

**Sam Houston State University**  
**College of Education**  
**Department of Health and Kinesiology**  
**“Educating Educators Since 1879”**

**FITNESSGRAM Assignment**

Effective physical education teachers understand and use many formal and informal types of assessment to check for student understanding, identify mastery of standards, provide student feedback and monitor student progress. In this assignment you will be asked to use a formal type and criterion referenced test to assess health-related fitness. Furthermore, you will be required to use and interpret student performance data to make instructional decisions, provide student feedback and report student progress.

In 2007 the Texas Legislature passed Senate Bill 530 which requires students in public schools enrolled in grades 3 through 12 to be assessed in physical fitness. The FITNESSGRAM test battery is the required assessment tool to be used for this purpose. Therefore, this assignment is designed to provide you with the necessary knowledge and skills to effectively administer the FITNESSGRAM test battery. In addition, this assignment will require the use of the FITNESSGRAM software for the purpose of organizing, informing and reporting student performance data.

**Instructions:**

The instructor will assign you to a group. You will be required to assess and collect student performance data from each individual in your group. During the physical fitness assessment data collection the class will be conducted in the gymnasium (#145). Your instructor will set up the following stations in the gym: 1) Body Composition, 2) Aerobic Capacity, 3) Flexibility, 4) Upper Body Strength and Endurance, 5) Abdominal Strength and Endurance, and 6) Trunk-Extensor Strength and Flexibility. **Working in your assigned groups complete the following learning tasks:**

**Part I** (*This part of the learning activity is conducted in the gym or activity area*)

A) Following the protocols established by the FITNESSGRAM Administration Manual, assess the following health-related fitness components: 1) Body Composition, 2) Aerobic Capacity, 3) Muscular Strength and Endurance, and 4) Flexibility(NASPE 7.2).

- Record individual performance data on the class score sheet provided (see attachment).  
**Make sure to obtain the birth date and gender of each individual in your group.**  
 This information will be used when entering the results in the FITNESSGRAM software.
- You are required to use the following test items for this learning task:

<b>Test Item</b>	<b>Health-Related Fitness Component</b>
Body Mass Index (weight and height measures)	Body Composition
PACER test	Aerobic Capacity
Back-saver sit and reach Shoulder stretch	Flexibility
90° push-up	Upper Body Strength and Endurance
Curl-up	Abdominal Strength and Endurance
Trunk-lift	Trunk-Extensor Strength and Flexibility

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**Part II** (*This part of the learning activity is your paper*)

A) For this learning task your instructor will reserve the Health and Kinesiology Computer. Using the FITNESSGRAM **software and the user guide instructions**, enter the performance data of each individual in your group (NASPE 9.1).

- Create and print **one FITNESSGRAM student report** from an individual of your selection in your group. This report must be attached to your final product.
- Create and print **one FITNESSGRAM parent report** from an individual of your selection in your group. This report must be attached to your final product.
- Create and print **one FITNESSGRAM summary report**. **The summary report will include all the members of your group**. This report must be attached to your final product.

B) **Select one individual of your choice from your group**. Using the FITNESSGRAM criterion-referenced standards (see attachment) for the “Healthy Fitness Zone” (HFZ), interpret the results obtained in each of the test items for the individual you selected (NASPE7.4).

- Using MS Word, create a table to illustrate the results. You must indicate if the individual did or did not accomplish the “Healthy Fitness Zone”.
- See rubric for more details.
- You may use the table below as an example:

Name _____ Age _____ Gender _____		
Test Item	Score	HFZ
<b>Body Mass Index</b> <ul style="list-style-type: none"> <li>• Weight</li> <li>• Height</li> </ul>	_____ _____ _____	<b>Indicate with a Yes or No whether the individual pass the HFZ.</b>
<b>Aerobic Capacity</b> <ul style="list-style-type: none"> <li>• VO2 Max</li> <li>• PACER (Laps)</li> </ul>	_____ _____	
<b>Muscular Strength, Muscular Endurance</b> <b>Flexibility</b> <ul style="list-style-type: none"> <li>• 90° push-up</li> <li>• Curl-up</li> <li>• Trunk-lift</li> <li>• Shoulder-stretch</li> <li>• Back saver sit and reach</li> </ul>	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

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- C) Based on the assessment results obtained in the FITNESSGRAM **six** test items,
- What would you recommend for further fitness development or maintenance of fitness levels to this individual (NASPE 7.2, 7.4)
  - Develop **at least 2 short-term and at least 2 long-term goals** for this individual. The goals must be written in measurable terms and should be realistic (NASPE 6.2).  
Example: By the end of the spring semester 2010, Alison will improve her upper body muscular strength and endurance by 3% of her base line score.
  - See rubric for more details.
- D) Using Microsoft Excel, input the fourth grade student data provided by the instructor (see attachment). Once you finish inputting the data, complete the following learning tasks: (NASPE 9.1)
- Using the average function, calculate the average for the following FITNESSGRAM test items: WGHT\_1, HGHT\_1, Curl\_1, Push\_1, Trunk\_1, Pacer\_1, BMI\_1, FAT\_1, WGHT\_2, HGHT\_2, Curl\_2, Push\_2, Trunk\_2, Pacer\_2, BMI\_2, and FAT\_2.
  - Using the chart function and the averages for each test item calculated above, create a bar graph comparing the group pre and post test results (e.g., WGHT\_1 and WGHT\_2; Pacer\_1 and Pacer\_2).
  - Briefly describe the group results and provide recommendations.
  - Select student 10. Using the chart function and the FITNESSGRAM test items results, create a bar graph comparing student 10 pre and post test results (e.g., WGHT\_1 and WGHT\_2; Pacer\_1 and Pacer\_2).
  - Briefly describe the student 10 results and provide recommendations.
- E) Indicate how would you use the knowledge obtained in this assignment as a future physical educator. (NASPE 8.2)

**Standard of Presentation:**

The final product must be typed 3 pages in length, double spaced. Please use Times New Roman or Courier New 12 size font and set margins at 1 inch. **A cover page is expected.** Unless otherwise indicated, you must write in paragraph form. Consult the Publication Manual of the American Psychological Association (6th ed.) when writing your paper for proper formatting. Make sure you properly cite all references (if any) utilized in the assignment. Please see rubric for more details concerning the format of the paper. **The assignment must be submitted in Blackboard (Turn it in) along with a hard copy provided to the instructor.**

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**Conceptual Framework Statement, Descriptors (5 indicators) and Logo:**

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities’ diverse learners.



**College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.