



WHAT EVERY PHYSICAL EDUCATION TEACHER NEEDS TO KNOW ABOUT THE APPROPRIATE USES OF FITNESSGRAM®

The Fitnessgram test series is administered to students during physical education class to obtain information about students' current physical fitness levels in each of the health-related components of fitness.

The data gathered is to be used to help the physical education teacher plan for instruction based on the individual needs of his or her students.

- Student's test results should be provided to parents and students in addition to the physical education teacher.
 - Parents should have access to the test scores as well, so that they may choose to work with their child outside of the school day. A full description of each test should be provided to parents along with their child's results.
 - In collaboration with the physical education teacher, the student should use his or her fitness assessment data to determine strengths and areas for improvement in order to develop a **Personal Fitness Plan (PFP)**. **For an example of how to implement a PFP over the course of a school year, please see the PFP Cycle on page 2.**
- NOTE:** The level of complexity of the plan should be dependent upon the developmental level of the students. Fitness testing is recommended to begin in grade 3 as a learning experience and progress from there. The Personal Fitness Cycle can be implemented with students in grades 4 or below. **Fitness test scores are not to be used as grades for students in physical education class. The physical education teacher should;**
- Teach students about physical health-related fitness concepts, basic fitness principles such as FITT (Frequency, Intensity, Type, Time), SMART (Specific, Measurable, Attainable, Results-Based, Time-Bound) goals.
 - Provide examples to help students develop an action plan to address individual fitness goals.
 - Provide multiple assessment opportunities, so that students have the opportunity to know if their fitness levels have improved.
 - Use the Fitnessgram series as the test instrument to assess a student's fitness level across the main health-related components of fitness.
 - Utilize test data as a basis for collaborating with each student to develop Personal Fitness Plans (PFP).

Physical education teachers should not use fitness test data as evidence of their performance for teacher evaluations. *As a teacher, do you want your job performance to be determined on whether or not a student passes physical fitness tests? What if students do not perform well? Does that mean you are not teaching the curriculum well? Does that mean you are not a good teacher?*

- Teachers can effectively teach students to develop and/or maintain physical fitness and still have students who do not perform well on the fitness tests.
- Furthermore, teaching physical skills, cooperative skills, and health maintenance skills are equally important objectives for promoting lifelong physical activity.
- There are many fitness-related concepts that students need to know and be able to apply that can be assessed.
- As physical educators, we see students for a limited time during the course of a week, and only during the school year. We cannot make it our responsibility to change the physiology of a student in such a short amount of time.
- We can, and should be able to teach them the knowledge and provide the opportunities for them to improve on their personal fitness through our class.
- There are a multitude of reasons why students may or may not perform well on fitness tests. Take for example a student who plays outside all summer, and comes back to school in great physical shape. The student performs amazingly on the Fitnessgram test series in September, but is not as active in the winter, and is retested in the early spring. This same student does worse on the Fitnessgram test series in the spring. If your teacher evaluation was based on this student's fitness test scores, what would that say about you? Using data doesn't make sense unless it is used correctly.

PERSONAL FITNESS PLANNING (PFP)

The diagram (page 3) is an example of an instructional planning tool designed for physical education teachers to help them prepare learning activities that coincide with Fitnessgram physical fitness testing. This diagram, called the **Personal Fitness Plan Cycle (PFP)**, outlines how to instruct students to utilize baseline fitness test scores as a basis for setting personal fitness SMART goals for personal fitness, to develop an Action Plan to move them towards their goals, how to justify what they include in their Action Plan, how to make adjustments along the way, and the process of reflection as they plan for personal fitness in the future. The PFP diagram was developed by Kim Spivack of AAHPERD.

FIRST QUARTER

- Administers the full Fitnessgram Test battery to all students in grades 4 and up. Provide each student with his or her scores.
- Work collaboratively with the students to help them identify areas of strength as well as areas for which they may need improvement.
- Make the connection between the Fitnessgram test, such as the PACER, and what the test is measuring.
- Review the basic health-related components of fitness, and the FITT principle of exercise.
- Define and explain the acronym SMART (Specific, Measurable, Attainable, Results-Based, Time-Bound).
- Provide examples of SMART goals for physical fitness.
- Provide an opportunity for students to draft SMART goals for personal fitness based on an area(s) of fitness identified as needing improvement or those in which they would like to maintain.

SECOND QUARTER

- Provide an opportunity for students to draft an Action Plan which includes specific exercises and activities that will support them in reaching their SMART goals.
- Integrate a variety of fitness related exercises and activities in physical education class, and consistently describe which of the health-related component(s) of fitness the exercises target.
- Applies the FITT principle whenever possible.

THIRD QUARTER

- Provide an opportunity for students to retake the Fitnessgram tests (end of 2nd /beginning of 3rd quarter).
- Students should reassess in the areas in which they did not meet the health-related fitness zones for their gender and age &/or any test area(s) with which they have based SMART goals.
- After reassessment is complete, review scores with students and provide feedback on their SMART goal(s) and Action Plans.
- Provide students the time to make revisions and request then to implement their Action Plans.

FOURTH QUARTER

- Administer the full Fitnessgram test battery to all students.
- Provide scores for the students and ask them to review and compare their new scores with their baseline scores.
- Provide students an opportunity to reflect on their PFP in a whole class setting, providing an opportunity to share their experiences, obstacles they faced, how they overcame challenges, and what they learned.
- Request students submit their reflection and include plans for ongoing physical fitness development while they are on summer break.

NOTE: *Fitnessgram test scores should not be publically posted or read allowed to students in a setting where other students can hear. Fitness tests scores, just as any other test scores in any subject are to provide the individual student with information on his or her progress. The fitness test should not be used to compare one student to another or for any competitive purpose.*

PERSONAL FITNESS PLAN (PFP) CYCLE

Fourth Quarter: Reassessment: (Full Fitnessgram Test Battery)

- All students retake the FITNESSGRAM test battery. Provide each student with their scores.
- Provide general and specific feedback to students about their PFP.
- Discuss how to continue to work on personal fitness over the summer.

REFLECTION

Fourth Quarter:

- Students should have implemented their PFP Action Plan during the third quarter.
- Explain to students that they write a **Reflection** on their progress towards their SMART Goal(s).
- Using your example **PFP**, provide an example Reflection for the students.
- Your Reflection should include; how much of the your action plan you were able to implement, if you had any obstacles along the way and how you dealt with them, what adjustments you may have made along the way and why, and how you feel you have improved, maintained, or perhaps regressed in relation to your ability to reach your SMART Goal(s).
- Add to the PFP rubric. The PFP rubric should now include the SMART Goal, the Action Plan, the Rationale for the plan applying the FITT principle, and a Self-Reflection.
- Explain the updated rubric to the students, and tell them they will submit their full PFP for grading.

First Quarter: Baseline Assessment (Full Fitnessgram Test Battery)

- Implement the Fitnessgram test series to obtain the student's **baseline scores**.
- Share test scores with students, and help them individually determine an area(s) they need or want to improve on.

SMART GOAL

First Quarter:

- Provide an overview of the components of a **Personal Fitness Plan (PFP)** and a timeline for when they will develop each part of the PFP.
- Explain/review the FITT principle of exercise and apply the principle to each of the health-related fitness components.
- Explain & provide examples of **SMART Goals** for personal fitness.
- Provide students with the criteria for and a rubric for writing a SMART Goal(s) for personal fitness.
- Explain that a rubric will be used to grade them on their ability to write a SMART Goal that is based on their individual area(s) for improvement.
- Provide students with time to draft a SMART Goal(s). Tell them that this will be the first component needed to develop a Personal Fitness Plan (PFP).
- Provide general and specific feedback to the students about their SMART Goals.

RATIONALE

Third Quarter:

- Students make adjustments to their **Action Plan** based on your feedback.
- Use your example of a **SMART Goal and Action Plan** to explain to students why you chose the specific exercises/activities on your example PFP. Connect to the fitness component you are working on, such as cardiorespiratory endurance, and the FITT principle.
- Add to the PFP rubric. It should now include the **SMART Goal, the Action Plan, and a Rationale** for choosing specific exercises/activities applying the FITT principle.
- Share the updated rubric with the students, and tell them that they will be graded on their ability to provide a correct rationale (based on FITT) for the exercises they chose for their Action Plan and how their plan will help them achieve their SMART Goal(s).
- Provide students time to draft their rationale.
- Provide general and specific feedback to students about their rationales.
- Have students implement their Action Plan (PFP calendar) throughout the 3rd quarter.

ACTION PLAN

Second Quarter:

- Students make adjustments to their SMART Goals based on your feedback.
- Use an example of a SMART Goal for one of the main components of fitness, (example: cardiorespiratory endurance), and provide an "**Action Plan**" that would address the goal. **TIP:** Consider using a calendar and plot out what you would do on a day to day basis to address the SMART Goal you've developed.
- Add to the PFP rubric you created. It should now include the SMART Goal and the Action Plan.
- Explain the updated rubric to the students, and tell them that they will be graded on their ability to use their SMART Goal to develop an Action Plan for 1 (or more) areas of personal fitness.
- Provide students with time to draft an Action Plan to go along with their SMART Goal(s).
- Provide general and specific feedback to students about their Action Plan.

Reassessment Opportunity: (end of 2nd /beginning of 3rd Quarter)

- Explain to students that they will have an opportunity to take retake portions of the FITNESSGRAM fitness test battery. The only fitness tests they need to retake are those that they did not meet the *healthy fitness zone* criteria. The test should also be the one(s) that address the fitness component they based their **SMART Goal(s) and Action Plan** on.
- Administer the tests, provide the student's with their respective scores.
- Students should use their retake scores to determine if there is a need to revise their **SMART goals and Action Plan**.