For Questions Regarding PFT Testing, Please Contact:

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Important Information for Physical Fitness Testing

- Testing Window: Feb 1st – May 31st (state level)
- At FUSD level- All testing scores to be recorded in Illuminate by April 30th
- All students in Grades 5, 7, and 9 scores required by CDE
- All students with disabilities should be given as much of the test as possible
- A student’s IEP or Section 504 plan team is responsible for deciding how a student with disabilities will participate in the PFT
- Grades 8 and 10 scores not reported to the state, but used for student improvement
- All schools must administer the test including Continuation, Alternative and Charter Schools.
- Please practice for each test prior to testing so that students are conditioned adequately before being tested
- To maximize safety, determine if any students have medical conditions that must be addressed prior to each test
- Be sure to have students perform a proper warm-up prior to each test
- Only 1 test should be administered per day (Height & Weight measurements can be completed on the same day)
- Students should be given opportunity to test in all sub categories
- Students must get an opportunity to make up a missed test
- Students must be provided with a record sheet to record their individual scores and set goals for future tests
- Passing score = 5/6 or Above
- HFZ = Health Fitness Zone (Passing)
- NI = Needs Improvement (Not Passing)
- NI-HR = Needs Improvement/Health Risk (Not Passing)
Physical Fitness Testing Options

Aerobic Capacity: (Three Options)

- **Mile Run (Age 10+)**
  - Materials Needed: Stop Watch, Flat Measured Course

- **PACER (Progressive Aerobic Cardiovascular Run) (Age 10+)**
  - Materials Needed: 20 Meter PACER CD, Speaker, Cones

- **Mile Walk (Age 13+)**
  - Materials Needed: Stop Watch, Flat Measured Course

Muscular Strength (Three Options)

- **Push-Up**

- **Modified Pull-Up**
  - Materials Needed: Modified Pull-Up Bar

- **Flexed Arm Hang**
  - Materials Needed: Pull-Up Bar

Muscular Endurance (One Option)

- **Curl-Ups**
  - Materials Needed: Curl-Up Cadence, Curl-Up Mat

Flexibility (Two Options)

- **Shoulder Stretch**
  - Materials Needed: None

- **Back Saver Sit & Reach**
  - Materials Needed: Sit and Reach Box, Mat

Trunk Extensor Strength & Flexibility (One Option)

- **Trunk Lift**
  - Materials Needed: Yardstick, Mat

Body Composition Measurement

- **Body Mass Index (BMI) Height & Weight Measurements**
  - Materials Needed: Weight Scale, Measurement Tap
Mile Run

Use: To measure aerobic capacity

Objective: To run, as quickly as possible, around a mile track for time

Minimum/Maximum score: Minimum: 4:00  Maximum: 59:59

Materials Needed: Stop Watch, Flat Measured Course

Training Video: One-Mile Run Video  https://tinyurl.com/y96y6obz

Test Administration:

- Make sure there is a pre-determined, and measured, mile track set up
- Have all students participating in the mile run line up on a starting line
- Start the clock as the students start the run
- Give each student their time as they finish

Common form corrections:

- Mile track is not an accurate mile
- Not keeping track of laps/distance travelled accurately
- Time not started/recorded correctly
PACER Test
(Progressive Aerobic Cardiovascular Endurance Run)

Use: To measure aerobic capacity

Objective: To run as long as possible across a 20-meter space at a specified pace

Minimum/Maximum score: Minimum: 1   Maximum: 999

Materials Needed: 20 Meter Pacer CD, Speaker, Cones

Training Video: PACER Video  https://tinyurl.com/yd9xwzl4

Test Administration:

- Students line up on the starting line
- Cones/other marker on the other end measuring out 20 meters
- One lap is ONE 20 meter distance (1 meter = 65 feet 7.44 inches)
- Students need to be behind the line prior to the signal to the next lap
- Walking is allowed if the pace is maintained
- If student gets to the line before the signal they must wait
- If student DOESN’T reach the line, they turn where they are and try to get on pace

Common form corrections:

- Leaving the line too early
- Not getting behind the line before the signal
- Test is over after 2nd form correction
Mile Walk Test (Age 13+)

**Use:** To measure aerobic capacity

**Objective:** To walk around a mile track for time

**Minimum/Maximum score:** Minimum: 4:00   Maximum: 59:59

**Materials Needed:** Stop Watch, Flat Measured Course

**Training Video:** Walk Test Video  [https://tinyurl.com/y83x79fn](https://tinyurl.com/y83x79fn)

**Test Administration:**

- Make sure there is a pre-determined, and measured, mile track set up
- Have all students participating in the mile walk test line up on a starting line
- Start the clock as the students start the test
- Give each student their time as they finish
- Student must take a 15 second heart rate at the completion of the test for accurate scoring

**Common form corrections:**

- Mile track is not an accurate mile
- Not keeping track of laps/distance travelled accurately
- Time not started/recorded correctly
- Students moving at more than a walk
Push-Up

Use: To measure upper-body strength and endurance

Objective: To complete as many push-ups as possible at a rhythmic pace

Minimum/Maximum score: Minimum: 1   Maximum: 75

Materials Needed: Push-Up Cadence CD, Push Up Tester

Training Video: Push-Up Video https://tinyurl.com/yan5f93a

Test administration:

• Place push-up tester under chest of student
• Use recorded testing cadence
• One push-up every 3 seconds
• Student assumes prone position on mat
• Hands under shoulders with fingers outstretched
• Legs straight and slightly apart with toes tucked under
• Student then pushes off mat until ARMS, LEGS, and BACK are STRAIGHT
• Student lowers the body, using the arms, until the elbows bend at a 90° angle and touches tester with chest
• When the student pushes back up they assume a straight arm position
• Student is stopped after the 2nd form correction

Common form corrections:

• Stopping/failing to maintain pace
• Not achieving 90° angle with elbow
• Not maintaining correct body position
• Not extending arms fully
• Hips/knees touching the mat
Modified Pull Up

**Use:** To test upper body strength, alternative to push-up

**Objective:** To perform as many modified pull-ups in a set time

**Minimum/Maximum scores:** Minimum: 1 Maximum: 99

**Materials Needed:** Modified Pull-Up Bar

**Training Video:** [Modified Pull-Up Video](https://tinyurl.com/y83x79fn)

**Test Administration:**

- Student lies with shoulders directly under the pull-up bar
- Student reaches up and grabs the bar with the palms facing outwards
- Increase bar height so that only heels remain on the ground when the arms are fully extended
- Pull up so that the chest touches an elastic band suspended 7-8 inches below the bar, then return to starting position
- Test is stopped after 2\textsuperscript{nd} form correction

**Common form corrections:**

- Body doesn’t remain straight
- Stopping or resting
- Not lifting chin above elastic band
- Not fully extending arms to starting position
- Any part of the body, besides heels, coming into contact with the floor
Flexed Arm Hang

Use: To test upper body strength, alternative to push up.

Objective: To hold your chin above the bar for as long as possible

Minimum/Maximum: Minimum: 0 seconds   Maximum: 60 seconds

Materials Needed: Pull-Up Bar, Stop Watch

Training Video: Flexed-Arm Hang Video https://tinyurl.com/y6vrga52

Test Administration:

- Student grasps bar with palms facing outward
- Spotter may assist in raising chin above bar
- Time is started when chin is above bar and student is not swinging
- Time stops when chin touches bar, head tilts back, or when chin falls below the bar

Common form corrections:

- Students legs/body are swinging during the test
- Chin does not remain above the bar during the test
Curl-Up

Use: To measure abdominal muscular strength and endurance

Objective: To compete as many curl-ups as possible

Minimum/Maximum scores: Minimum: 1  Maximum: 75

Materials Needed: Curl-Up Cadence, Curl-Up Mat or Strip

Training Video: Curl-Up Video https://tinyurl.com/ybeqa4es

Test administration:

- Student lies in supine position on a mat
- Knees bent and feet flat on the mat
- Arms straight and parallel to the trunk/torso
- Palms resting on mat with fingers stretched out
- Head in contact with the mat
- Fingers need to be in contact with the nearest edge of the testing strip
- Students HEELS MUST stay in contact with the mat, toes are allowed to come off the mat, no one can hold feet down or use a wall as a brace point
- Student slowly curls up and slides/walks fingers across the measuring strip until finger reach the other side
- Student then slowly, and controlled, curls back down until the head touches the mat
- One curl-up is completed when the student's head comes back down to the mat
- Movement is set to a cadence, 1 curl-up every 3 seconds
- Continue testing until, student can no longer continue, student has completed 75, or 2nd form correction is made

Common form corrections:

- Movements not with cadence
- Any reaching/jerking motion with hands
- Pauses and rest periods are not allowed
- Head not returning to the mat
- Fingertips not touching both sides of the testing strip
- Hips coming off the ground
- Heels coming off the ground
Shoulder Stretch

**Use:** To measure the flexibility of the shoulder joint

**Objective:** To touch fingertips on both hands with arms overhead and across back

**Minimum/Maximum score:** Pass/Fail Test (Must Pass both sides to be in HFZ)

**Materials Needed:** None

**Training Video:** Shoulder Stretch Video [https://tinyurl.com/ybzxzwza](https://tinyurl.com/ybzxzwza)

**Test administration:**

- Student stands with their back facing teacher
- Student places one arm overhead with hand towards the middle of their back
- Student places other arm behind their back and reaches for their top hand
- Student performs test with both arms in the overhead and behind position

**Common form corrections:**

- Student must touch skin, not nails, on both hands to have passed the test
- If student fails to touch on one or both sides they must complete the sit and reach test
Back Saver Sit and Reach Test

**Use:** To measure the flexibility of the hamstring muscles

**Objective:** To reach the specified distance of the left and right sides of the body

**Minimum/Maximum score:** Minimum: 0  Maximum: 12

**Materials Needed:** Sit and Reach Box, Mat

**Training Video:** Back-Saver Sit and Reach Video [https://tinyurl.com/yak35hnj](https://tinyurl.com/yak35hnj)

**Test administration:**

- Test only one leg at a time
- Zero end of the scale is nearest the student
- Student removes both shoes
- Square hips with the box for alignment
- Student keeps one leg straight and bends the other knee with the sole of the foot flat on the floor
- Arms are extended forwards over the measuring surface, placed one on top of the other with palms down
- Student SLOWLY reaches directly forward with both hands
- Hand must stay together
- Bent knee is allowed to move to the side but the foot must stay in contact with the floor
- The final reach position should be held for at least one second
- Student gets 3 tries per side with the highest score recorded
- After leg one is tested, student switches to other leg and test is repeated

**Common form corrections:**

- Hands separate
- Foot is not flat with the floor
- Knee on tested leg bends
Trunk Lift

Use: To measure trunk extensor strength and flexibility

Objective: To lift the upper body off the floor using the back muscles and hold the position for measurement

Minimum/Maximum scores: Minimum: 0 inch    Maximum: 12 inches

Materials Needed: Yardstick, Mat

Training Video: Trunk Lift Video https://tinyurl.com/yb9exu29

Note:

- Not advisable to encourage hyperextension
- Use a yardstick or 15-inch ruler
- DO NOT use a 12 in ruler, it may cause injury to the chin

Test administration:

- Student lies in a prone position on the mat
- Toes points
- Hands under the thighs
- Student should tuck chin to the chest and look down at the mat
- Student lifts the upper body off the floor in a very slow and controlled manner
- Student holds the position long enough to allow the tester to measure the height
- Measurement taken from floor to chin
- Student returns to starting position in a controlled manner
- Two trials are allowed with the highest score being recorded

Common form corrections:

- Feet come off the mat
- Student bounces/uncontrolled movement
- Chin not tucked into chest/neck extension
**BMI**

**Body Mass Index**

**Use:** To indicate appropriateness of child’s weight relative to their height

**Objective:** Analyze formula for height to weight ratio

**Materials Needed:** Weight Scale, Measurement Tape

**Training Video:** Body Mass Index Video [https://tinyurl.com/y78kekvt](https://tinyurl.com/y78kekvt)

**Test Administration:**

- All students remove shoes for testing
- Test one student at a time in an area where their height and weight cannot be easily read by others
- Use whole numbers for height and weight
Physical Fitness Testing
Personal Record Sheet

Name: ______________________ Date: _____________
Grade: _______ Age: ________ School: _______________________

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<thead>
<tr>
<th>Activity</th>
<th>Score</th>
<th>Healthy Fitness Zone? (circle one)</th>
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<tbody>
<tr>
<td><strong>1. Aerobic Capacity (Choose One)</strong></td>
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<td>• Mile Run</td>
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<td>NI</td>
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<td>• Pacer</td>
<td>HFZ</td>
<td>NI</td>
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<td>• Mile Walk <em>(13 years or older)</em></td>
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<td><strong>2. Abdominal Strength</strong></td>
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<td>• Curl-Ups</td>
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<td><strong>3. Upper Body Strength &amp; Endurance (Choose one)</strong></td>
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<td>• Push Up</td>
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<td>• Modified Pull Up</td>
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<td>• Flexed Arm Hang</td>
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<td><strong>4. Flexibility (Choose one)</strong></td>
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<td>• Shoulder Stretch <em>(Must Pass Both Sides)</em></td>
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<td><strong>6. Body Composition</strong></td>
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HFZ= Healthy Fitness Zone (PASSING)
NI = Needs Improvement (NOT PASSING)
NI-HR= Needs Improvement Health Risk (NOT PASSING)

Total Number of Fitness Areas Passed: ____ out of 6
Physical Fitness Test (PFT)

Pre-Test Practice Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Mile Run</th>
<th>Pacer</th>
<th>Curl Ups</th>
<th>Trunk Lift</th>
<th>Push Ups</th>
<th>Modified Pull Up</th>
<th>Flexed Arm Hang</th>
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Height: ____ feet ____ inches = _____ inches

Weight:___________   BMI score: _______
Name: __________________________

Body Mass Index Table

Height ____ft. _____in.______ = _______total inches       Weight (pounds): ________

My BMI Score is: _________, which places me in the _______________ category.

*Normal Category=HFZ (Passing PFT)

After computing your BMI formula, double check your accuracy with the BMI table. To find your BMI on the table, locate where your height (inches) and your weight (pounds) intersect on the graph. Your BMI score is at the top of that column. The category is listed above your BMI score.

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</tr>
</tbody>
</table>

Check for Understanding:

A person who is 70 inches tall and 167 pounds has a BMI score of _________. Which places them in the ______________ category.

A person who is 63 inches tall and 152 pounds has a BMI score of _________. Which places them in the ______________ category.

My personal BMI score is ___________. This places me in the _____________________ category.
### Female

<table>
<thead>
<tr>
<th>Age</th>
<th>Mile Run</th>
<th>Pacer</th>
<th>Curl-Up</th>
<th>Push-Up</th>
<th>Modified Pull-Up</th>
<th>Flexed Arm Hang</th>
<th>Trunk Lift</th>
<th>Sit &amp; Reach</th>
<th>Body Mass Index (BMI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>See VO2 Max Chart</td>
<td>17+</td>
<td>9+</td>
<td>6+</td>
<td>4+</td>
<td>4+ Seconds</td>
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<td>12+</td>
<td>7+</td>
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<td>4+ Seconds</td>
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<td>14.3-20.3</td>
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<tr>
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<td>15+</td>
<td>7+</td>
<td>6+</td>
<td>6+ Seconds</td>
<td>9-12</td>
<td>10</td>
<td>14.7-21.2</td>
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<td>18+</td>
<td>7+</td>
<td>4+</td>
<td>7+ Seconds</td>
<td>9-12</td>
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<td>7+</td>
<td>4+</td>
<td>8+ Seconds</td>
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<td>7+</td>
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<td>7+</td>
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<td>8+ Seconds</td>
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### Male

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<th>Curl-Up</th>
<th>Push-Up</th>
<th>Modified Pull-Up</th>
<th>Flexed Arm Hang</th>
<th>Trunk Lift</th>
<th>Sit &amp; Reach</th>
<th>Body Mass Index (BMI)</th>
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<tbody>
<tr>
<td>9</td>
<td>See VO2 Max Chart</td>
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<td>5+</td>
<td>4+ Seconds</td>
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<td>18+</td>
<td>12+</td>
<td>15+ Seconds</td>
<td>9-12</td>
<td>8+</td>
<td>17.5-24.5</td>
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</tbody>
</table>
Required PFT Assessment Materials

✓ Stop Watch
✓ Cones
✓ Speaker
✓ Push-Up Tester
✓ Modified Pull-Up Bar
✓ Curl-Up Mat
✓ Yardstick
✓ Weight Scale

These items can be purchase from BSN Sports. Please contact Michele.pacheco@fresnounified.org for more information.

You will also need the following cadences to test accurately

✓ 20 Meter Paced CD
✓ Curl-Up Cadence
✓ Push-Up Cadence

These are located on the internal PE Website:

To access please follow the directions below:

From https://www.fresnounified.org then enter go/PE

- Under the Quick Links tab please select : PE Internal Site
- Click on Fitness Gram
Instructions for PFT Data Entry in illuminate

From https://www.fresnounified.org then enter \[go/ILLUM\]

Or https://fresnounified.illuminateed.com

1. Sign in using your full email address and your Outlook password.

2. Select “California Physical Fitness Test” (PFT) and current year.
3. Select “Go to Student Responses”

4. Select Courses or Teachers or Classes or Advanced Filters ...
   then Select All Students, Students with Data, or Students without Data.

5. Select a Category

Fresno Unified does not administer the Body Composition test.
6. Enter Student Data by Test

![Image of student data entry interface]

6a. Enter Test Data Student by Student

![Image of test data entry interface]

7. Two ways to view the *Physical Fitness Test Data*

![Image of reports section]

*Physical Fitness Test Data Review*

This report utilizes student information to determine BMI and VO2Max scores.

*Physical Fitness Test Healthy Fitness Zones*

This report utilizes standards established by The Cooper Institute to represent levels of fitness that offer some degree of protection against diseases that can result from sedentary living. These standards are organized by gender and age.
8. Results of PFT – Healthy Fitness Zones

This report utilizes standards established by The Cooper Institute to represent levels of fitness that offer some degree of protection against diseases that can result from sedentary living. These standards are organized by gender and age.