

Introduction

Learning and practicing fundamental movement skills form the basic building blocks for the development of physical literacy. In a child, physical literacy is the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity and everyday movements. Having these skills is an essential part of enjoyable participation and a lifelong interest in maintaining an active and healthy lifestyle.

Rationale

The foundation for fitness testing should be the promotion of enjoyable and regular physical activity participation leading toward the eventual development of life-long physical activity behaviors. We know past generations have less-than-fond memories of fitness testing as a result of inappropriate practices that have likely turned them off to physical activity. The role of physical education is to build skills in children, to inspire them to act, and to build in them a sense of competence that can be applied to other areas of life. In this regard, the ABC Fit testing structure is designed to foster a positive and challenging environment that inspires youth to be aware of, and interested in, their fitness levels and take steps to engage in a lifetime of play, activity, and exercise.

The ABC Fit marks a distinct paradigm shift from traditional fitness testing to promoting physical activity, learning and positive attitudes, functional fitness (used daily), and testing efficiency. The ABC Fit is comprised of the following components:

- **Aerobic/Cardiovascular Endurance** (4 station circuit), one of the best indicators of overall health
- **Balance/Stability** (Lateral Bound), used on a daily basis and the foundation for all movement
- **Core Strength** (Plank), engine of the body that bridges lower body to upper body

Fitness Testing Principles

The goal of fitness testing is to provide useful personal information regarding lifestyle, to improve personal performance, diagnose a deficiency, and/or determine effectiveness of training programs. The ABC Fit aligns with the following principles when administering fitness evaluations:

- Be child-centered and developmentally appropriate
- Promote learning and a positive attitude towards being physically active
- Be a positive and meaningful experience
- Provide individualized baseline scores and feedback for improvement
- Scores interpreted carefully because of limitations
- Use criterion-referenced standards
- Be safe

Format

Ideally, the ABC Fit was designed to have 3 evaluators, each observing one-third of the class so that the entire class would be performing the assessment concurrently and the entire ABC Fit per class could be completed within 30 minutes. Utilizing Grade 7 students or parents could provide options for teachers as well as a station approach. Minimally, if that is not possible, this could be done as a self-assessment.

Once the class is in the gym, remind students of the purpose of the assessment and then a quick demonstration of the 3 activities beginning with the Plank, followed by the Lateral Bound and finally the 4 Station Circuit. If schools do not have access to agility ladders for the circuit, students can use the same footwork pattern along the sideline of the badminton court or a 4.5m make shift line, eg. 2 feet straddling the badminton sideline to 2 feet on the sideline.

Classroom Teachers Preparation Checklist:

- I have 3 Recording Sheets for Aerobic, one for each assessor
 - I have taught my class the Rate of Perceived Exertion Scale
 - I have brainstormed with my class indicators of fatigue
- I have 3 Recording Sheets for Balance, one for each assessor
 - I have brainstormed with my class indicators of fatigue
- I have 3 Recording Sheets for Core, one for each assessor
 - I have brainstormed with my class indicators of fatigue
- I have filled in my name and division on each sheet
- I have numbered each set of the 3 recording sheets as follows:
 - 1 of 3, 2 of 3, and 3 of 3 (top right hand corner)
- I have grouped the class evenly into thirds
 - eg. 27 students, 9-9-9 per sheet, 25 students 8-8-9 per sheet, 24 students 8-8-8 per sheet, etc.
- I have printed students names in alpha order on the Recording Sheets for Aerobic
 - (First group on sheet 1, second group on sheet 2, third group on sheet 3)
- I have printed students names in alpha order on the Recording Sheets for Balance
 - (First group on sheet 1, second group on sheet 2, third group on sheet 3)
- I have printed students names in alpha order on the Recording Sheets for Core
 - (First group on sheet 1, second group on sheet 2, third group on sheet 3)
- My ABC Fit Testing day is _____

Classroom Teachers Preparation Checklist:

- You should have 3 completed Recording Sheets for Aerobic
- You should have 3 completed Recording Sheets for Balance
- You should have 3 completed Recording Sheets for Core
- Go to: <https://sd36.edudata.ca/> and Login using your district ID and password**
- Under **Your Applications**, select **ABC Fitness**
- Under **Data Collection** select **Individual Data Collection**
- Select your **School**
- Select your **Class** and **Click Submit**
- Click Edit** for each student to enter your ABC Data by selecting the radio button
- After you have filled in the Aerobic, Balance and Core, **Click Save & Next** to enter the next student

After filling in your class results, you can go back to the **Edit Student Data** screen to **Filter** your list and view by **Grade, Gender, Aspect or Status**.

Rubrics

Aerobic Fitness

	Emerging	Developing	Acquired	Accomplished
Aerobic Fitness Grade 4	Uses more than 3 rest intervals, to engage in moderate to vigorous physical activity for less than 7 minutes	Uses 2-3 rest intervals, to engage in moderate to vigorous physical activity for 7 minutes	Engages in vigorous physical activity continuously for 7 minutes	Engages in vigorous physical activity continuously for 9 minutes
Aerobic Fitness Grade 5	Uses more than 3 rest intervals, to engage in moderate to vigorous physical activity for less than 8 minutes	Uses 2-3 rest intervals, to engage in moderate to vigorous physical activity for 8 minutes	Engages in vigorous physical activity continuously for 8 minutes	Engages in vigorous physical activity continuously for 10 minutes
Aerobic Fitness Grade 6	Uses more than 3 rest intervals, to engage in moderate to vigorous physical activity for less than 9 minutes	Uses 2-3 rest intervals, to engage in moderate to vigorous physical activity for 9 minutes	Engages in vigorous physical activity continuously for 9 minutes	Engages in vigorous physical activity continuously for 11 minutes
Aerobic Fitness Grade 7	Uses more than 3 rest intervals, to engage in moderate to vigorous physical activity for less than 10 minutes	Uses 2-3 rest intervals, to engage in moderate to vigorous physical activity for 10 minutes	Engages in vigorous physical activity continuously for 10 minutes	Engages in vigorous physical activity continuously for 12 minutes
Aerobic Fitness Grade 8	Uses more than 3 rest intervals, to engage in moderate to vigorous physical activity for less than 10 minutes	Uses 2-3 rest intervals, to engage in moderate to vigorous physical activity for 10 minutes	Engages in vigorous physical activity continuously for 10 minutes	Engages in vigorous physical activity continuously for 12 minutes
Aerobic Fitness Grade 9	Uses more than 3 rest intervals, to engage in moderate to vigorous physical activity for less than 11 minutes	Uses 2-3 rest intervals, to engage in moderate to vigorous physical activity for 11 minutes	Engages in vigorous physical activity continuously for 11 minutes	Engages in vigorous physical activity continuously for 13 minutes
Aerobic Fitness Grade 10	Uses more than 3 rest intervals, to engage in moderate to vigorous physical activity for less than 12 minutes	Uses 2-3 rest intervals, to engage in moderate to vigorous physical activity for 12 minutes	Engages in vigorous physical activity continuously for 12 minutes	Engages in vigorous physical activity continuously for 14 minutes

Balance/Dynamic Stability

	Emerging	Developing	Acquired	Accomplished
Balance (Lateral Bound)	Unable to bound across the required distance; falls down anytime; adjusts body position more than once (full hop, major lower & upper body movement, both feet touches ground, other foot touches ground) or continuous movement to achieve a balanced landing	Adjusts body position once; landing foot may swivel once; minor lower (non-support leg) and upper body (arms) sway to stabilize	Achieves a soft, balanced landing with minor adjustments of upper body to stabilize	Achieves a soft, balanced landing using triple flexion technique with no adjustments (landing leg is flexed at ankle, knees, hips; elbows close to body; head is up)

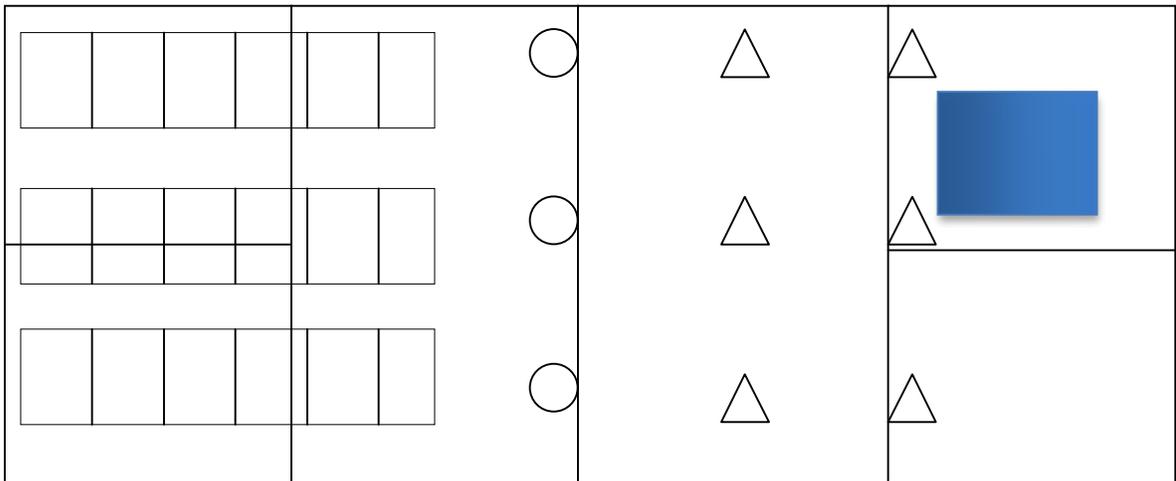
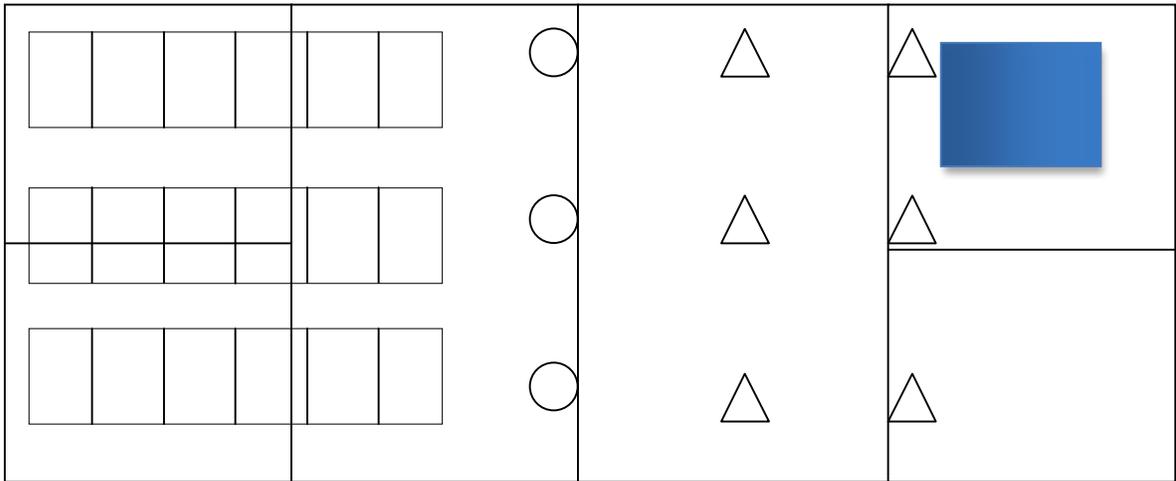
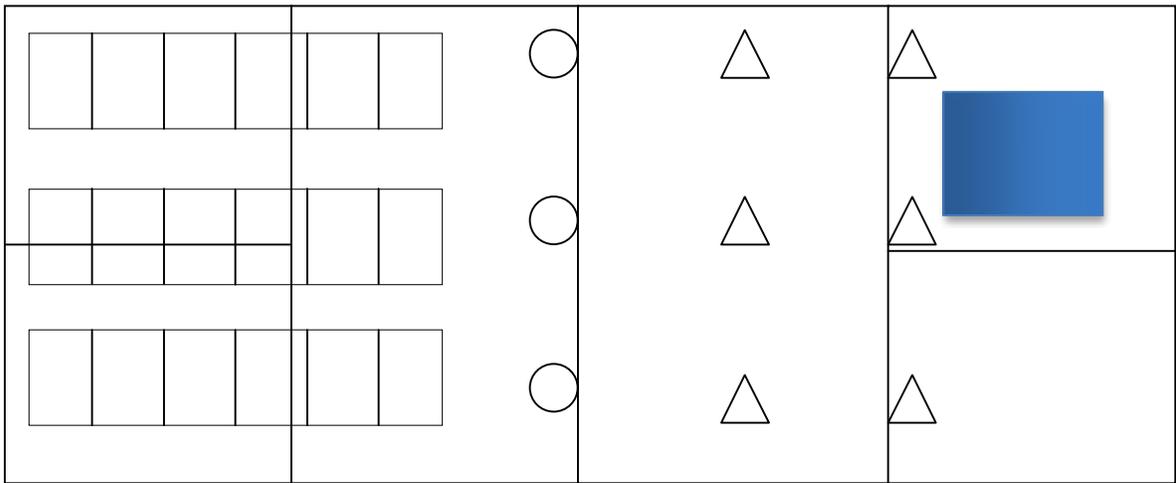
Core Strength/Endurance

	Emerging	Developing	Acquired	Accomplished
Core	Uses more than 1 rest	Uses 1 rest interval or	Maintains the proper	Maintains the

ABC Fit

Strength	interval or adjustment to maintain the proper position for the allotted time	adjustment to maintain the proper position for the allotted time	position for 60 seconds	proper position for 2 consecutive trials
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Gym Set Up Diagram



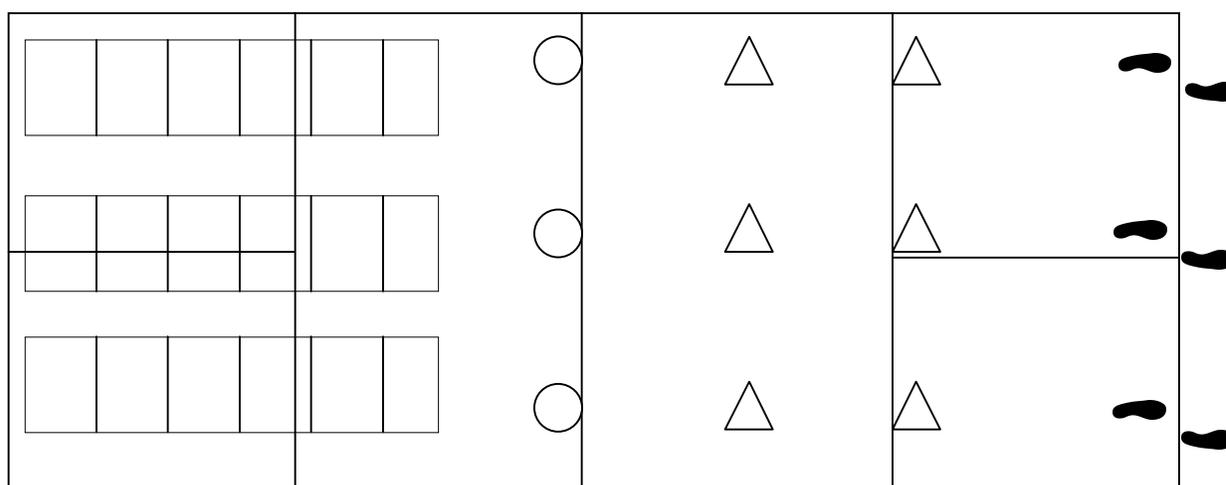
Grade: 4 **Category: Fitness** **Component: Aerobic/Cardiovascular** **Activity: 4 Station Circuit**

Objectives: To monitor the ability to exercise at a vigorous intensity continuously for the allotted time without walking, pausing, slowing down, or stopping.

Equipment: per 4 station; times 3 per court

<input type="checkbox"/> 2 traffic cones; 6 per court <input type="checkbox"/> 1 disc upside down for ball placement; 3 per court <input type="checkbox"/> 1 ball (soccer, basketball, volleyball), 3 per court <input type="checkbox"/> 1 agility ladder; 3 per court	<input type="checkbox"/> 1 recording form per court <input type="checkbox"/> 1 stopwatch per court <input type="checkbox"/> 1 clipboard per court <input type="checkbox"/> 1 pencil per court
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Set-up: This set-up allows for ALL students to start and finish at the same time regardless of their fitness level.



Station 1: Agility ladder

Station 2: Ball Jumps

Station 3: Figure 8s

Station 4: Scissors

Instructions:

Set up 3 lines of 4 stations on a badminton court as per diagram allowing 2-3m in between stations. At each station place 1 student to a maximum of 12 students per badminton court. It's helpful to place the students in alpha order as per your recording sheet as this will be easier for you to scan and record the students. On your start signal, students perform the activity at their station for 30 seconds. On your prompt "Change" or "Switch", every 30 seconds, the students switch to the next station and continue until the allotted time is completed. Remind the students when they change to the next station, they begin immediately and **do not wait** for you to prompt them to start. **NOTE:** They should not walk to a station during any of the changes/switches.

After 30 seconds, students run to the next station, eg. Station 1 to 2, 2 to 3, 3 to 4, 4 to 1, etc. Remind students to stay in their own line of 4 stations and to not switch into neighbouring stations on the court as this will cause confusion for you as the observer. During transitions between each station, observers are noting whether the students walk to their station or pause briefly to rest before starting their next station as indicators of fatigue. All students complete the 9 minutes in the circuit.

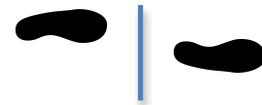
Station 1 Agility Ladder: Students move in a hopscotch pattern (2 foot hop in first square, 2 feet straddling the ladder, 2 foot hop into the second square, 2 feet straddling the ladder, etc.) up and then back through the ladder. Observer is looking to see if students are unable to maintain their current pace, pause to rest or completely loose

their technique by stumbling in the ladder as indicators of fatigue. **NOTE:** If you don't have access to an agility ladder, students can hopscotch on a sideline or a 4.5m make-shift line to achieve the same effect.

Station 2 Ball Jumps: Students start in a squat position to pick up the ball from the disc and jump, raising the ball over their heads, similar to a "burpee" jump. When the students land, they squat down to touch the floor with the ball and then jump up again. Remind the students to land softly on both feet with both knees flexed to absorb the force. Continue for 30 seconds. Observer is looking to see if students are unable to maintain their current pace, pause to rest, do not jump, or do not touch the floor with the ball as indicators of fatigue.

Station 3 Figure 8s: Students start standing in between the two cones facing one side/alley of the badminton court. Remind students that they know they are doing this correctly if their hips and shoulders are always facing the same side/alley throughout this station. Footwork moves them forward and diagonally in front of the cone and then backwards around the cone, forwards through both cones and diagonally in front of the other cone and then backwards around the cone to the starting position. Continue this figure 8 weave pattern for 30 seconds. Observer is looking to see if students are unable to maintain their current pace, pause to rest, or constantly run into the cones as indicators of fatigue. http://www.williamshealthgroup.com/cone_figure_8.html

Station 4 Scissors: Start facing forward with one foot on each side of the badminton end line and switch the feet back and forth continuously. Students should be using a contra-lateral (opposite) arm/leg movement with feet contacting the ground at the same time and their body weight over the line. Observer is looking for student to maintain a constant, steady rhythm throughout.



Assessment:

On the recording form, observers should scan their group every 30 seconds by circulating in between the station lines and recording on their sheet indicators of fatigue such as (W) walking in between station changes, (S) slowing down at a station, (P) pausing or stopping at a station.

Teacher Rubric:

Grade 4	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
Aerobic Fitness (Circuit)	Uses more than 3 rest intervals, to engage in moderate to vigorous physical activity for less than 7 minutes	Uses 2-3 rest intervals, to engage in moderate to vigorous physical activity for 7 minutes	Engages in vigorous physical activity continuously (no rest intervals) for 7 minutes	Engages in vigorous physical activity continuously for 9 minutes

Rate of Perceived Exertion Scale

Light	Moderate	Vigorous	Hard	Difficult
Physical Activity	Exercise	Exercise	Training	Training
<i>Barely notice a change in heart beat and breathing, feel just a bit warmer, very comfortable and can move at this pace all day long, can sing or talk easily while doing the activity.</i>	<i>Noticeable increase in heart beat and breathing a bit harder, definitely warmer, maybe sweating a little, but feel good and can carry on a conversation comfortably while doing the activity.</i>	<i>Heart beat is faster, feeling hot, sweating more, generally fatigued, but able to maintain this level, can still talk but with breaks in between words/phrases, slightly breathless.</i>	<i>Heart beat is noticeably faster, breathing deeper and louder feeling tired, difficult to maintain a conversation, can only maintain this pace for a short period of time, grunt in response to questions.</i>	<i>Breathing is deep and rapid, muscles are quivering, can maintain this pace for a very short period of time, unable to talk.</i>
<i>A walk in the park</i>	<i>I'm feeling warmer</i>	<i>I'm huffing & puffing</i>	<i>Can't blow out a</i>	<i>Gasping for breath</i>

			<i>candle</i>	
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10																		
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Grade: 4 **Category:** Fitness **Component:** Core Muscle Endurance **Activity:** Plank Challenge

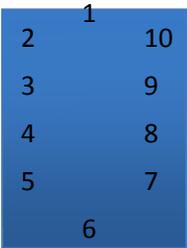
Objectives: To monitor the ability of the core muscles (abdominals, lower back, hip) to maintain a static position.

Equipment:

<input type="checkbox"/> 1-2 4 x 8 gymnastics mat	<input type="checkbox"/> 1 recording form per court
<input type="checkbox"/> 1 stopwatch	<input type="checkbox"/> 1 clipboard per court
	<input type="checkbox"/> 1 pencil per court



Set-up: This set-up allows for ALL students to start and finish at the same time regardless of their fitness level.



Instructions:

At each mat, using a rectangular formation, start students in a ‘table top’ position so that their hands and elbows are on the mat and their knees are on the floor. **The student’s hands should not be clasped together to form a triangular base** as this provides a natural tripod base. It’s helpful to place the students in alpha order as per your recording sheet as this will be easier for you to scan and record the students. On your command, prompt the students to “start in a table-top position (elbows under the shoulders, knees under the hips), then extend one leg onto the toes, then the other leg onto the toes to assume the elbow bridge position”. Students’ maintain this static position for 60 seconds. Repeat twice with a 60 second break in between trials.

Assessment:

On the recording form, observers should scan their group and look for indicators of fatigue such as a drooping head, sagging in the lower back, raising of hips/buttocks, bridging of the back, major twisting of the torso, dropping to the ground, or any major movement to secure original position. Mark an X on the recording form for each observed movement per student. **Record the student’s best trial.**

Teacher Rubric:

Grade 4	Emerging	Developing	Acquired	Accomplished
Core Strength (Plank)	Uses more than 1 rest interval or adjustment to maintain the proper position for the allotted time	Uses 1 rest interval or adjustment to maintain the proper position for the allotted time	Maintains the proper position for 60 seconds	Maintains the proper position for 2 consecutive trials

ABC Fitness Evaluation Group Recording Form

School _____

Date _____

Teacher _____

Grade ____ Div _____ of 3

Core Muscle Testing Protocols:

- | | |
|----------------------------------|---------------------------------------|
| 1. Start in 'table top' position | 3. Extend the other leg onto the toes |
| 2. Extend one leg onto the toes | 4. Hold this position for 1 minute |

On your prompt, maintain the position for as long as possible without the following occurring:

- | | |
|--|-------------------------|
| • drooping of the head | • bridging of the back |
| • sagging in the lower back | • twisting of the torso |
| • raising the buttocks | • dropping to ground |
| • any major movement to secure original position | |

Repeat the test **2 times** and record the **best** trial. Allow 60 seconds in between trials.

To complete the **Final Rating Column**, refer to the rubric below.

Grade 4	Emerging	Developing	Acquired	Accomplished
Core Strength (Plank)	Uses more than 1 rest interval or adjustment to maintain the proper position for the allotted time	Uses 1 rest interval or adjustment to maintain the proper position for the allotted time	Maintains the proper position for 60 seconds	Maintains the proper position for 2 consecutive trials

Place the students in a rectangular formation and then mark an **X symbol** for each movement per student.

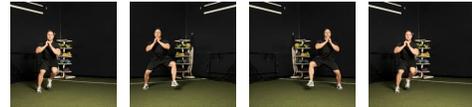
Student Name (Alpha Order)	Trial 1	Trial 2	RATING
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Grade: 4 **Category: Fitness** **Component: Balance/Dynamic Stability** **Activity: Lateral Bound**

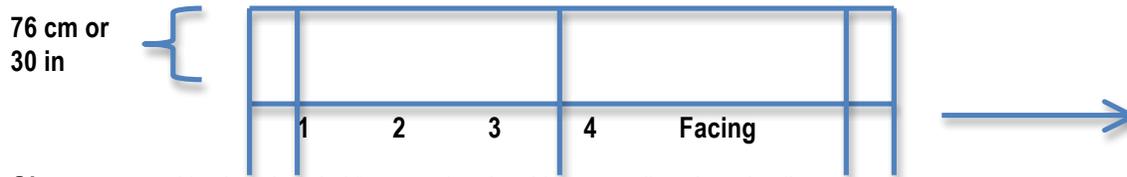
Objectives: To monitor the ability to consistently maintain a state of equilibrium in a static position after motion

Equipment:

<input type="checkbox"/> flat, non-slip surface	<input type="checkbox"/> 1 clipboard per court
<input type="checkbox"/> 1 recording form per court	<input type="checkbox"/> 1 pencil per court
<input type="checkbox"/> 1 stopwatch	



Set-up: This set-up at the end of a badminton court allows for 4 students to start and finish at the same time regardless of their fitness level.



Observer (stand back and angled far enough to be able to see all students landing at once)

Instructions:

It's helpful to place the students in alpha order as per your recording sheet to facilitate scanning and recording your students. Set up students along the end of the badminton court in a single file formation so that they all start in a ready position facing one sideline. On your prompt, have the students balance on one leg, bound laterally (sideways) landing onto their opposite leg and without pausing, bound back to their original leg and then hold for at least 5 seconds to allow you to completely scan the group. Allow 1 practice trial on each leg before testing to allow students to determine their preferred leg. Perform 3 trials and record the 2 most consistent trials. Eg. E-E-Acc=E; E-Acq-Acc=Acq

Assessment:

On the recording form, observers should scan their group and look for indications that students are unable to “stick” their landings, such as wobbling/wavering of the body other foot touches the ground, or landing foot moving to gain a balanced position. Ask the students to brainstorm what else they would see as indicators of poor balance.

Teacher Rubric:

Grade 4	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
Balance (Lateral Bound)	Unable to bound across the required distance; falls down anytime; adjusts body position more than once (full hop, major lower & upper body movement, both feet touches ground, other foot touches ground) or continuous movement to achieve a balanced landing	Adjusts body position once ; landing foot may swivel once; minor lower (non-support leg) and upper body (arms) sway to stabilize	Achieves a soft, balanced landing with minor adjustments of upper body to stabilize	Achieves a soft, balanced landing with correct triple flexion technique with no adjustments (landing leg is flexed at ankle, knees, hips; elbows close to body; head is up)

ABC Fitness Evaluation Group Recording Form

School _____

Date _____

Teacher _____

Grade ____ Div _____ of 3

Lateral Bound Testing Protocols: Provide 1 practice trial per leg

- | | |
|---|--|
| 1. Start in a Ready Position | 4. Hold your balance for at least 5 seconds |
| 2. Balance on your R leg | 5. Perform 3 trials total on the students' preferred leg |
| 3. Bound across onto your L leg and without pausing, bound back to your R leg | |

Students attempt to achieve a balanced landing without the following major adjustments occurring:

- | | |
|--|---|
| • Upper body wobbles, wavers or twists | • Landing foot adjusts by swivelling or hopping |
| • Continuous movement to gain balance | • Other foot touches the ground |

To complete the **Final Rating Column**, refer to the rubric below and record the 2 most consistent trials:

Grade 4	EMERGING	DEVELOPING	ACQUIRED	ACCOMPLISHED
Balance (Lateral Bound)	Unable to bound across the required distance; falls down anytime; adjusts body position more than once (full hop, major lower & upper body movement, both feet touches ground, other foot touches ground) or continuous movement to achieve a balanced landing	Adjusts body position once ; landing foot may swivel once; minor lower (non-support leg) and upper body (arms) sway to stabilize	Achieves a soft, balanced landing with minor adjustments of upper body to stabilize	Achieves a soft, balanced landing with correct triple flexion technique (landing leg is flexed at ankle, knees, hips; elbows close to body; head is up)

Student Name (Alpha Order)	Trial 1	Trial 2	Trial 3	RATING
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				