

Revised September 1, 2017

2011

Alabama Physical Fitness Assessment

Test Administrator Manual



Thomas R. Bice
State Superintendent of Education
Alabama Department of Education



For information regarding the
2011 *Alabama Physical Education Instructional Guide*,
the 2009 *Alabama Course of Study: Physical Education*,
and other curriculum materials,
contact the Curriculum and Instruction Section,
Alabama Department of Education,
3345 Gordon Persons Building,
50 North Ripley Street, Montgomery, Alabama 36104;
or by mail to P.O. Box 302101, Montgomery, Alabama 36130-2101;
or by telephone at (334) 242-8059.

Thomas R. Bice, State Superintendent of Education
Alabama Department of Education

It is the official policy of the Alabama Department of Education that no person in Alabama shall, on the grounds of race, color, disability, sex, religion, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

Alabama Physical Fitness Assessment Administrator Manual



STATE SUPERINTENDENT OF EDUCATION'S MESSAGE

Dear Educator:

According to the Centers for Disease Control and Prevention, the number of obese children ages 6-11 has more than doubled in the past 20 years. In 2007, Alabama ranked in the bottom third of states regarding childhood obesity. These facts reinforce the need for students to become better informed regarding health issues and to become more physically active.

Research clearly suggests that health-risk behaviors such as physical inactivity and obesity are consistently linked to academic failure and often affect students' school attendance, test scores, and ability to pay attention in class. The Alabama Department of Education and the State Board of Education are committed to the improvement of health for all Alabama students.

Alabama's present physical fitness assessment tool, the President's Challenge, is a program designed by the President's Council on Fitness, Sports, and Nutrition. This norm-referenced test is based on data that has not been updated since 1984. Therefore, under the direction of the Alabama Department of Education in collaboration with the Alabama Department of Public Health, a statewide task force was appointed to develop a new criterion-referenced assessment. The new test, the Alabama Physical Fitness Assessment (APFA), will provide students, parents, and teachers with important information regarding student health status. The assessment is easily administered and will be cost-effective for all Alabama schools.

Thomas R. Bice
State Superintendent of Education

MEMBERS of the ALABAMA STATE BOARD OF EDUCATION

Governor Robert Bentley
President

District

I **Randy McKinney**
Vice President

II **Betty Peters**

III **Stephanie Bell**

IV **Yvette Richardson, Ed.D.**

V **Ella B. Bell**

VI **Charles E. Elliott, M.D.**

VII **Gary B. Warren**
President Pro Tem

VIII **Mary Scott Hunter**

State Superintendent of Education
Thomas R. Bice
Secretary and Executive Officer

Alabama Physical Fitness Assessment Administrator Manual Table of Contents

<u>PREFACE</u>	v
<u>ACKNOWLEDGMENTS</u>	vi
<u>INTRODUCTION</u>	1
<u>RATIONALE FOR PHYSICAL FITNESS TESTING IN ALABAMA</u>	2
<u>THE PHYSICALLY EDUCATED PERSON</u>	3
<u>TEST ADMINISTRATOR RESPONSIBILITIES</u>	4
<u>KEY QUESTIONS AND ANSWERS</u>	6
<u>ALABAMA PHYSICAL FITNESS ASSESSMENT COMPONENTS AND TEST ITEMS</u>	9
Aerobic Cardiovascular Endurance.....	10
One-Mile Run or Walk	10
20 Meter Shuttle Test	12
Muscular Strength/Endurance.....	14
90-Degree Push-Up	13
Abdominal Strength/Endurance.....	16
Partial Curl-Up	16
Flexibility.....	18
Back-Saver Sit-and-Reach	18
V Sit-and-Reach	20
<u>TESTING STUDENTS WITH SPECIAL NEEDS OR MEDICAL CONCERNS</u> ...	22
<u>HEALTH-RELATED FITNESS ZONES</u>	25
Performance Ranges for Health-Related Fitness Zones	26
<u>DATA COLLECTION AND REPORT FORMS</u>	28
Class Record Form	29
IEP/504 Plan Accommodation and/or Modification Checklist	30
Sample 20 Meter Shuttle Test Score Sheet	31
Student Feedback Report	32
<u>APPENDIX A. Sample Letter to Parents</u>	33
<u>APPENDIX B. Confidentiality Agreement</u>	34
<u>APPENDIX C. Student Awards</u>	35
<u>APPENDIX D. Resources</u>	40
<u>BIBLIOGRAPHY</u>	43

Preface

The 2011 *Alabama Physical Fitness Assessment Test Administrator Manual* is designed to assist physical education teachers as they plan for and administer the Alabama Physical Fitness Assessment (APFA) examination. The manual is the result of a project made possible through support from a stimulus grant written by the Alabama Department of Public Health and funded by the Centers for Disease Control and Prevention. The document was developed during the spring of 2010 by the Quality Physical Education Task Force, appointed by the State Superintendent of Education. When appointed, the Task Force was charged with the responsibility to:

- Define quality physical education for Alabama students,
- Develop a state-specific physical fitness assessment for all Alabama students,
- Develop a test administrator's manual to accompany the state physical fitness assessment, and
- Develop a companion instructional guide to the [2009 Alabama Course of Study: Physical Education](#).

Based on the current need to promote both health and physical fitness of Alabama students, the Task Force researched information from several professional physical education documents, including various national and international physical fitness assessments. This extensive review included an in-depth study of the President's Council on Fitness, Sports, and Nutrition's President's Challenge; The Cooper Institute's *FITNESSGRAM/ACTIVITYGRAM Test Administration Manual, Fourth Edition*; and the Connecticut Department of Education's *The Third Generation: Connecticut Physical Fitness Assessment Test Administrator's Manual*. These references as well as others are included in Appendix D and in the Bibliography of this document.

Acknowledgments

This document was developed by the 2010 Quality Physical Education Task Force composed of early childhood, intermediate school, middle school, high school, and college educators; parents; and business and professional persons appointed by the Alabama State Superintendent of Education. The Task Force began work in March 2010 and submitted the document to the Alabama Department of Education in October 2011.

Quality Physical Education Task Force Members

Henry Williford, Ph.D., Professor and Department Chairperson, Auburn University at Montgomery, 2010 Quality Physical Education Task Force Chairperson

Phillip S. Baker, Superintendent, Tallapoosa County Board of Education

Phillip A. Bishop, Ed.D., Professor, The University of Alabama

Wendy L. Cowan, Ph.D., Assistant Professor, Athens State University

Susan O. Crittenden, Teacher, Belgreen High School, Franklin County Board of Education

Bertram L. Crum, Teacher, Tipton Durant Middle School, Dallas County Board of Education

Eric P. Currington, Teacher, Smiths Station Intermediate School, Lee County Board of Education

Patricia S. Ethridge, Teacher, Rockwell Elementary School, Baldwin County Board of Education

Flavia P. Freeney, Teacher, Millbrook Middle Junior High School, Elmore County Board of Education

Curtis Graves, Jr., Teacher, Central High School, Tuscaloosa City Board of Education

Jack Hataway, M.D., Retired, Alabama Department of Public Health

Amanda M. Hayes, Teacher, Hewitt Trussville Middle School, Trussville City Board of Education

Venard Hendrix, Teacher, Athens High School, Athens City Board of Education

Lee A. Hicks, Principal, Prattville High School, Autauga County Board of Education

Sherri L. Huff, Ed.D., Program Specialist, Birmingham City Board of Education

Allison J. Jackson, Parent, Shelby County

Michael Jackson, President, The DuBois Institute for Entrepreneurship, Incorporated.

Glenda James, Parent, Sumter County

Judy H. Kinard, Teacher, Robert E. Lee Primary School, Mobile County Board of Education

Janet C. Long, Teacher, Children's Center, Montgomery County Board of Education

Jimmy C. Mathews, Administrative Assistant to the Superintendent, Troy City Board of Education

Mathew Mooneyham, Teacher, John Sparkman School, Morgan County Board of Education

Steven F. Pugh, Ph.D., Associate Professor, University of South Alabama

Alastair Stevenson, Teacher, Ella Grant Elementary School, Mobile County Board of Education

Wesley C. Taff, Teacher, Phenix City Elementary School, Phenix City Board of Education

Leslie A. Thorn, Teacher, Forest Hills Elementary School, Florence City Board of Education

Consultants to the Task Force during the development of the document were:

Laurie Eldridge Auffant, Public Health Education Manager, Nutrition and Physical Activity Division, Alabama Department of Public Health;
Connie O. Dacus, Instructor, Alabama State University;
Penny E. Edwards, Alabama Relationship Manager, Alliance for a Healthier Generation;
Ronnie Floyd, Director, Alabama Governor's Commission on Physical Fitness;
Miriam Gaines, Nutrition and Physical Activity Director, Alabama Department of Public Health;
Kristi S. Menear, Ph.D., Associate Professor, The University of Alabama at Birmingham;
Whitney Cox-Pinkston, Nutritionist, RD LD, Nutrition and Physical Activity Division, Alabama Department of Public Health; and
Bonnie A. Spear, Ph.D., Professor, The University of Alabama at Birmingham.

Alabama Department of Education personnel who managed the development process were:

Sherrill W. Parris, Deputy State Superintendent for Instructional Services;
Julie P. Hannah, Ph.D., Director, Office of Student Learning
Cynthia C. Brown, Director, Curriculum Section
Susan B. Davis, Ed.D., Administrator, State Courses of Study, Curriculum and Instruction.

The Alabama Department of Education program specialist who assisted the Task Force in developing the document was:

Nancy M. Ray, Physical Education and Health Specialist, Curriculum Section.

Alabama Department of Education process specialists who assisted the Task Force in developing the document were:

Charlie Jackson, Education Specialist, Special Education Services;
Cynthia Lester, Education Specialist, Special Education Services;
Ginger Montgomery, Education Specialist, Curriculum Section; and
Sherry Marbury, Nurse Administrator, Prevention and Support Services.

Susan J. Blankenship, Education Specialist (retired), Alabama Department of Education, edited and proofread the document.

Alabama Department of Public Health, Video Communications Division filmed and produced the video demonstrations.

Alabama State University Department of Communications produced and recorded the cadences.

Alabama Physical Fitness Assessment

Introduction

As part of a comprehensive, quality physical education program, every student enrolled in physical education in [Grades 2-12](#) will participate in the new Alabama Physical Fitness Assessment (APFA). This assessment focuses on health-related fitness, which is linked to fitness components that may lower student health risks such as high blood pressure, diabetes, and lower back pain. The APFA is designed to comprehensively assess the health and physical fitness of all Alabama students. This assessment, which is criterion-referenced, targets achieving and maintaining a healthy level of fitness in the areas of Aerobic Cardiovascular Endurance, Muscular Strength/Endurance, Abdominal Strength/Endurance, and Flexibility. The assessment will better allow teachers to:

- Monitor and assist students in improving overall health and fitness;
- Identify student strengths and weaknesses regarding overall health and physical fitness, including development of individual improvement programs;
- Communicate with students and parents about student fitness status; and
- Generate data for tracking student health-related fitness at school, district, and state levels.

The [2009 Alabama Course of Study: Physical Education](#) provides the framework for the Grades K-12 physical education program in Alabama's public schools. Content standards in the course of study are organized into four strands—Skill Development, Cognitive Development, Social Development, and Physical Activity and Health. Teaching the Physical Activity and Health strand should be the driving force for physical education teachers as they prepare students for the APFA. This strand states that a student “*participates regularly in physical activity*” and “*achieves and maintains a health-enhancing level of physical fitness.*” The development of fitness, especially aerobic capacity and strength of the lower back and abdominal area, is essential to lowering both the risk of disease as well as health care costs for the present and for the future. Physical activity leads to physical fitness, and physically active or fit children are more likely to become physically active or fit adults.

Rationale for Physical Fitness Assessment in Alabama

Data collected by the Alabama Department of Education and the Centers for Disease Control and Prevention indicate that Alabama youth are inactive compared to youth from other states. The 2009 Youth Risk Behavior Survey found that 63 percent of Alabama students are not physically active for a total of at least 60 minutes per day on five or more days per week, and 68 percent do not attend physical education classes on a daily basis. Alabama ranks in the bottom 10 percent when activity profiles of Alabama youth are compared to those of other states.

Hypertension and diabetes are health-related diseases associated with Alabama youth. The Alabama Department of Public Health has identified a significant number of Alabama adolescents with both high systolic and diastolic blood pressures. Type II diabetes has been diagnosed in Alabama children as young as six years of age, and in Alabama there has been a significant overall increase in Type II diabetes. Hypertension, Type II diabetes, and overweight profiles are all related to lack of physical activity and are significantly related to poor physical fitness profiles.

Numerous organizations have recommended increased physical activity due to the epidemic trend in overweight children and adolescents. The American Heart Association, the American College of Sports Medicine, the Institute of Medicine, the United States Department of Health and Human Services, the United States Surgeon General, Action for Healthy Kids, the Centers for Disease Control and Prevention, and numerous other health-related agencies are calling for increased physical activity for adolescents and youth. The general consensus of these agencies is that youth need a minimum of 60 to 90 minutes of physical activity per day with at least 30 minutes of vigorous activity.

From 2005 to 2010 there have been numerous discussions in Alabama related to what should be required of physical education teachers and students regarding quality physical fitness assessment. The 2010 Quality Physical Education Task Force was assigned the responsibility to define quality physical education for Alabama students and to develop a new physical fitness assessment and accompanying administrator's manual as well as design an instructional guide for the 2009 *Alabama Course of Study: Physical Education*. To determine validity and reliability, the new Alabama Physical Fitness Assessment (APFA) was piloted in eight schools throughout the state representing the eight State Board of Education districts.

The Physically Educated Person

The physically educated person is one who is knowledgeable of the importance of regular participation in various physical activities that promote good health habits and the maintenance of a healthy level of fitness. To pursue a lifetime of healthful physical activity, a physically educated person:

- Possesses skills necessary to engage in a variety of physical activities,
- Demonstrates physical fitness,
- Participates regularly in physical activity,
- Recognizes implications and benefits of participation in physical activities, and
- Considers physical activity an important component of a healthful lifestyle.

Physical fitness is the result of a balance of activities provided in physical education programs at school and supported by family and other community activities outside of school. The Alabama Physical Fitness Assessment (APFA) components and test items can be practiced at home with a minimum of adult supervision. Practicing at home initiates the opportunity for parents and students to exercise and be physically active together, making fitness a family activity.

Test Administrator Responsibilities

Overview

The organization and administration of the testing session of the Alabama Physical Fitness Assessment (APFA) is the responsibility of the physical education teacher. Teachers must be trained in the administration of the APFA to ensure maximum consistency, accuracy, and efficiency in test administration procedures. Teacher responsibilities include activities to be performed prior to testing, testing reminders, testing protocol, and testing exceptions.

Prior to Testing

- Maintain optimum testing conditions by inspecting and arranging the testing area to make certain it is safe and free from obstruction.
- View in advance the appropriate fitness testing video that demonstrates proper positioning for the administration of fitness test items.
- Arrange for assistance, facility use, and other special scheduling as needed.
- Standardize equipment, including checking calibrations and measurements to achieve consistency and accuracy.
- Check all equipment to be used such as audiotapes, metronomes, or software to ensure proper functioning.
- Make arrangements for back-up equipment.
- Make copies of all necessary reporting forms, checklists, and score sheets to be used in data collection.
- Record students' ages according to age on first day of testing.
- Use the [Sample Letter to Parents located in Appendix A](#) of this document to inform parents and guardians regarding the assessment, including testing dates.
- Provide students with adequate instruction and practice time regarding techniques necessary for proper performance of test items.
- Require students to perform appropriate warm-up exercises *immediately* before each individual fitness test item.
- Plan for accommodations or modifications.
- Have all persons administering or helping to administer the APFA sign and return to the school principal the [Confidentiality Agreement](#) found in Appendix B of this document.

Testing Reminders

- Arrange testing area so it is safe and free from obstruction. Though it is impossible to avoid all variables such as wind or exact condition of all parts of running surfaces, it is expected that physical education teachers will make every effort to have an optimal testing environment in order to achieve accurate and consistent data.
- Schedule outdoor testing only on days when the temperature, humidity, and air quality are at acceptable health levels. The physical education teacher or school administrator should consult with the school nurse regarding testing outdoors during extreme weather.

- Administer test items in an order best suited for students. More than one test item may be administered during any one session.
- Inform students that they are not allowed to repeat test items to achieve better scores.
- Train any volunteers who may be assisting with testing.
- Require students to perform appropriate cool-down exercises *immediately* following the one-mile run or 20 meter shuttle test. Students should continue moving at a slower pace once the test item has been completed.
- Note that students are not allowed to serve as scorers of other students' test performance; however, well-trained students may assist during instruction and test practice.

Testing Protocol

- Establish a positive environment by avoiding the use of the fitness assessment as a form of discipline or punishment.
- Allow students ample opportunities to practice and train for the test.
- Teach students to encourage each other.
- Maintain a zero tolerance policy regarding students ridiculing other students.
- Test in an environment where students feel comfortable and will put forth their best effort.
- Use test results to help students set reasonable fitness goals for the future.
- [Avoid assigning academic grades for fitness testing.](#)
- Avoid posting of test results for other students to see.
- Avoid using test as an elimination game or activity.

Testing Exceptions

- If a student is pregnant, it is highly recommended that the student not perform any component of the fitness test. This exception should be coded on the appropriate form(s) as a medical exemption (ME).
- If a student has a medical concern, proper documentation from the attending physician must be on file with the school. This exception should be coded on the appropriate form(s) as a medical exemption (ME).
- [If a student has an Individual Education Plan \(IEP\) or 504 Plan, accommodations for test items may be provided.](#)
- If a student does not fall into one of the above categories, he or she is expected to perform all components and test items of the APFA. If a student refuses to perform any test item, the student is considered to be noncompliant. This situation should be coded on the appropriate form(s) as noncompliant (NC).

Key Questions and Answers

Q. Is fitness testing required?

A. Yes. Pursuant to the *Alabama Administrative Code 290-3-2*
(ii) The Alabama Physical Fitness Assessment must be administered to Grade 2-12 students, including students who receive exemptions from the State Superintendent of Education. Fitness data must be reported to the State Department of Education (SDE).

Q. How often is fitness testing required and the testing scores reported?

A. Every year. (See page 7.)

Q. Who will be tested on the Alabama Physical Fitness Assessment (APFA)?

A. Grade 2-12 students who are:

- enrolled in any physical education class that they receive a grade must be tested and their data posted in INow Health. (e.g. students taking physical education electives)
- who have physical education waivers (a granted waiver from the State Superintendent of Education) to substitute marching band (including majorettes, dance team, flag corps), and athletics (including cheerleading) must be tested and their data posted in INow Health.
- JROTC students their data reported in INow Health.

Q. Who may administer the test items?

A. A physical educator trained in APFA test administration must conduct the testing.

Q. Who may post scores into [INow Health](#)?

A. INow Health is password protected; therefore only the teacher who has administered the fitness assessment, and is the teacher on record who awards an academic grade for the student may post scores into INow Health. Other teachers may not post scores into INow for other teachers. . (Alabama State Board of Education Resolution Data Use and Governance Policy, adopted 10/10/2013).

Q. Who may be trained to assist with the fitness assessment?

A. The following persons may be trained to assist with the fitness assessment:

- Special education aides who accompany students to physical education class;
- Physical education aides;
- Parent volunteers, college students, classroom teachers, and administrators;
- or
- Other personnel designated by the school principal.

Q. When will testing occur for Grades 2-12 students?

A. Testing will occur for Grades 2-12 students at the following times:

- Pretesting will occur on or after October 1 to December 15 with results posted into INow Health by January 1 of every year.
- Post testing will occur on or after March 1 to May 15 with results posted into INow Health by June 1 of every year.
- Testing for students on block scheduling will occur during the semester in which the student is enrolled in a physical education class. Results for fall and spring semesters must be posted into INow Health June 1. No email notification or hard copies need to be sent to the State Department of Education.

- Q: Which grades are not to be tested?**
A: Grades K and 1 are not to be tested. During Grades K and 1, instruction should focus on development of motor and locomotor skills. At this age, student skill level is not sufficiently developed to allow students to master or understand fitness testing. During Grade 1, instruction should focus on students' becoming familiar with fitness test items and skills by allowing students to practice fitness test items.
- Q: What is the testing procedure for Grade 2 students who are seven years old?**
A: All Grade 2 students are to be administered the fitness assessment regardless of their age. Report only the Grade 2 students who are 8 years old. When these students are 8 years old in Grade 3 will be their first reporting year.
- Q: What is the testing procedure for an eight-year-old student in Grade 1?**
A: Do not single out students who are 8 years old in Grade K or 1. Wait until these students are in Grade 2 to assess and report.
- Q: Should the fitness score be included on the student's academic report card?**
A: No, but results must be placed on [INOW Health](#) by the required dates.
- Q: Should an academic grade be assigned for the APFA?**
A: No, assigning an academic grade for the APFA would be an inappropriate practice.
- Q: Why is the shuttle run not included in testing?**
A: Agility is not a component of health-related fitness and is not to be reported as part of the APFA; however, teachers may elect to include additional fitness assessment items. The addition of these items will not be reported to the state or inserted into STI/INOW.
- Q: Does the [Confidentially Agreement](#) have to be signed and given to principals every academic year?**
A: Yes.
- Q: Why have the standards decreased for male and female students from the percentiles for the President's Challenge Fitness Test?**
A: The Alabama Fitness Assessment is a new test based on the Presidential Health Fitness Test and the FitnessGram. The test is criterion-referenced and is not based on percentile scores. The criterion values are based on health-related standards. If students score below the Healthy Fitness Zone they may be at potential risk for future health-related fitness problems. Use the [charts in the Alabama Fitness Test Manual](#), not the Presidential Fitness Test Manual.
- Q: What is the procedure for students who move away or into a school during testing?**
A: If time permits, teachers may choose to allow the student to make up test components, or code the student as NT (Not Tested). If this code is utilized a brief reason must be indicated in the note section in INow Health. E.g., Student was enrolled as a new student during testing.
- Q: Once the test data is posted into INow Health can student's fitness data be tracked from year-t0-year?**
A: Fitness test data becomes part of the student's health record and will follow them to any public school in Alabama and allows teachers to track progress.

Reporting Information

Q: What testing data for students from which grades should be reported to the Alabama Department of Education?

A: Test data for students in Grades 2-12, including students with physical education waivers and students enrolled in physical education electives, must be posted into INow Health.

Q: How, when, and by whom will test data be reported?

A: Reporting procedures:

- Teachers must post individual student scores on the [Information Now \(INow\) Health Data Base](#).
- Only the physical education teacher who administered the fitness assessment for students on their class rolls is allowed to post scores in INow Health.
- Deadline to post testing data for fall (pretest) scores is January 1 of each year, and spring (posttest) is June 1 of every year. (Alabama State Board of Education Resolution Data Use and Governance Policy, adopted 10/10/2013).

Q: Who should receive the Student Feedback Report?

A: Parents and students should receive the Student Feedback Report, and may access their child's scores through the parent portal of INow.

Q: May the test be modified to accommodate special needs students?

A: Yes, as long as there is physical education goals stated in the IEP, and the IEP team has met with the physical education teacher to discuss modifications and accommodations. Teachers are encouraged to meet with the IEP team prior to testing and be familiar with the IEP prior to testing.

Special Needs and 504 Student Information

Q: Are provisions available for student exemptions from the APFA?

A: Yes. [Exemptions](#) may be made for students in the situations listed below. In addition, it is highly recommended that pregnant students not perform any component of the fitness test.

- Individual Education Plans (IEPs) or 504 Plans that specify nonparticipation in physical education, or
- Medical exemptions on file with the school nurse or principal for certain conditions such as broken bones or illness.

Sit-and-Reach/V-sit Information

Q: Why are the V-sit and the sit-and-reach tests considered important in determining if a student is healthy?

A: Flexibility is a major component of health-related fitness. The research data shows that poor flexibility can be associated with a number of health problems. It is important for students to maintain an appropriate level of flexibility. As students get older, they tend to lose flexibility, and tasks such as tying shoes and getting in and out of cars and the bath may become difficult without assistance. It is very important for physical education teachers to help students learn about the importance of flexibility training and to work on flexibility in their classes.

Q: Why have the standards increased on the V-sit and sit and reach test for male and female students from the percentiles on the President's Challenge Fitness Test?

A: The V-sit and reach test in the Alabama test is based on health-related fitness standards and is a criterion test as compared to a norm referenced percentile test. The Alabama test does not use percentiles since it is a criterion test. The traditional Presidential Fitness Test uses percentiles such as the 85th percentile as standards for receiving awards. The Alabama test uses a health-related criterion flexibility test and is based on a Healthy Fitness Zone and a Needs Improvement Zone. The goal is for students to score

in the Healthy Fitness Zone for flexibility. For this test there is no High Fitness Zone. Feet are established at the 18 inch mark on the yard stick, and for every inch above 18 inches they score +1 inch. One inch below the 18-inch mark would be –1 inch.

Q: Why is there no high fitness zone (HFZ) for the flexibility component ([V-sit, Sit and Reach](#))?

A: It is well established that individuals need a minimal level of flexibility. A review of the literature found that additional amounts of flexibility do not necessarily improve your health-related status. Individuals who are hyper-mobile are not necessarily more physically fit than someone who scores in the healthy fitness zone. The goal is for students to have a healthy level of flexibility; however, individuals are not discouraged from having high levels of flexibility which may be important for performance in activities such as cheerleading, gymnastics, weight training, dance, and martial arts.

Push-up Information

Q: Why do boys have to improve in the push-up test as they age but not girls?

A: As boys get older, they go through puberty and increase their muscular strength and endurance. When girls reach puberty they tend not to increase strength levels and have to work against increases in percent body fat. Physiologically boys should increase their number of push-ups. It is important for girls to be able to maintain their strength and work on increases; however, traditionally we do not see increases in strength in girls as they age.

20 Meter Shuttle Test /Mile Information

Q: If a teacher tests in both the mile and 20 meter shuttle test and a student scores better on one test than on the other, can the better score be recorded?

A: Yes, if time is available and does not take away from quality instruction, the teacher may test both on the 20 meter shuttle test and the mile to provide the student with the best results. The goal is to provide students with the best results possible. Fitness testing should be motivational, and sometimes students have a difficult time in pacing during the mile run. The 20 meter shuttle test helps students work at a prescribed pace. They both measure cardiovascular fitness, but a student will not likely score exactly the same on both tests based on the predication of cardiovascular fitness.

Q: Why is there a significant difference in the number of laps girls are required to perform compared to boys on the 20 meter shuttle test?

A: Several studies have been done looking at comparisons between boys and girls and the 20 meter shuttle test vs. the mile run. The research shows differences for boys and girls and mile run vs. 20 meter shuttle test. The Fitness Gram evaluated hundreds of students and established the criterion scores. Our scores are based on Fitness Gram scores and research related to the Fitness Gram. For younger students, you are encouraged to use the 20 meter shuttle test, since younger students may have a difficult time in pacing themselves. Either test is appropriate in terms of measuring cardiovascular fitness. Both tend to have acceptable validity and reliability as field test items.

Certificate Information

Q. Where can I order free Governor and Superintendent Certificates?

A. The deadline to order certificates each year is April 15. Refer to [Appendix C](#) (page 36) for ordering information.

Alabama Physical Fitness Assessment Components and Test Items

The Alabama Physical Fitness Assessment (APFA) includes a variety of health-related physical fitness tests designed to assess students according to fitness levels in five component areas, including Aerobic Cardiovascular Endurance, Muscular Strength/Endurance, Abdominal Strength/Endurance, and Flexibility. The assessment component areas are highlighted in the shaded areas in the illustration below, and the test items are listed below each component area. A detailed description of the assessment components and test items is included on the pages that follow.

Aerobic Cardiovascular Endurance

- One-Mile Run or Walk or 20 Meter Shuttle Test



Muscular Strength/Endurance

- 90-Degree Push-Up



Abdominal Strength/Endurance

- Partial Curl-Up



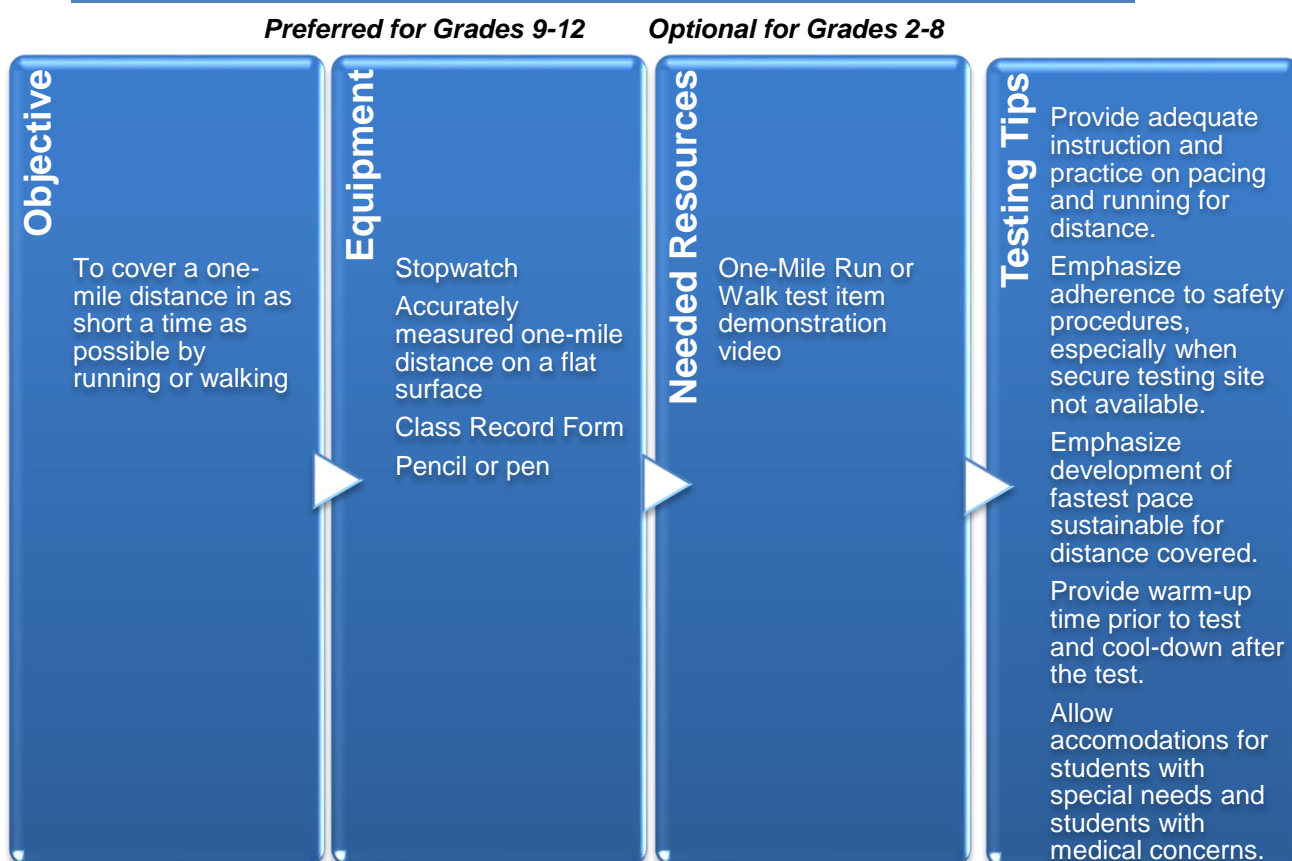
Flexibility

- Back-Saver Sit-and-Reach or V Sit-and-Reach



AEROBIC CARDIOVASCULAR ENDURANCE

One-Mile Run or Walk*



One-Mile Run or Walk Course Layout

The one-mile run or walk may be performed on any flat surface that measures one mile in length. The course may be laid out in any shape that uses the area as efficiently as possible, maximizes straight-way running, and minimizes corners or turns. It may be necessary to lay out a course around the perimeter of the school property or around the school building. Use of a measuring wheel or tape will ensure accuracy. Pacing-out an estimated mile is neither accurate nor acceptable. There are 5,280 feet or 1,760 yards in one mile.

- A 440-yard track will require students to run four laps to complete one mile.
- An area marked off with 55 yards on each of all four sides will require students to run eight laps to complete one mile.
 - ✓ One lap equals 220 yards or 55 yards x 4 sides.
 - ✓ Eight laps equal 1,760 yards or 2 x 220 yards x 4 sides.
- An area marked off with 27.5 yards on each of all four sides will require students to run 16 laps to complete one mile.
 - ✓ One lap equals 110 yards or 27.5 yards x 4 sides.
 - ✓ Sixteen laps equal 1,760 yards or 4 x 110 yards x 4 sides

*If used in pretest, must be used in posttest.

One-Mile Run or Walk Testing

The 20 meter shuttle test is preferred for Grades 2-5 due to their inability to properly pace themselves.

All students should warm-up before performing the one-mile run/walk test. A 10-to-15 minute light, dynamic warm-up is recommended, such as walking, slow jogging, jumping jacks, or skipping. Before beginning the test, it is important for the instructor to prepare the students for the test by instructing them on the importance of keeping a comfortable pace. Students will often begin the run too fast and are then forced to walk towards the end of the test. Following the warm-up, all students should start the testing at a specific point on the one-mile track. When all students are ready, the teacher will signal the students to begin the test. Students will run or walk the laps as fast as they can until they complete one mile.

Teachers should assign each student a partner. One student is the runner and one is the scorekeeper. At the signal to start, runners begin the one-mile run. As they complete the specified distance, the teacher or scorekeeper calls out elapsed time in minutes and seconds. Teachers should ensure students continue moving at a slower pace after test has been completed to allow proper cool-down.

One-Mile Run or Walk Scoring

When the runner completes the one-mile distance, elapsed time is reported aloud. Scorekeepers should record the reported time in minutes and seconds on the [Class Record Form](#) located on [page 28](#) of this document.

Progressive Aerobic Cardiovascular Endurance Run (20 Meter Shuttle Test)*

Preferred for Grades 2-8		Optional for Grades 9-12	
Objective To run as long as possible back and forth across a 20-meter space at a specified pace that gets faster each minute	Equipment Accurately measured 20-meter distance on a non-slippery, flat surface Compact diskette (CD) or tape player Measuring tape Marker cones Class Record Form Pencil or pen	Needed Resources 20 Meter shuttle test item and the 20-meter cadence audio video	Testing Tips Provide adequate instruction and practice on pacing and running for distance. Emphasize development of fastest pace sustainable for distance covered. Allow students to listen to several minutes of cadence during at least two practice sessions. Provide accommodations for students with medical concerns. Provide warm-up time prior to test and cool-down after the test.

20 Meter Shuttle Test Layout

Mark the 20-meter or 21-yard, 32-inch course with marker cones. When testing multiple students, divide lanes with tape or a chalk line at each end to designate starting and finishing points. One lap is 20 meters or 65.6 feet from one line to the other.

20 Meter Shuttle Testing

For test management purposes and due to time constraints of class schedules, it is suggested that the duration of the 20 meter shuttle test be limited to 20 minutes. Students should perform appropriate warm-up exercises immediately before the run begins. Teachers should assign each student a partner. Inform students performing the test to form a line along the starting line. Tell them a single beep will sound at the end of the time for each lap. A triple beep sounds at the end of each minute. The triple beep serves the same function as the single beep and also alerts runners that the pace is about to increase.

The cadence allows 9 seconds for running the distance during the first minute. The lap time decreases by approximately one-half second at each successive level. It is imperative that students practice the test and understand that the speed will increase each minute.

*If used in pretest, must be used in posttest.

At the signal to start, students must run the 20-meter distance and touch the finish line with their foot by the time the single beep sounds. At the sound of the single beep, they turn around and run back to the starting line. If students get to the line before the single beep, they must wait for the beep before running in the other direction. Students continue in this manner until they fail twice to reach the line before the single beep.

The first time a student does not reach the finish line by the single beep, the student stops where he or she is and reverses direction immediately, attempting to get back in pace. A student's test is complete the second time he or she fails to reach the line by the single beep. The two misses do not have to be consecutive. Students just completing the test should continue to walk and stretch in the designated cool-down area. Teachers should ensure students continue moving at a slower pace after the test has been completed to allow proper cool-down.

20 Meter Shuttle Test Scoring

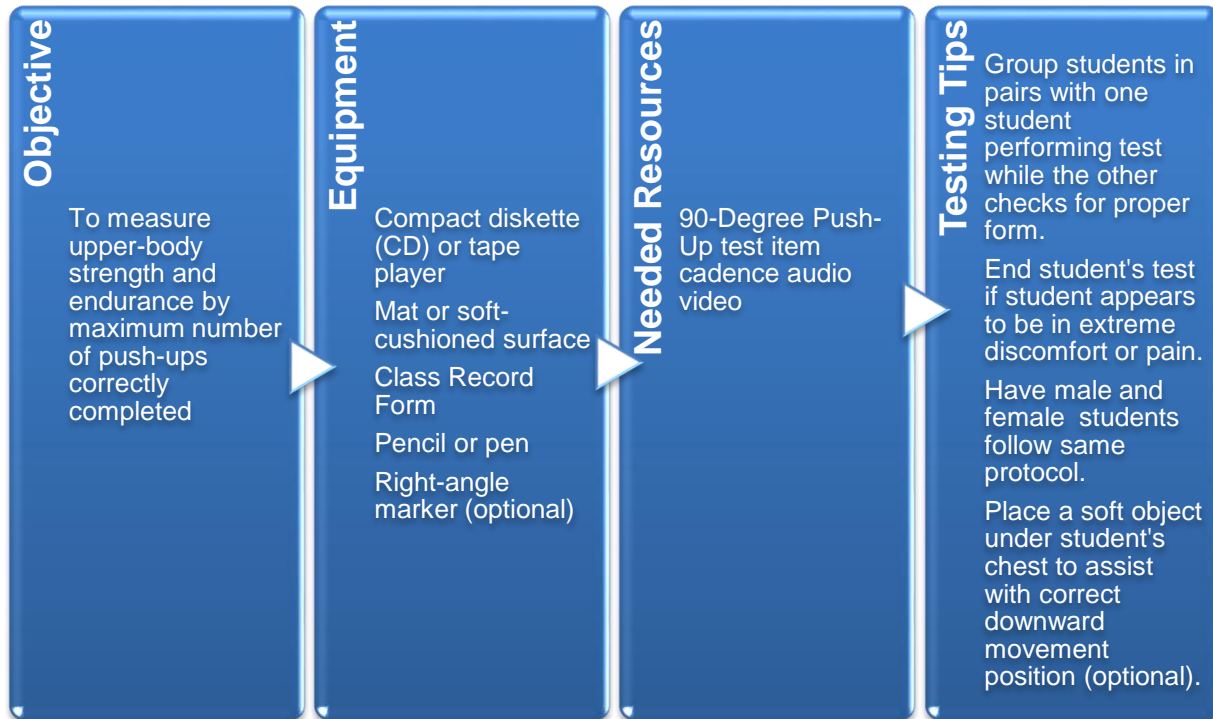
Record the number of laps completed on the [Class Record Form](#) located on [page 28](#). The [Sample 20 Meter Shuttle Test Score Sheet](#), found on [page 31](#), is an optional form that may be used for keeping track of laps.

Testing Tips

Mark individual running lanes with cones or lines. Color or number codes each lane.

MUSCULAR STRENGTH/ENDURANCE

90-Degree Push-Up



Correct 90-Degree Push-Up Form

- Have student assume a prone position on mat with hands placed under shoulders.
- Instruct students to have fingers stretched out, legs should be straight and spread slightly apart with toes tucked under the legs in a tip toe position.
- Instruct student to lower body, using arms, until elbows bend at a 90-degree angle and upper arms are parallel to floor. Movement should be repeated as many times as possible.
- Tell student to push off mat with arms until arms are straight, keeping legs and back straight. Back should be kept in a straight line from head to toes throughout test.

Incorrect 90-Degree Push-Up Form

- Arching or sagging the back
- Deviating from the cadence pace
- Touching the knees, chest, thighs, or abdomen to the floor
- Not achieving the straight arm position during the up phase
- Not achieving a right angle at the elbow during the down phase

90-Degree Push-Up Testing

Before beginning the test, each student should be paired with a partner. Push-ups are performed to a cadence with one complete push-up performed every three seconds. Testing should last two minutes. An individual student's test is completed when the student's form is corrected twice or when the student can no longer continue.

90-Degree Push-Up Scoring

One complete push-up begins and ends in the up position. Record the total number of correctly performed push-ups on the [Class Record Form](#) located on [page 28](#).

Using a Right-Angle Marker for the 90-Degree Push-Up

A variety of effective methods may be implemented to illustrate the 90-degree angle position of the student's elbows during the lowest point of the push-up. A carpenter's right angle, a T-square, or two pieces of wood fastened together at a right angle are some suggestions. One of these items, placed upright in front of each student being tested, provides a useful aid to help both the test administrator and the student visualize the desired position. A tool that slides up and down is preferable to allow for adjustment for individual size differences.

Testing Tips

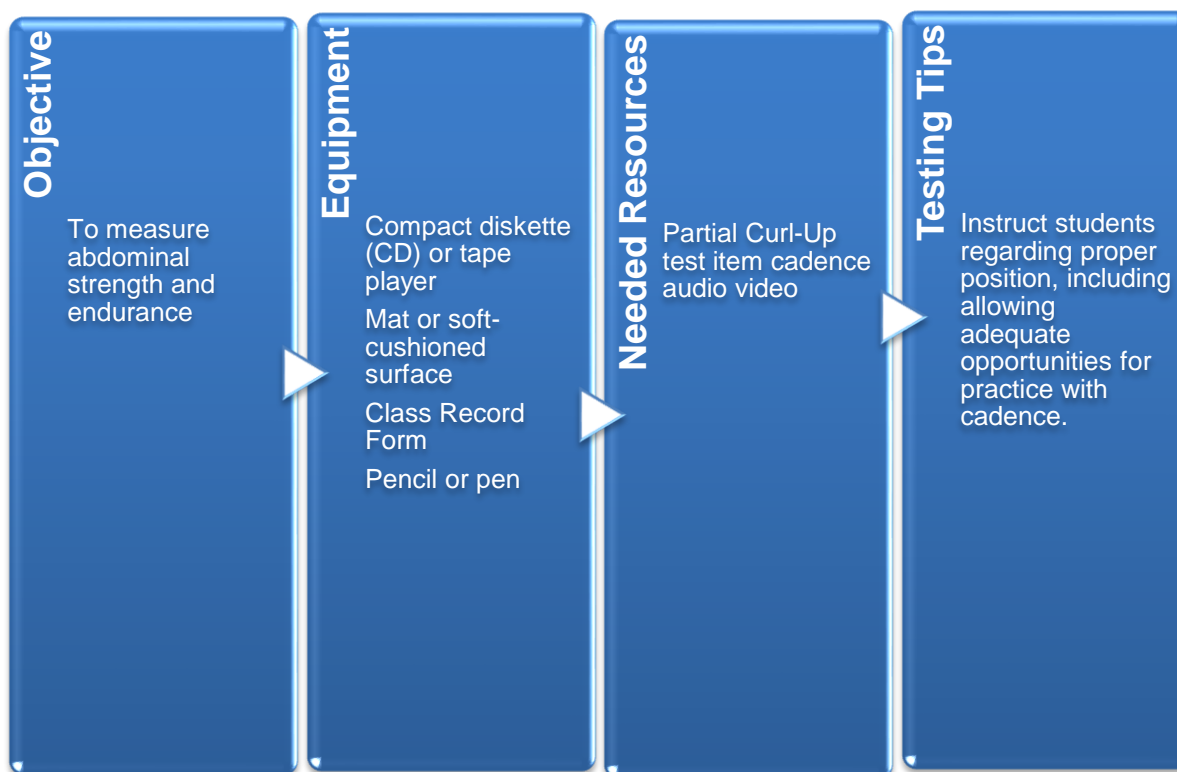
Place a soft object, such as a flexible cone or foam ball, under the student's chest to aid in reinforcing appropriate down level for each push-up repetition. This may vary depending on age and size of student.

Soft object examples

- Two carwash sponges stacked on top of each other
- Partially deflated balls of the same size and shape
- Inflated balls of the same type placed inside a rubber deck ring
- 8"-9" balloons taped to mats

ABDOMINAL STRENGTH/ENDURANCE

Partial Curl-Up



Correct Partial Curl-Up Form

- Have student lie on a cushioned, clean surface with knees flexed and feet about 12 inches from buttocks.
- Do not allow student's feet to be held or anchored.
- Tell student to extend arms forward with fingers resting on legs and pointing toward knees.
- Make sure student's arms are fully extended from the starting position.
- Have student's partner positioned behind student with hands cupped on mat and under student's head. Student should begin with head in contact with partner's hands.
- Instruct student to curl up slowly, sliding fingers toward knees until fingertips touch knee caps and then uncurl until head touches partner's hands.
- Have student perform partial curl-ups to the beat of cadence with one complete partial curl-up every three seconds and continue until student can do no more in rhythm or has reached target number for test. Student should remain in motion during entire three-second interval.
- Instruct student to return head to partner's hands on each repetition.

Partial Curl-Up Testing

- Inform student that once testing begins, no pauses or rest periods are allowed; movements must be continuous and with cadence.
- Begin cadence to signal student to start.
- Tell student that movement should be slow and gauged to the audible cadence of 20 partial curl-ups per minute or one partial curl-up every three seconds.
- Stop student:
 - ✓ after completion of 75 partial curl-ups,
 - ✓ when the second form correction is made by the tester or
 - ✓ when he or she can no longer continue.

Partial Curl-Up Scoring

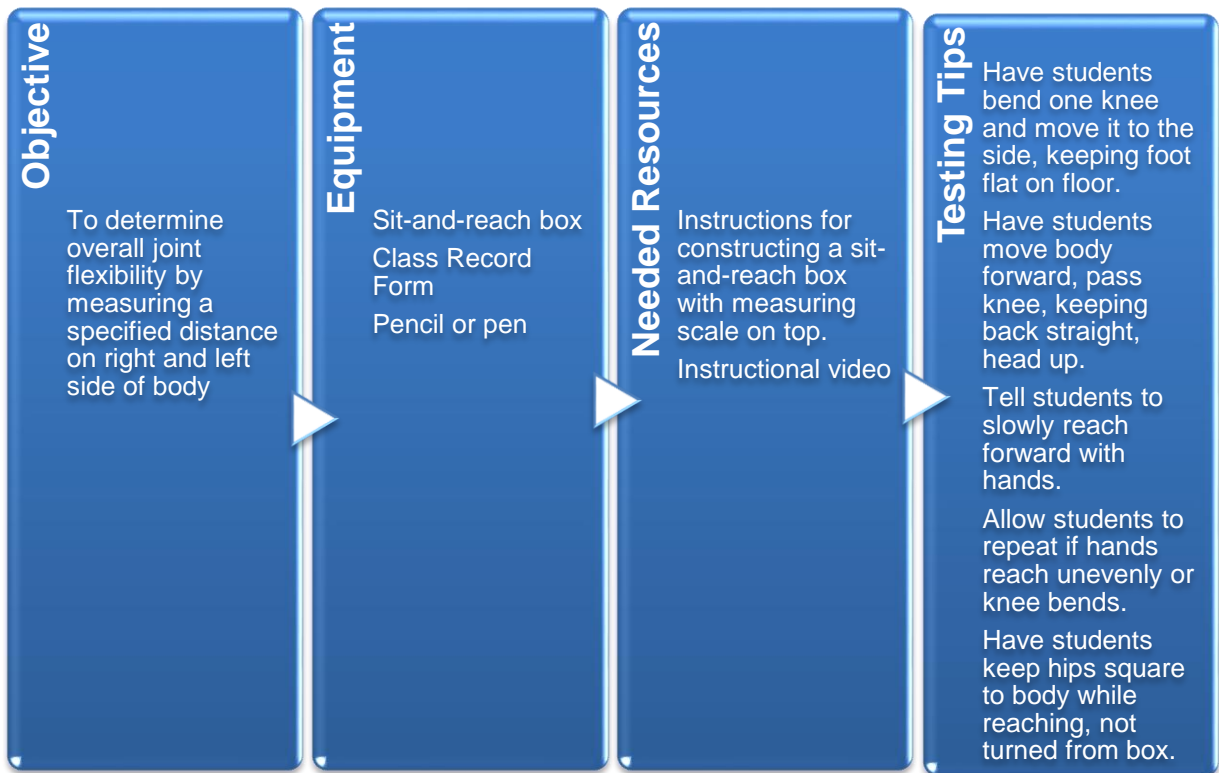
Score consists of total number of correctly performed partial curl-ups within a specified time limit. A partial curl-up is complete each time student's head returns to partner's hands. Record only the number of partial curl-ups completed with proper form and in rhythm to cadence. Total score should be recorded on the [Class Record Form](#) located on [page 28](#).

Testing Tips

Place a piece of paper, or a paper towel as a barrier between the head/hair of the student testing and his/her partner's hands. Sanitize mats at the end of each class.

FLEXIBILITY

Back-Saver Sit-and-Reach*



Correct Back-Saver Sit-and-Reach Form

- Tell student that test involves each leg, right and left.
- Have student remove shoes and sit on floor in front of the sit-and-reach box.
- Instruct student to bend one knee, keeping foot flat on floor.
- Instruct student to keep other leg straight, 2 to 3 inches to side of bent leg.
- Tell student to keep foot of straight leg against box.
- Have student keep knee of extended leg straight, with hips remaining square to the box.

Back-Saver Sit-and-Reach Testing

- Have student extend arms forward over the measuring scale on the top of the sit-and-reach box with hands placed one over the other.
- Tell student to reach forward four times with both hands, palms down, to farthest point he or she can reach on measuring scale on top of box. The fourth or last reach must be held for at least one second.
- Have student repeat test item using other leg.

*If used in pretest, must be repeated in posttest.

Back-Saver Sit-and-Reach Scoring

For this test, there are only two zones: healthy zone or needs improvement. Record number of inches for each leg, right and left, to nearest one-half inch reached, for a maximum score of 12 inches. Use the [Class Record Form on page 28](#) for recording scores.

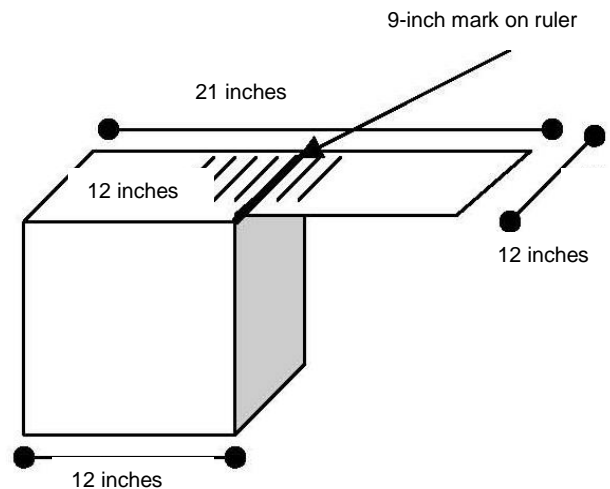
Testing Tips

- Have students to remove their shoes and socks to avoid embarrassment from mismatched, or holes in socks.
- Have students to lock fingers by placing one palm of one hand on the top of the other hand.
- Lay a yardstick on top of student's knees to avoid lifting the knees. If the yardstick falls off or tips, the student's legs were not flat.
- Do allow another student to hold the testing student's legs down.

Back-Saver Sit-and-Reach Box Construction

Required Equipment

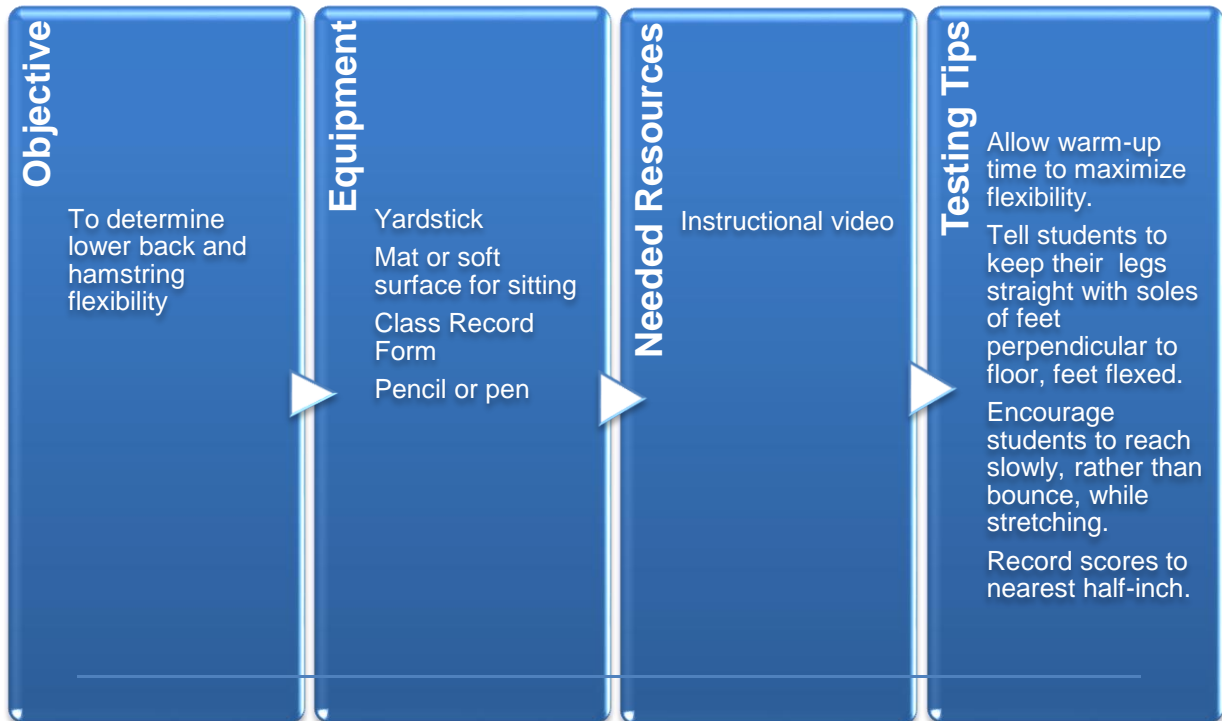
- Pieces of $\frac{3}{4}$ -inch plywood, cut into the following sizes:
 - ✓ 4 side pieces – 12 inches x 12 inches
 - ✓ 1 top piece – 12 inches x 21 inches
- Nails or screws
- Hammer or screwdriver
- Wood glue
- Varnish or paint
- Paint brush
- 12-inch ruler



Construction Method

1. Assemble the four side pieces and top piece using nails or screws, hammer or screwdriver, and wood glue.
2. Varnish or paint assembled box.
3. Attach ruler to top side of box so the 9-inch mark is exactly parallel with the vertical plane against which the student's foot will be placed and the zero-end of the ruler is nearest to student being tested.

V Sit-and-Reach*



V Sit-and-Reach Layout

- Mark a straight line, two-feet long, on the floor as a baseline.
- Place a yard stick or draw a measuring line perpendicular to the midpoint of above line; marked off in half-inches (a line drawn or a yard stick taped to the floor may be used).
- The two lines should intersect at the 18-inch mark on the yard stick or measuring line.

Correct V Sit-and-Reach Form

- Have students remove their shoes and sit on the floor positioned with the measuring line or yardstick between their legs, with the soles of feet placed immediately behind the baseline (18-inch mark) with the heels spread 8 to 12 inches apart.
- Tell students to clasp thumbs so hands are together with palms facing down on the measuring line.
- Instruct the student performing the test to keep their legs flat on the floor while slowly stretching or reaching forward as far as possible keeping their fingers on the baseline.
- Have another student monitor for correct form to ensure the student performing the test keeps their legs flat on the floor.

*If used in pretest, must be repeated in posttest.

V Sit-and-Reach Testing

- The student will bend forward at the waist and reach as far as possible along the yardstick or measuring line (remember the starting point is 18 inches on the yardstick or measuring line)
- Encourage the student to bend and reach slowly and not bounce, while stretching forward.
- Allow students to perform three practice reaches and then a fourth reach that must be held for three seconds while the distance is measured and recorded.
- Any measured mark past the 18 inch mark is a positive measurement, and if they reach 1 inch past the 18 inch mark they would score 19 on the test. Two inches past the 18 inch mark would be 20 inches etc..

V Sit-and-Reach Scoring

The distance reached by the student on the measuring line must be determined and recorded to nearest one-half inch. Use the [Class Record Form found on page 28](#) for recording scores.

Note: For this test, there are only two zones: healthy zone or needs improvement. The starting line on this version of the V Sit-and-Reach test may be different than other versions of the V Sit-and-reach test published elsewhere. The norms for the Alabama test may also be different from other published tests.

Testing Tips

- Have students to remove their shoes and socks to avoid embarrassment from mismatched, or holes in socks.
- Have students to lock fingers by placing one palm of one hand on the top of the other hand.
- Lay a yardstick on top of student's knees to avoid lifting the knees. If the yardstick falls off or tips, the student's legs were not flat.
- Do not allow another student to hold the testing student's legs down.

Testing Students with Special Needs or Medical Concerns*

Overview

The Alabama Physical Fitness Assessment (APFA) will be administered to all students in Grades 2-12. Assessment modifications may be made to accommodate students with special needs having current Individual Education Plans (IEPs), students with current 504 Plans, and students with current health plans that may limit physical performance. Prior to testing, all IEPs, 504 Plans, and pertinent health plans must be reviewed for individual student limitations and any subsequent assessment modifications. A suggested IEP statement concerning fitness testing may state, *“Modifications will be made, if necessary, to part or all components of the Alabama Physical Fitness Assessment.”*

When an accommodation is made to any state-mandated assessment, it must be included in the current IEP or current 504 Plan. If a student needs to be exempt from fitness testing, the [Individual Education Plan Accommodations Checklist form, located on page 30](#) of this document, must be submitted to the IEP Team. The team will make a decision regarding the student’s participation or the extent of the student’s participation in the APFA. This form will become part of the student’s IEP or 504 Plan.

Suggested fitness testing modifications are listed below. These modifications are also excellent teaching tools for students needing assistance in improving test-taking techniques.

Fitness Testing Modifications

One-Mile Run or Walk

- Have student run width of test area and then walk the length or push wheelchair the width of the test area.
- Place smaller targets such as cones or polyspots every 100 yards so student can run to the target, rest, and then run to the next target.
- Have student carry a small object such as a ball or bean bag when running, drop the object in a bucket, and then pick up another object and drop it into another bucket 100 yards away.
- Allow student with visual impairments to run with a partner with each holding each end of a small rope.

Progressive Aerobic Cardiovascular Endurance Run (20 Meter Shuttle Test)

- Modify requirement for following cadence.
- Have student wait for peers at one end of course and join them going back.
- Tell student to alternate walking and running one length of test area.
- Allow students in wheelchairs to work with partners to help with cadence.
- Preset individual student goals.

**Additional information regarding testing of students with special needs or medical concerns may be found in the section entitled [Test Administrator Responsibilities](#), [“Testing Exceptions,”](#) located on page 4.*

90-Degree Push-Up

- Place a light object such as a book on student's back to help student get accustomed to a straight back position.
- Place marks on the floor to help student understand correct hand position.
- Have student practice correct body position against a wall.
- Have student perform modified push-ups with knees bent on floor.
- Assist student physically until they are comfortable with the activity.
- Allow student to work with partner for encouragement and reinforcement.
- Pre-set individual goals with student.
- Have students who use wheelchairs push themselves up in the arm rests for performing dip maneuvers.

Partial Curl-Up

- Modify requirement for following cadence.
- Provide student with physical assistance.
- Allow for provision of visual or tactile cues for hand placement.
- Have student perform negative sit-ups by starting in the up position and resisting while falling back to the mat.
- Allow student to hold onto knees and lean back and forth.
- Hold student's hands or allow him/her to hold a stick while providing assistance.
- Provide student with an inclined wedge or mat.

Back-Saver Sit-and-Reach or V Sit-and-Reach

- Assist student gently to perform activity with minimal pressure.
- Allow student to begin with an easy distance such as touching knees and gradually increasing distance.
- Allow student to hold position for shorter amount of time, rest, and then repeat movement.
- Place tape marks on legs of student to serve as a visual or tactile goal.

Examples of Possible Accommodations to the APFA for Students with Disabilities

These examples of accommodations are not all-inclusive. They are meant to show the flexibility each teacher has to cover the maximum number of test areas possible while administering assessments that fit the individual student's capabilities.

Example 1

Sarah has quadriplegia. She uses a manual wheelchair and requires assistance from a peer or adult when she needs her chair moved from one place to another. She is non-verbal but understands basic communications (verbal and iconic) when they are taught with repetition. She communicates "yes" and "no" with her eyes.

Sarah's only independent movements are a limited range of motion of her right shoulder and upper arm, limited internal and external rotation of her right forearm, right wrist rotation, and independent grasp/release of an object by her right hand if the palmar grasp reflex is not elicited.

Sarah's cardiovascular functioning can be tested by determining an appropriate distance for her to blow a ping pong ball placed on a tray in front of her at the height of her face. Test to see how many consecutive times she can blow the ball the determined distance in a set amount of time before she fatigues.

Sarah's flexibility can be assessed in two ways. Using a goniometer, ruler, or measuring tape, measure her maximum range of motion in each direction that she can lift her right upper arm. Using a mental picture of a clock face, note how far she can internally and externally rotate her right forearm.

Sarah's strength can be measured by placing objects of differing weights to one side of her wheelchair's tray. Tell her to strike each object so it moves to the other side of her tray. When the weight/resistance is determined that is the most challenging for her but still allows her some success, then determine how many consecutive times she can strike to move that object from one side of the tray to the other side in a set amount of time (or, alternately, how many times she can move it from one side to the other before fatiguing).

Example

Scott has spina bifida and is independently mobile in a manual wheelchair. He is functioning on grade level in all academic areas.

Scott's cardiovascular functioning can possibly be measured in multiple ways. The IEP or 504 team should determine which of the following is the best way.

- Performing the 20 meter shuttle test like the other students but placing him at the end of the row to give him distance for turning his chair around.
- Determining the number of laps he can push in his chair around the interior of the gym or around the track in a set amount of time.
- Determining the number of times he can push his chair up and down a wheelchair ramp at the school in a set amount of time.
- If available, using an arm crank ergometer.

Scott's flexibility can possibly be assessed in multiple ways. The IEP or 504 team should determine from the following the best way.

- Using a goniometer, ruler, or measuring tape, measure his maximum range of motion as he bends his trunk forward.
- Using a mental picture of a clock face, note how far he can rotate his trunk to the left and then to the right.

Scott's strength can possibly be assessed in multiple ways. The IEP or 504 team should determine from the following the best way.

- Placing his hands on the outside of his thighs and pushing his body up off his seat (sometimes called wheelchair push-ups).
- Sitting at the edge of his seat or on a bench where he is balanced and has upper arm range of motion, use the appropriate amount of free weights to determine how many arm exercises (e.g., bicep curls) he can do either in a set amount of time or before he tires.
- Starting with his trunk bent as far forward as he can bend, instruct him to pull his trunk back into an upright position. Count the number of times he can repeat this sequence in a given amount of time (reverse abdominal curls). Alternately, count the total number of times he can do this before he tires.

REMINDER: All accommodations to the APFA must be in the student's IEP or 504 Plan before the accommodations can be implemented.

Health-Related Fitness Zones

Overview

The Alabama Physical Fitness Assessment (APFA) is a criterion-referenced assessment designed to provide students with specific information about individual levels of personal health and physical activity levels. Due to the fact that fitness data is personal, it is important that privacy of results be considered confidential information and appropriate care taken when administering tests. Ensuring confidentiality with assessments helps students focus on personal needs and be less concerned about comparisons with others. It is hoped that this information will enable students as well as parents or guardians to become better informed regarding the importance of maintaining optimum levels of health-related fitness. Student performance on the APFA is classified by the three following areas or zones.

Needs Improvement Zone (N)

Students scoring in this zone fall below the fitness level established as a healthy level of fitness. A score in this zone indicates students could be at risk for potential health-related problems. With appropriate physical activity, students can achieve a higher level of fitness considered appropriate for good health.

Healthy Fitness Zone (H)

Students scoring in this zone fall in an area determined suitable for good health and fitness. Students should be encouraged to continue to be physically active in order to maintain or improve current level of fitness.

High Fitness Zone (HFZ)

Students scoring in this zone demonstrate an excellent level of health-related fitness. Students should be encouraged to continue to be physically active in order to maintain a high level of fitness.

Performance Ranges for Health-Related Fitness Zones

Information contained in the chart on the following page describes the performance range for boys and girls according to the assessment components of Aerobic Cardiovascular Endurance (One-Mile Run or Walk or 20 Meter Shuttle Test), Muscular Strength/Endurance (90-Degree Push-Up), Abdominal Strength/Endurance (Partial Curl-Up), and Flexibility (Back-Saver Sit-and-Reach or V Sit-and-Reach). Performance ranges are indicated according to the three fitness zones listed above — Needs Improvement (N), Healthy Fitness (H), and High Fitness (HFZ). This information will be useful for school systems as they determine recipients of the various physical fitness achievement awards found in [Appendix C](#) of this document.

Performance Ranges for Health-Related Fitness Zones

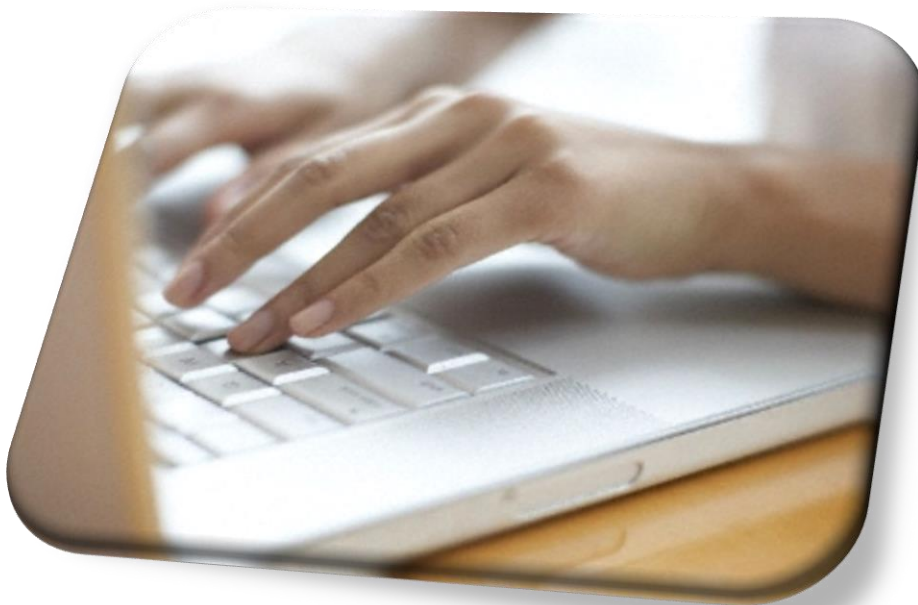
Boys																				
20-Meter Shuttle				One-Mile Run/Walk			Sit-and-Reach**			V-Sit**		90° Push-Ups			Partial Curl-Ups					
Zone➤	N	H	HFZ		N	H	HFZ		N	H		N	H	HFZ		N	H	HFZ		
Age ▼																				
8	0-22	23-61	>61		>12:30	12:30-10:00	<10:00		<8	>8		<19	>19		0-4	5-13	>13	<15	15-30	>30
9	0-22	23-61	>61		>12:00	12:00-9:30	<9:30		<8	>8		<19	>19		0-5	6-15	>15	<15	15-31	>31
10	0-22	23-61	>61		>11:30	11:30-9:00	<9:00		<8	>8		<19	>19		0-6	7-20	>20	<20	20-34	>34
11	0-22	23-72	>72		> 11:00	11:00-8:30	<8:30		<8	>8		<19	>19		0-7	8-20	>20	<20	20-36	>36
12	0-31	32-72	>72		> 10:30	10:30-8:00	<8:00		<8	>8		<19	>19		0-9	10-20	>20	<20	20-39	>39
13	0-40	41-83	>83		>10:00	10:00-7:30	<7:30		<8	>8		<19	>19		0-11	12-25	>25	<25	25-41	>41
14	0-40	41-83	>83		> 9:30	9:30-7:00	<7:00		<8	>8		<19	>19		0-13	14-30	>30	<25	25-44	>44
15	0-50	51-94	>94		> 9:00	9:00-7:00	<7:00		<8	>8		<19	>19		0-15	16-35	>35	<30	30-44	>44
16	0-60	61-94	>94		> 8:30	8:30-7:00	<7:00		<8	>8		<19	>19		0-17	18-35	>35	<30	30-44	>44
17	0-60	61-106	>106		> 8:30	8:30-7:00	<7:00		<8	>8		<19	>19		0-17	18-35	>35	<30	30-41	>41
17+	0-71	72-106	>106		> 8:30	8:30-7:00	<7:00		<8	>8		<19	>19		0-17	18-35	>35	<30	30-41	>41

Girls																				
20-Meter Shuttle				One-Mile Run/Walk			Sit-and-Reach**			V-Sit**		90° Push-Ups			Partial Curl-Ups					
Zone➤	N	H	HFZ		N	H	HFZ		N	H		N	H	HFZ		N	H	HFZ		
Age ▼																				
8	0-6	7-41	>41		>12:30	12:30-10:00	<10:00		<9	>9		<20	>20		0-4	5-13	>13	<15	15-28	>28
9	0-6	7-41	>41		>12:30	12:30-9:30	<9:30		<9	>9		<20	>20		0-5	6-15	>15	<15	15-29	>29
10	0-6	7-41	>41		> 12:30	12:30-9:30	<9:30		<9	>9		<20	>20		0-6	7-15	>15	<20	20-29	>29
11	0-14	15-41	>41		> 12:00	12:00-9:00	<9:00		<10	>10		<20	>20		0-6	7-15	>15	<20	20-31	>31
12	0-14	15-41	>41		>12:00	12:00-9:00	<9:00		<10	>10		<20	>20		0-6	7-15	>15	<20	20-34	>34
13	0-22	23-51	>51		> 11:30	11:30-9:00	<9:00		<10	>10		<21	>21		0-6	7-15	>15	<25	25-36	>36
14	0-22	23-51	>51		>11:00	11:00-8:30	<8:30		<10	>10		<21	>21		0-6	7-15	>15	<25	25-36	>36
15	0-31	32-51	>51		>10:30	10:30-8:00	<8:00		<12	>12		<21	>21		0-6	7-15	>15	<30	30-35	>35
16	0-31	32-61	>61		>10:00	10:00-8:00	<8:00		<12	>12		<21	>21		0-6	7-15	>15	<30	30-34	>34
17	0-40	41-61	>61		>10:00	10:00-8:00	<8:00		<12	>12		<21	>21		0-6	7-15	>15	<30	30-33	>33
17+	0-40	41-72	>72		>10:00	10:00-8:00	<8:00		<12	>12		<21	>21		0-6	7-15	>15	<30	30-33	>33

Data Collection and Report Forms

Accurate and efficient collection and reporting of data is an integral part of the Alabama Physical Fitness Assessment (APFA) testing process. Data gathered must be included on the appropriate forms located in this document. In addition, all persons responsible for data collection and reporting must receive adequate training regarding use of the forms, including any requirements regarding individual student privacy. The following pages contain specific forms to be used during this part of the assessment process. Forms included are:

- [Class Record Form](#)
- [Individual Education Plan Accommodations Checklist](#)
- [Sample Progressive Aerobic Cardiovascular Endurance Run \(20 Meter Shuttle Test\) Test Score Sheet](#)
- [Student Feedback Report](#)



Class Record Form*

- Items tested on pretest must be repeated on posttest.
- If a student has a medical exemption (ME) on file with the school, write ME in the score space. (See sample on following page.)
- If a student refuses to participate on a test item and does not have a medical exemption on file, the student is noncompliant (NC). Write NC in the score space. (See sample on following page.)

[illegible]

*Adapted from the Connecticut Physical Fitness Assessment. © Connecticut State Department of Education. <http://www.ct.gov/sde>. Used by permission.

IEP/504 Plan/Health Plan Accommodation and/or Modification Checklist

Alabama Physical Fitness Assessment

IEP/504 Plan/Health Plan Accommodation and/or Modification Checklist is to be documented in the student's Individual Education Plan (IEP), 504 Plan or Health Plan. When completed this checklist becomes part of the student's IEP, 504 Plan, or Health Plan.

Name _____ School _____

Grade _____ Academic Year _____ Date _____

Test Scheduling Accommodations

Test will be administered:

- ☐ At time of day most beneficial to student.
- ☐ In periods of one subtest followed by a break of _____ minutes.
- ☐ With other necessary accommodations regarding nature of disability and assessment.

Explain: _____

Test Setting and Administration Accommodations

Test will be administered:

- ☐ In small groups.
- ☐ In the special education classroom.
- ☐ By student's physical education teacher.
- ☐ By an aide under supervision of physical education teacher.
- ☐ By physical education teacher with help from aide or special education teacher.
- ☐ Individually or one-on-one with student and physical education teacher or aide.
- ☐ With other necessary accommodations regarding nature of disability and assessment.

Explain: _____

Test Equipment Accommodations

Test will be administered:

- ☐ With amplification equipment such as hearing aid or auditory trainer.
- ☐ With environmental equipment such as noise buffer, slant board, wedge, special lighting, special acoustics, adaptive or special furniture, or carrel.
- ☐ With other necessary accommodations regarding nature of disability and assessment.

Explain: _____

Test Recording Modifications

Test will be administered with modification(s) written in spaces below:

- ☐ One-Mile Run or Walk or PACER _____
- ☐ 90-Degree Push-Up _____
- ☐ Partial Curl-Up _____
- ☐ Back-Saver Sit-and-Reach or V Sit-and-Reach _____
- ☐ With other necessary accommodations regarding nature of disability and assessment.

Explain: _____

Additional documentation is required in INOW Health in the notes section.

This form was placed in the student's ☐ IEP Folder ☐ 504 Plan ☐ Health Plan

Sample 20 Meter Shuttle Test Score Sheet*

Student Name _____ Class or Period _____

Age _____ Date _____ Score _____


Directions:

- Place an "X" over each lap number completed.
- Place an "N" over each lap number not completed.
- The first "N" counts toward total score. The second "N" may not be counted.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110

*Adapted from the Connecticut Physical Fitness Assessment. © Connecticut State Department of Education.
<http://www.ct.gov/sde>. Used by permission.

Student Feedback Report

 Alabama Physical Fitness Assessment Student Data Feedback Report			
Student Name _____			
Grade _____	Age _____		
School _____			
Teacher _____			
OVERALL SCORE _____ DATE _____			
Components	Test Item	Student Score	Fitness Zone
Aerobic Cardiovascular Endurance	One-Mile Run or Walk	Minutes _____ Seconds _____	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Healthy Fitness <input type="checkbox"/> High Fitness
	20 Meter Shuttle Test	Number Laps Completed _____	
	<i>Good aerobic capacity relates to how well the heart and lungs work and reduces the risks of heart disease, stroke, and diabetes. Participating in aerobic activities such as running, jogging, cycling, etc. will help to improve cardiovascular fitness.</i>		
Muscular Strength/Endurance	30-Degree Push-Up	Number Completed _____	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Healthy Fitness <input type="checkbox"/> High Fitness
<i>Push-ups measure strength/endurance of the upper body. Having strong bones and muscles in the upper body is important to our everyday activities. Upper body exercises like push-ups will help to improve upper body strength/endurance.</i>			
Abdominal Strength/Endurance	Partial Curl-Up	Number Completed _____	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Healthy Fitness <input type="checkbox"/> High Fitness
<i>Partial curl-ups measure the strength and endurance of the abdominal muscles or core muscles. Strong core muscles help with good posture and help prevent back problems. Performing partial curl-ups will help to improve abdominal strength/endurance.</i>			
Flexibility	Back-Saver Sit-and-Reach	Right Side: Inches Reached _____ Left Side: Inches Reached _____	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Healthy Fitness <input type="checkbox"/> High Fitness
	Y-Sit-and-Reach	Inches Reached _____	
<i>The Back-Saver Sit-and-Reach and Y-Sit-and-Reach measure the leg, hip, and lower back flexibility. Flexibility is how well the body can bend and stretch. Better flexibility helps prevent injuries of the hamstring, hip and lower back while helping with good posture. To improve flexibility perform stretching exercises.</i>			
Needs Improvement Zone (N) - Students scoring in this zone fall below the fitness level established as a healthy level of fitness. Scoring in the Needs Improvement Zone indicates students could be at risk for potential health-related problems. With appropriate physical activity, students can achieve a higher level of fitness considered appropriate for good health.			
Healthy Fitness Zone (H) - Students scoring in this zone fall in an area determined suitable for good health and fitness. Students should be encouraged to continue to be physically active in order to maintain or improve current level of fitness.			
High Fitness Zone (HF2) - Students scoring in this zone demonstrate an excellent level of health-related fitness. Students should be encouraged to continue to be physically active in order to maintain a high level of fitness.			

Appendix A

Sample Letter to Parents

(School Logo or Mascot)

(Semester or Year)

(Date)

Dear Parent/Guardian:

Beginning (*date*) and ending (*date*), I will be administering the state-required Alabama Physical Fitness Assessment (APFA) to students in Grades (*grades*). This assessment includes concepts that encourage achievement of personal physical fitness as well as an appreciation for wellness both in and outside the school setting. Each student will be tested according to the following assessment components and test items:

- Aerobic Cardiovascular Endurance – One-Mile Run or Walk or Progressive Aerobic Cardiovascular Endurance Run (20 Meter Shuttle Test) Test (*Circle specific test item.*)
- Muscular Strength/Endurance – 90-Degree Push-Up
- Abdominal Strength/Endurance – Partial Curl-Up
- Flexibility – Back-Saver Sit-and-Reach or V Sit-and-Reach (*Circle specific test item.*)

Assessment is an integral part of the physical education curriculum; therefore, I am committed to ensuring all students participate in this evaluation process. I assure you that all test items, information, and student data are treated confidentially and sensitively. Scores are not posted nor shared with anyone other than the individual student and parents or guardians. As with any test, students should be prepared. To help your child do his or her best on the assessment, please be certain to follow these recommendations for test day:

- Have students wear proper clothing and footwear to allow for ease of movement.
- Allow students to get plenty of rest the night before the test.
- Provide students with a bottle of water for hydration purposes. (*Omit if not consistent with school policy.*)
- Make sure students attend school during all testing days.

If your child has a medical condition in need of attention, please send medical documentation to me by (*date*) in order for necessary accommodations to be made. I will be available prior to testing to answer questions or to explain any assessment components. Thank you for your continued support.

Sincerely,

(Teacher name)

(Contact information)

Appendix B

Confidentiality Agreement

The Confidentiality Agreement must be signed by all teachers and volunteers engaged in the administration of the Alabama Physical Fitness Assessment (APFA). Certain test security procedures must be followed during administration of the APFA. Failure to follow test security procedures, including guidelines identified for test administration in the APFA manual, may result in disciplinary action. The following list, although not exhaustive, identifies specific actions considered inappropriate for testing:

- Photocopying or in any way reproducing or disclosing student physical fitness test results, unless authorized.
- Altering or reporting false student physical fitness test results.
- Altering test procedures prescribed in the APFA manual.
- Having in personal possession Class Record Forms other than on specified test dates.
- Allowing students to view Class Record Forms or other students' scores.
- Placing testing materials, Class Record Forms, Student Feedback Reports, or Individual Education Plan Accommodations Checklists in nonsecure locations or unattended by professional staff.
- Discussing test results with other students, staff, or parents or guardians. Only physical education teachers or administrators are authorized to discuss test results with students and parents or guardians.

It is important for teachers to complete all forms and ensure that accurate test data and other pertinent information be reported to appropriate personnel. The following list indicates items required to be completed:

- Ensuring that all test reports are completed and have been reported to the Alabama Department of Education;
- Filing of all testing materials, including test forms, scores, and data in a secure place for three years from test date; and
- Ensuring that all Confidentiality Agreements have been signed by all volunteers, including college students, parents, or teacher aides, and delivered to the school principal prior to testing.

By signing my name to this document, I certify that I have read the above policy and agree to abide by established test security procedures.

_____	_____
Legal Printed Name	Legal Signature
_____	_____
Position	Date

(Confidentiality agreements must be signed annually and filed with school administration.)

Student Award Levels

<p>Governor's Physical Fitness Award</p> <p>Presented to students scoring in the High Fitness Zone* on each of the following test items:</p> <ul style="list-style-type: none"> • One-Mile Run or Walk or 20 Meter Shuttle Test • 90-Degree Push-Up • Partial Curl-Up • Back-Saver Sit-and-Reach or V Sit-and-Reach in the Healthy Fitness Zone* 	<p>Local Superintendent's Physical Fitness Award</p> <p>Presented to students scoring in the Healthy Fitness Zone* on each of the following test items:</p> <ul style="list-style-type: none"> • One-Mile Run or Walk or 20 Meter Shuttle Test • 90-Degree Push-Up • Partial Curl-Up • Back-Saver Sit-and-Reach or V Sit-and-Reach 	<p>Principal's Physical Fitness Award</p> <p>Presented to students participating on all test items</p>
---	--	---

Healthy Fitness School

- Schools having 60 percent of tested students scoring at or above the Healthy Fitness Zone on all four of the test items listed in the above Student Award Levels for two consecutive years are eligible to apply for recognition as a Healthy Fitness School.

State Champion Physical Fitness Demonstration Schools

- Winning schools in each category (elementary, middle, and high school) having the largest percentage of student scoring in the high fitness zone on each test component will be selected as State Champion Physical Fitness Demonstration Schools.
- Two elementary schools, two middle schools, and one high school will be chosen
- Winning schools in each category above will receive a plaque in recognition of achievement of the award, and each student in the school who scores in the Healthy Fitness Zone or above on all four test items listed in the above Student Award Levels will receive a certificate and magnets.

*See "[Performance Ranges for Health-Related Fitness Zones](#)" on page 26 to determine student fitness level (N, H, or HFZ) according to zone.

Appendix C (Continued) Student and Awards

Student Award Certificates

No pre-printed certificates are available as of September 1, 2017. Teachers may download certificates from the [Alabama State Department of Education's Health and Physical Education Web page.](#)

GOVERNOR'S PHYSICAL FITNESS AWARD



presented to

on

for scoring in the high fitness zone in each test component of
the *Alabama Physical Fitness Assessment*

Sponsored by the Alabama State Department of Education, Alabama State Department of Public Health,
and Alabama Governor's Commission on Physical Fitness and Sports


Kay Ivey

Governor of the State of Alabama



Appendix C (Continued)

Student and School Awards



Alabama

SUPERINTENDENT'S PHYSICAL FITNESS AWARD




presented to

on

for scoring in the healthy fitness zone in each test component of the
Alabama Physical Fitness Assessment

Sponsored by the Alabama State Department of Education, Alabama State Department of Public Health, and
the Alabama Governor's Commission on Physical Fitness and Sports

Local School Superintendent



Alabama

PRINCIPAL'S PHYSICAL FITNESS AWARD

presented to

on

for participation in each test component of the
Alabama Physical Fitness Assessment

Sponsored by the Alabama State Department of Education, Alabama State Department of Public Health, and
the Alabama Governor's Commission on Physical Fitness and Sports

Principal



Professional Organizations

Alabama State Association for Health, Physical Education, Recreation, and Dance (ASAPERD)

P.O. Box 369
Arley, AL 35541
www.asahperd.org
dhester@uab.edu

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)

1900 Association Drive
Reston, VA 20191-1598
(800) 213-7193
www.aahperd.org

American College of Sports Medicine (ACSM)

P.O. Box 1440
Indianapolis, IN 46206-1440
(317) 637-9200
www.acsm.org

National Association for Sport and Physical Education (NASPE)

1900 Association Drive
Reston, VA 20191
(800) 213-7193
www.aahperd.org/naspe
naspe@aahperd.org

National Center for Sports Safety

2316 First Avenue South
Birmingham, AL 35233
(866) 508-NCSS (6277)
www.sportssafety.org

The President's Challenge

501 North Morton, Suite 203
Bloomington, IN 47404
(800) 258-8146
www.presidentschallenge.org
preschal@indiana.edu

The Society of State Directors of Health, Physical Education, and Recreation

1900 Association Drive, Suite 100
Reston, VA 20191-1599
(703) 390-4599
www.thesociety.org
info@thesociety.org
info@SportsSafety.org

Grant Opportunities

Action for Healthy Kids

<http://www.actionforhealthykids.org/grants-benefit-1000-schools.html>

Grants provide funds for initiating or accelerating school health improvement initiatives.

National Association for Sport and Physical Education (NASPE)

<http://www.aahperd.org/naspe/grants/grants/grantopportunities.cfm>

NASPE's grant opportunities database provides monthly updated information about availability of program and research grants.

Peaceful Playgrounds

<http://www.peacefulplaygrounds.com/grants.htm>

Grant provides opportunities and resources for physical education school playgrounds.

Government Agencies

Alabama Department of Education

Curriculum and Instruction Section

50 North Ripley Street

Montgomery, AL 36130-2101

(334) 242-8059

www.alsde.edu

nray@alsde.edu

Alabama Department of Public Health

Nutrition and Physical Activity Division

The RSA Tower

201 Monroe Street

Montgomery, AL 36104

(334) 206-5651

www.adph.org

Laurie.Eldridge-Auffant@adph.state.al.us

Alabama Governor's Commission on Physical Fitness

560 South McDonough Street

Montgomery, AL 36104-4605

(334) 242-4496

www.physicalfitness.org/alabama.html

physical.fitness@gcopf.alabama.gov

Centers for Disease Control and Prevention

1600 Clifton Road

Atlanta, GA 30333

(800) 232-4636

www.cdc.gov

cdcinfo@cdc.gov

INow Reporting Resources

A series of online sessions have been recorded to provide training for physical education teachers on the **Fitness Assessment** functionality of *InformationNOW* Health. For those who were unable to attend a scheduled session or wish to review the material, access the recording, log in to the STI Support site at <http://support.sti-k12.com>. Under the *InformationNOW* Health - Fitness Assessment WebEx Training Session Recording Now Available section, click to view the recording.

Teachers who do not have login access to the STI Support Site click the link below: <http://support.sti-k12.com/teachervideo/>. The Fitness Assessment Training Session recording is listed at the top of the page under the **InformationNOW Health - Fitness Assessment** heading.

Miscellaneous Resources

Coordinated School Health Program (CSHP), Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion
<http://www.cdc.gov/healthyouth/cshp/>

Creating a Healthy School Using the Healthy School Report Card, Association for Supervision and Curriculum Development (ASCD) Action Tool
<http://www.healthyschoolcommunities.org/HSRC/pages/reportcard/reportcardlogin.aspx>

Health Education Curriculum Analysis Tool (HECAT), Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion
www.cdc.gov/HealthyYouth/HECAT/

Physical Education Curriculum Analysis Tool (PECAT), Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion
www.cdc.gov/healthyouth/PECAT/

Physical Activity and Health: A Report of the Surgeon General, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion
<http://www.cdc.gov/nccdphp/sgr/ataglan.htm>

The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools, Action for Healthy Kids
<http://www.actionforhealthykids.org/resources/files/learning-connection.pdf>

Bibliography

- Alabama Course of Study: Physical Education*. Montgomery, Alabama: Alabama Department of Education, 2009.
- Burgeson, Charlene R. "Physical Education's Critical Role in Educating the Whole Child & Reducing Childhood Obesity," *The State Education Standard*, Vol. 5, No. 2., National Association of State Boards of Education (NASBE), Alexandria, Virginia, December 2004, pp. 27-32.
- Collingwood, Thomas R. *Helping At-Risk Youth Through Physical Fitness Programming*. Champaign, Illinois: Human Kinetics, 1997.
- Harris, Jo and Jill Patricia Elbourn. *Teaching Health-Related Exercise at Key Stages 1 and 2*. Champaign, Illinois: Human Kinetics, 1997.
- Meredith, Marilu D. and Gregory J. Welk, Editors. *FITNESSGRAM/ACTIVITYGRAM Test Administration Manual, Fourth Edition*. Champaign, Illinois: Human Kinetics, 2007.
- Miller, Patricia D. *Fitness Programming and Physical Disability*. Champaign, Illinois: Human Kinetics, 1995.
- PE Metrics: Assessing the National Standards Standard 1-6 in Elementary School*. Reston, Virginia: National Association for Sport and Physical Education (NASPE), 2009
- Physical Fitness and Health: (I Can Do It, You Can Do It)*. Washington, D. C.: United States Department of Health and Human Services, 2006.
- President's Council on Fitness, Sports, and Nutrition. President's Challenge, the Nation's Physical Activity and Fitness Program, n. d., <http://www.presidentschallenge.org> (October 1, 2010).
- Seaman, Janet A., Editor. *Physical Best and Individuals with Disabilities: A Handbook for Inclusion in Fitness Programs*. Reston, Virginia: American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), 1995.
- Strand, Brad and Lois Mauch. *Assessing and Improving Fitness in Elementary Physical Education, Second Edition*. Reston, Virginia: National Association for Sport and Physical Education (NASPE), 1999.
- The Third Generation: Connecticut Physical Fitness Assessment Test Administrator's Manual*. Hartford, Connecticut: Connecticut State Department of Education, 2009.
- Virgilio, Stephen J. *Active Start for Healthy Kids: Activities, Exercises, and Nutritional Tips*. Champaign, Illinois: Human Kinetics, 2006.
- Fitness Education for Children: A Team Approach*. Champaign, Illinois: Human Kinetics, 1997.
- Welk, G.J. and Marilu D. Meredith, Editors. *FITNESSGRAM/ACTIVITYGRAM Reference Guide*. Champaign, Illinois: Human Kinetics, 2008.
- Winnick, Joseph P. and Francis X. Short, Editors. *The Brockport Physical Fitness Test Manual: Health-Related Test for Youths with Physical and Mental Disabilities*. Champaign, Illinois: Human Kinetics, 1999.

APPROVAL OF RECOMMENDATIONS OF QUALITY PHYSICAL EDUCATION TASK FORCE

WHEREAS, the Alabama Department of Education continues to be vitally concerned about the academic and physical fitness and health of all students attending public schools in the state of Alabama; and

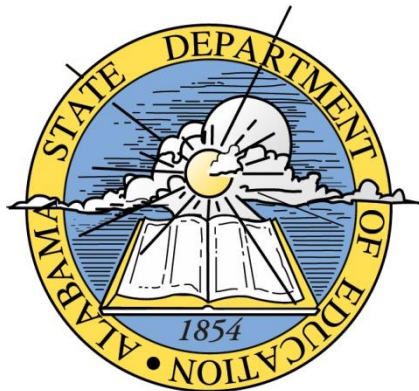
WHEREAS, evidence shows that physical fitness activity can assist in improving academic achievement and positively impact cognitive skills, attitudes, concentration, attention, and classroom behavior; and

WHEREAS, the current state physical fitness assessment, the *President's Physical Fitness Challenge*, is a norm-referenced test based on 1984 data, and a test based on recent data is needed; and

WHEREAS, a Quality Physical Education Task Force was appointed to develop a physical fitness assessment; and

WHEREAS, The Alabama Physical Fitness Assessment is designed to use criterion referenced measures to assess the health and physical fitness of all Alabama students:

NOW, THEREFORE, BE IT RESOLVED, That the *Alabama Physical Fitness Assessment* which includes criteria be adopted by the Alabama State Board of Education.



Adopted by the Alabama State Board of Education at its meeting on November 10, 2011

2011

Alabama Physical Fitness Assessment

