Push-Up
- Height/Weight
- Curl-Up
- Back-Sav er Sit and Reach

A confidential FITNESSGRAM report will be provided for each student to take home. This report will include your child's scores and information on the FITNESSGRAM Healthy Fitness Zones. The Healthy Fitness Zone represents the level of fitness needed for good health. The information on this private report will not be displayed or made public.

For more information regarding the FITNESSGRAM assessment, please refer to http://www.cooperinstitute.org/fitnessgram. If you have other questions, please contact your (district Health/P.E. Coordinator, other district contact, school principal, or schools physical education teacher).

Sincerely,

Superintendent/Principal

To help your child maintain a healthy weight, balance the calories your child consumes from foods and beverages with the calories your child uses through physical activity and normal growth.

Remember that the goal for overweight and obese children and teens is to reduce the rate of weight gain while allowing normal growth and development. Children and teens should NOT be placed on a weight reduction diet without the consultation of a health care provider.

Balancing Calories: Help Kids Develop Healthy Eating Habits

One part of balancing calories is to eat foods that provide adequate nutrition and an appropriate number of calories. You can help children learn to be aware of what they eat by developing healthy eating habits, looking for ways to make favorite dishes healthier, and reducing calorie-rich temptations.

Encourage healthy eating habits.

There's no great secret to healthy eating. To help your children and family develop healthy eating habits:

- Provide plenty of vegetables, fruits, and whole-grain products.
- Include low-fat or non-fat milk or dairy products.
- Choose lean meats, poultry, fish, lentils, and beans for protein.
- Serve reasonably-sized portions.
- Encourage your family to drink lots of water.
- Limit sugar-sweetened beverages.
- Limit consumption of sugar and saturated fat.

Remember that small changes every day can lead to a recipe for success!

For more information about nutrition, visit Finding Your Way to a Healthier You: Based on the Dietary Guidelines for Americans.(PDF-255K)

Look for ways to make favorite dishes healthier.

The recipes that you may prepare regularly, and that your family enjoys, with just a few changes can be healthier and just as satisfying. For new ideas about how to add more fruits and vegetables to your daily diet check out the recipe database from the FruitsandVeggiesMatter.gov. This database enables you to find tasty fruit and vegetable recipes that fit your needs.

Remove calorie-rich temptations!

Although everything can be enjoyed in moderation, reducing the calorie-rich temptations of high-fat and high-sugar, or salty snacks can also help your children develop healthy eating habits. Instead only allow your children to eat them sometimes, so that they truly will be treats! Here are examples of easy-to-prepare, low-fat and low-sugar treats that are 100 calories or less:

- A medium-size apple
- A medium-size banana
- 1 cup blueberries

- 1 cup grapes
- 1 cup carrots, broccoli, or bell peppers with 2 tbsp. hummus

Balancing Calories: Help Kids Stay Active

Another part of balancing calories is to engage in an appropriate amount of physical activity and avoid too much sedentary time. In addition to being fun for children and teens, regular physical activity has many health benefits, including:

- Strengthening bones
- Decreasing blood pressure
- Reducing stress and anxiety
- Increasing self-esteem
- Helping with weight management

Help kids stay active.

Children and teens should participate in at least 60 minutes of moderate intensity physical activity most days of the week, preferably daily.[11] Remember that children imitate adults. Start adding physical activity to your own daily routine and encourage your child to join you.

Some examples of moderate intensity physical activity include:

- Brisk walking
- Playing tag
- Jumping rope
- Playing soccer
- Swimming
- Dancing

Reduce sedentary time.

In addition to encouraging physical activity, help children avoid too much sedentary time. Although quiet time for reading and homework is fine, limit the time your children watch television, play video games, or surf the web to no more than 2 hours per day. Additionally, the American Academy of Pediatrics (AAP) does not recommend television viewing for children age 2 or younger.[12] Instead, encourage your children to find fun activities to do with family members or on their own that simply involve more activity.

Source: http://www.cdc.gov/healthyweight/children/index.html#prevention

Section 5

Tips for Success

Tips for Individual FITNESSGRAM® Test Items		
Test Item	Tips	Modifications for Students Who Are Disabled or Overweight
PACER	• Clearly mark lanes. • Have students assist in the evaluation by using score sheets provided in the FITNESSGRAM® Test Administration Manual. • Laminate the score sheets and have the students use dry erase markers for easy reuse.	Have students use outside lanes for safety.
Mile Run	• Give students a popsicle stick after each lap to ensure they complete the proper number of laps.	Have students reach a goal of number of laps with a peer.
Body Mass Index	• Recruit the school nurse to complete the BMI reading. • Have students stand backwards on the scale to ensure privacy and do not verbalize weight. • Conduct back-saver sit and reach immediately after this test as shoes are removed for both exercises.	If the student is too heavy for the scale request a reading from a physician.
Curl-up	• Teacher positioning is important to see all common errors (i.e., heels come up of the floor, head does no return to mat, and fingertips do not touch edge of measuring strip). • Use a yoga mat with double-sided velcro at the appropriate measurement for ease of set up.	Complete an alternate form of abdominal strength (i.e., standing knee lifts) and periodically repeat the same test to measure for student improvement.
90° Push-up	• Teacher positioning is important to see all common errors (i.e., 90° angle is not accomplished, back is not flat, knees touch floor). • Place an appropriate size foam ball under the chest to teach students where the 90° angle occurs.	Complete an alternate form of upper-body strength (i.e., wall push-ups) and periodically repeat the same test to measure student improvement.

Back-saver sit and reach	• Use multiple boxes to increase efficiency of time. • Make a modified box out of a milk crate, yard stick, and duct tape.	Complete an alternate form of flexibility (i.e., two leg sit and reach) and periodically repeat the same test to measure for student improvement.

Tips for Success PYFP

Tips for Planning/Implementing Effective Assessments:

- Conduct a Parent Fitness Night to introduce fitness test items and rationale. Let students teach and test their parents.
- Designate a period of time within the district in which all schools will fitness test This will help ensure that testing is completed in a timely fashion and that support is available if needed.
- Have paraprofessionals/volunteers engage students in a game or activity while the PE teacher administers pulls students and administers tests.
- If using volunteers…make sure they are trained in assessing the different fitness tests. If they are not, only use volunteers for support, not assessment.
- Allow students multiple opportunities to practice the fitness tests before assessing.
- Use a station set-up while testing to ensure that all students are active during PE class.
- When planning fitness testing, keep in mind all cadences are on one CD. If wanting to use stations, you need purchase additional CDs or use some other means for the cadence at the push-ups, curl-ups and PACER stations.
- Be sure to "READ IT, SHOW IT, DO IT and REVIEW IT." It is important that students hear the directions for each test, see it demonstrated correctly, practice it and review proper technique and common mistakes.

Tips for the PACER:

- Use poly spots, or other markers to mark off each lane for the runners.
- Use a gym scoreboard of volleyball flip charts to keep track of laps.
- Use a marker or hand signal for each runner as a visual cue for misses on the PACER.
- Use the PACER track without music if students are having trouble hearing and recognizing the beeps.
- Run the first few laps with your students, helping them to learn how to pace themselves.
- During some practice sessions, start the CD at a higher level rather than starting at the beginning of the CD. This will allow students to experience what the different levels feel like in terms of pacing.
- When introducing the PACER, possible have an adult run the PACER when first practicing…as this will help the students learn pacing.
- When testing the PACER, make sure to use a loud cd player/speaker system so that student can effectively hear the beeps.
- Try to group students with similar PACER scores together to be more time efficient.

Tips for Curl-Ups:

- Practice curl-up form frequently as it tends to be difficult to perform correctly and is different from the traditional sit up test.
- In an effort to test multiple students at once on the curl up, place velcro or tape the appropriate distance from the edge of a mat, so you can test more kids at once…and they can "feel" the correct distance.
- An innovative piece of equipment that can be used to teach the curl up is Novel Products Crunch-ster®.

Tips for Push-Ups:

- Use a sponge ball when teaching young students "the feel" of a 90^0 angle on the push up protocol. The sponge ball should be placed under the student's chest as an indicator that they have reached the desired 90^0 angle. Different sized sponge
- Practice push-up form frequently as it tends to be difficult for young students to learn.

Tips for Height and Weight:

- Consider asking the nurse to assist with recording height and weight data.
- Use mats as privacy dividers when measuring height and weight.
- Have students stand backwards on the scale when being weighed.
- Do not verbalize height or weight
- Because body composition is a sensitive issue, additional care should be taken to protect the privacy of children and to make them feel safe.

Tips for Back-Saver Sit and Reach:

- When measuring sit and reach make sure the foot line is at 9 inches and the measurement is recorded in inches.
- If you have two sit and reach boxes, the tester places himself/herself between the two boxes so they can test two students alternately. This helps decrease testing time.
- Be sure to place the sit and reach box against a wall so that it does not move during the test.

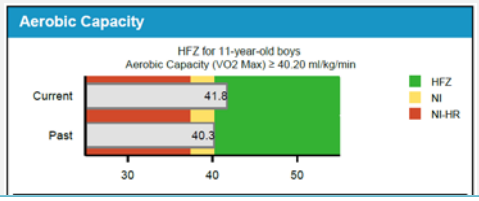
Top SmartCoach Resources

FG 101 Professional Development Course

Learn the "101" of FitnessGram® and test your knowledge in an interactive learning module. Learn about the resources that exist to incorporate the fitness education process into your physical education program.

Healthy Fitness Zone® Standards

Read through the Healthy Fitness Zone® Standards Overview so you will be able to explain the various zones to administrators, other staff members, parents and students.



Test Protocol Videos

Become familiar with the test protocol videos and then start practicing the test items with your students before test day.

- Aerobic Capacity: One-Mile Run, Walk Test and PACER
- Body Composition: Body Mass Index and Body Fat Percentage
- Muscular Strength and Endurance: Curl-Up, Flexed Arm Hang, Modified Pull- Up, Push-Up and Trunk Lift
- Flexibility: Back-Saver Sit and Reach and Shoulder Stretch

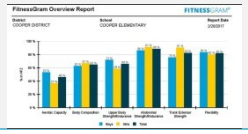
Cadences

Become familiar with the test cadences and then start practicing the test items with your classes before test day.

- 20-meter PACER Cadence
- 15-meter PACER Cadence
- Push-Up and Curl-Up Cadences

Report Descriptions

Data drives decisions. This help sheet provides you with an at-a-glance list of reports available in the software.



Ways to Integrate Fitness Assessment Practice/Adminstration into PE Lessons

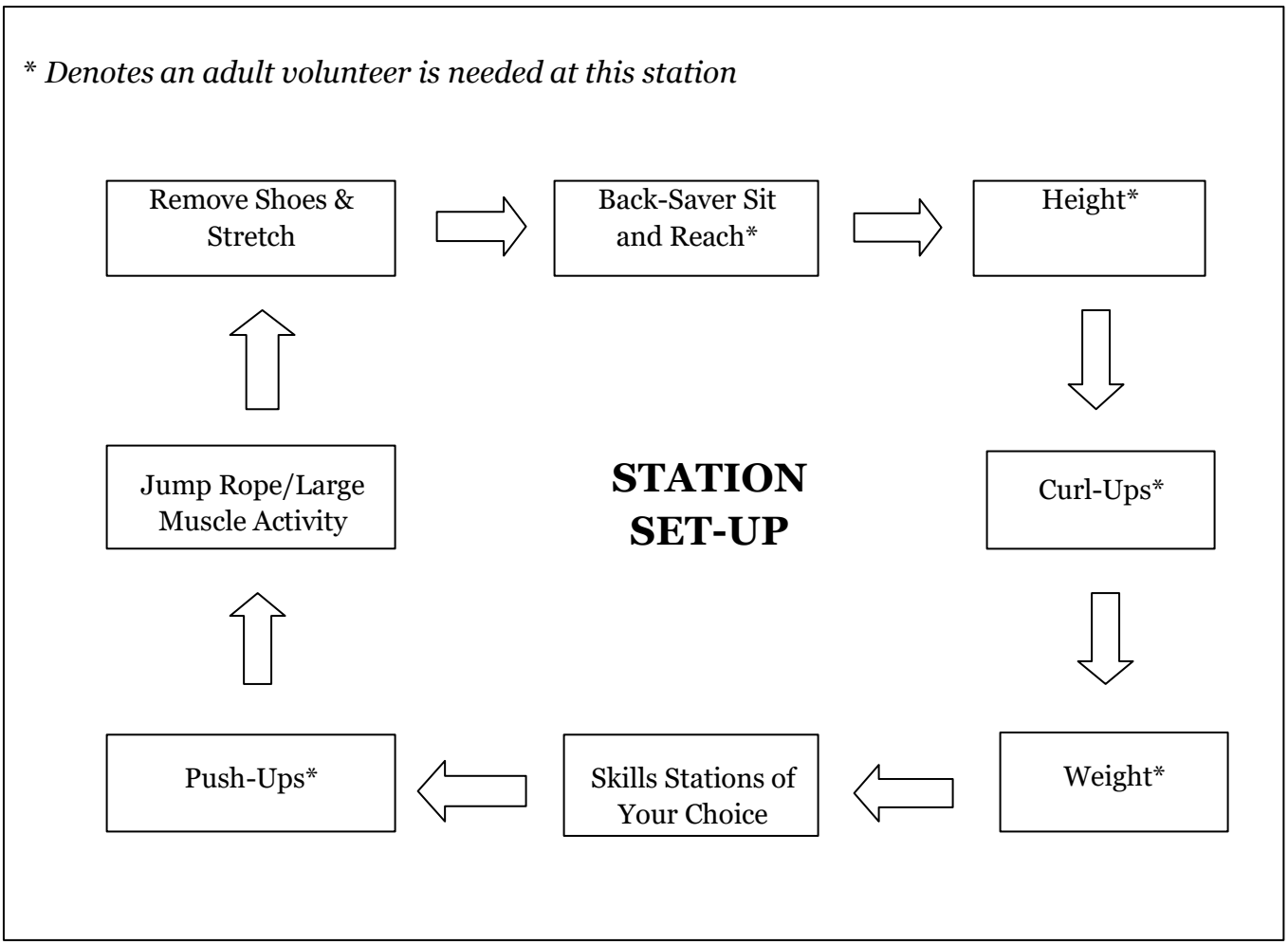
1. Use various tests as part of your warm-up.

2. When using stations or circuits, include various tests as stations or as a part of the circuit. (See the diagram below).

    a. This approach may require additional help/volunteers to assess all test components listed. You can also use this format to practice the test protocols. Replace the height and weight stations with skills or fitness stations.

    b. 8 station set-up will accommodate 32-40 students, with 4-5 students at each station.

    c. Students remain at designated station until signal to rotate is given. Signal is given when all test items have been finished (Back-Saver Sit and Reach, Height, Curl-Ups, Weight, and Push-Ups).

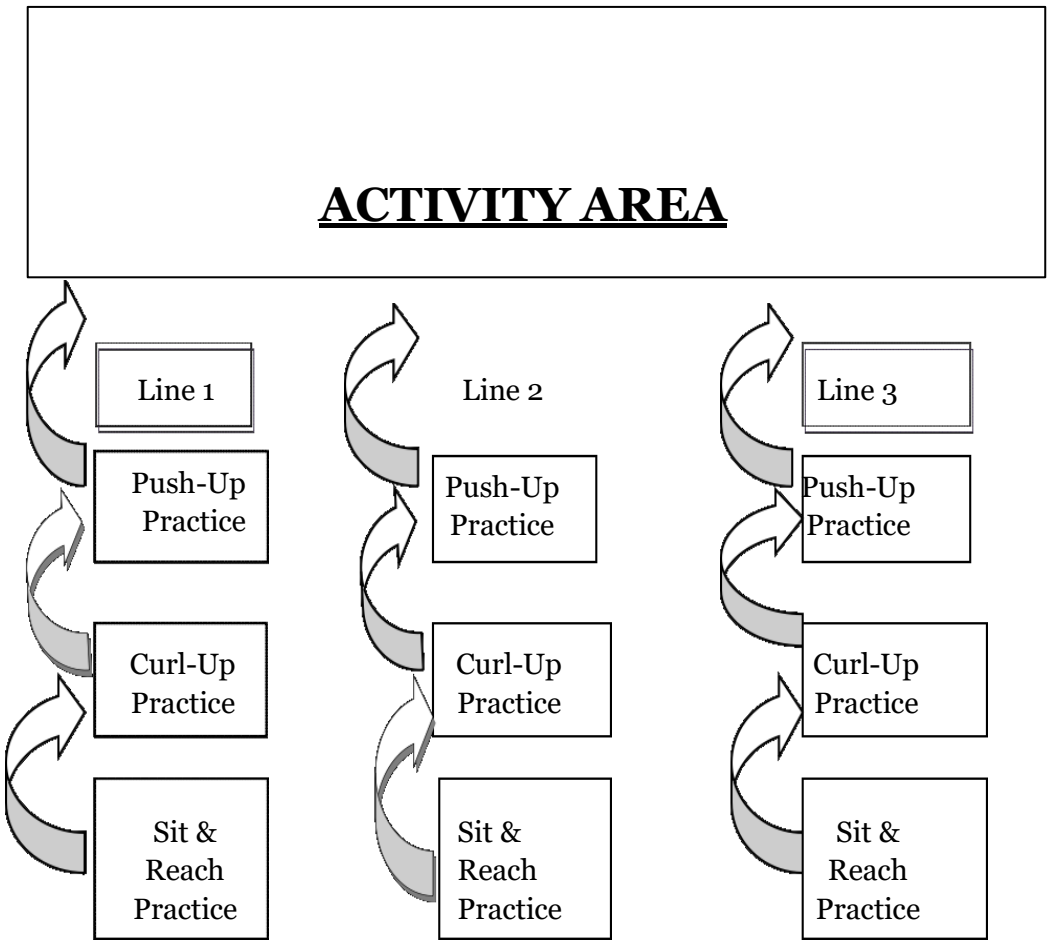


3. When doing an activity that requires students to wait in line, have the students who are waiting practice various test items.

    a. Carpet squares, mats, hoops etc. can be placed at their line position to make practice of test items safe and comfortable.

    b. Signs can be utilized to designate what activity is performed at each square.

    c. For example, 1st student waiting in each line performs push-ups; 2nd student waiting in line performs curl-ups, etc. (See picture below.)



Sample PACER Set-Up for a Class of 36-40

Divide class into 4 groups of 9-10. One group will be the runners; another group will be the counters, and the last two groups will be the observers. (See diagram below).

Have gym floor divided into 9-10 lanes for runners.

Have counters sit so that they can see both observers and their runner. The counter is responsible for keeping track of the number of laps completed.

Have observers sit on opposite ends far enough back from the line that they are out of the runner's way but still able to see the line. If the runner doesn't touch the line, the observer raises his/her hand to signal to the counter that the line was not touched.

When runners complete their assessment, have them walk to cool-down. Consider providing an additional PE activity for them to complete after cool down. This will help keep students active until all runners have finished.