

HEALTH-RELATED FITNESS ASSESSMENT

Grades 4, 5

Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade-Level Outcomes

- Identifies the components of health-related fitness (S3.E3.4)
- Completes fitness assessments (pre and post) (S3.E5.4a)
- Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas (S3.E5.4b)
- Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health (S3.E5.5a)
- Designs a fitness plan to address ways to use physical activity to enhance fitness (S3.E5.5b)

Lesson Objectives

The learner will:

- Complete both a fall and spring health-related fitness assessment (FitnessGram)
- Identify areas that need remediation after completion of the fitness assessment
- Identify two strategies (exercise or physical activity) for addressing each area of remediation

Materials and Equipment

- Refer to *FitnessGram Test Administration Manual* for equipment needed for assessment
- Either paper or digital equipment for recording of assessment scores
- Student journals and pencils

Learning Experiences

Typically, the first official assessment of students' fitness occurs in grade 4. The assessment should be a positive learning experience for students, not a period of testing to be dreaded. The following keys to success adapted from *FitnessGram Test Administration Manual* will help you create a positive atmosphere for fitness testing:

- Be aware of any potential health problems among your students; read the cumulative folders and check with the school nurse in advance.
- Students should have adequate conditioning and practice of each test item before taking the official test. The purpose is an assessment of practiced fitness protocol, not a surprise testing.
- Prepare students for each test component, including advance notice, practice of the test item, and cues on proper attire. Share with students "the secret" to success for each test item.
- Test results are confidential. Assure all students that scores will be kept private.
- Administer only one test per day. Test administration should leave time for practice for the next day or a return to the focused lesson for the day.
- Administer the test in such a way that students are never sitting and waiting, either before or after their assessment.

After the Test

FitnessGram provides a computerized summary of fitness scores as well as strategies for improving scores. But students gain much more by being involved in the recording of scores than by receiving the computerized summary. Figure 4.1 is one example of a bar graph summary report of the health-related fitness assessment with student involvement.

The discussion of the fitness assessment after the test is just as critical for students' self-esteem as the manner in which the test is given. Just as the assessment results are confidential, so is the development of the summary report. Provide adequate personal space for each student. Quietly tell scores that could be of a concern to the student or have scores already recorded on the student's summary report.

Resources

For free downloads of selected chapters from *FitnessGram Test Administration Manual*, visit the Presidential Youth Fitness Program at www.pyfp.org.

Assessment

Grade 4

Have students record in their journals responses to the following questions:

- In what areas of fitness, if any, do I need to improve?
- What activities will help me improve each of those areas?
- What is my goal for the spring fitness assessment?

Reading students' responses to those questions is important. Children often have unrealistic expectations or goals for themselves; they also can be extremely hard on themselves in terms of achievement. Students value teacher interaction in the journal.

Grade 5

Have students design a personal fitness plan to address areas in which they need remediation. The preceding questions will guide their thinking as they begin to design the plan.

Closure

- What was your favorite component of the fitness assessment?
- What was the most difficult? The easiest? Why?
- Why do you think assessing fitness is necessary?

Reflection

- Did some students experience great difficulty with the fitness assessment? How can I best help them?
- In what areas, if any, did most of the class have difficulty?
- What adjustments must I make in my teaching based on the results of the fitness assessment?

If the fitness assessment is given in the fall and the spring, a midyear check of personal improvements can be conducted with a station format. Following the completion of the stations, students can then read their journal entries from the fall and respond to each with a progress statement.

FIGURE 4.1 Health-Related Fitness Profile

Name: _____ Homeroom: _____

Key:

HR = health risk (Seek help to develop a plan to improve this component.)

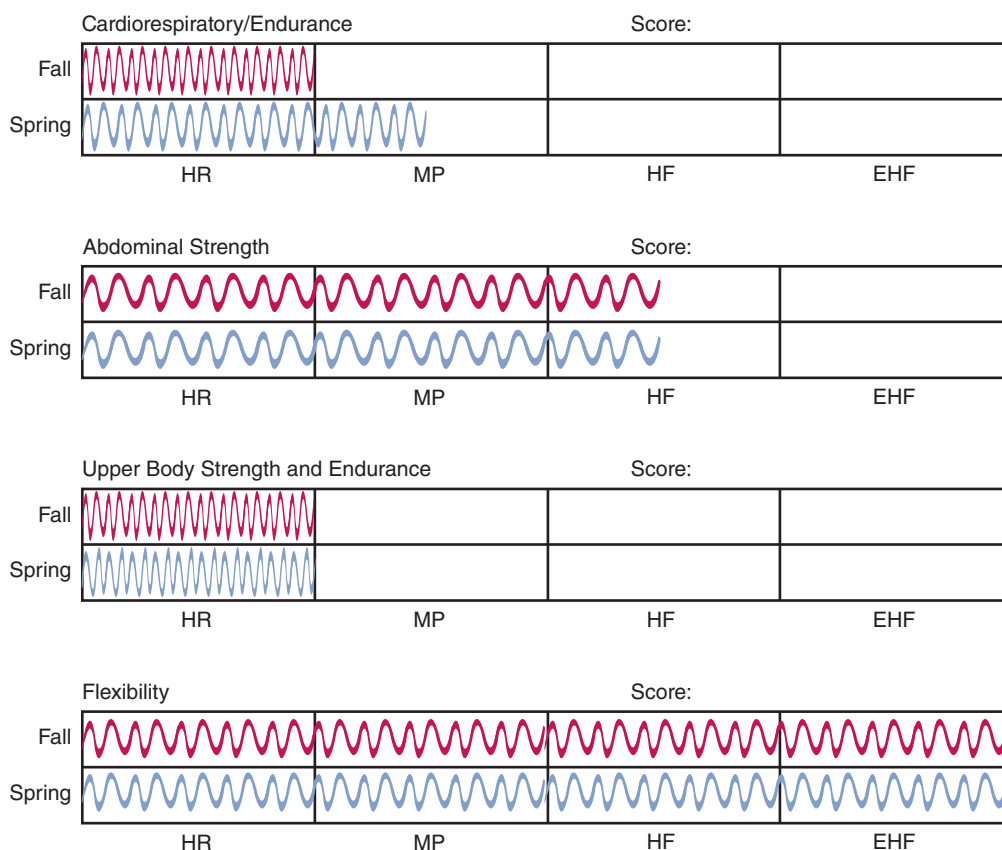
MP = making progress (Keep working and playing hard.)

HF = healthy fitness zone (Way to go; keep being active.)

EHF = exceeds healthy fitness zone (You rock!)

Based on students' scores, check the appropriate box for overall fitness.

Fitness Component



Approaching healthy and fit: achieves healthy fitness zone in three areas

Healthy and fit: achieves healthy fitness zone in all four areas

Super healthy: exceeds healthy fitness zone in all four areas

Note: Test item measure and score will be added by teacher or students, as in the following example:

- Cardiorespiratory: pacer test, mile run
- Abdominal strength and endurance: curl-ups
- Upper-body strength and endurance: push-ups, modified pull-ups, pull-ups, flexed arm hang
- Flexibility: sit-and-reach, trunk lift, shoulder stretch
- Body composition should not be reported on a child's fitness profile.