


## Instructions

Use this testing guide for both pre and post assessments of your students' fitness levels. Encourage students to set fitness goals after their initial assessment and provide motivation and support as they work toward these goals before their follow-up test.

## Equipment Needed

- (2) Bean Bags  (4) Tall Cones  (1) Measuring Tape  (1) Timer 
- (1) Chalk or Masking Tape  

## Test 1 - Partial Curl-ups

**Objective:** To measure abdominal strength/endurance by maximum number of curl-ups.

**Testing:**

- 1) Have the student being tested lie on a cushioned, clean surface with their knees bent and feet about 12 inches from their buttocks. Their feet should not be held or anchored, and arms should be extended forward with their fingers resting on their quads and pointing toward their knees.
- 2) On the coach's signal, '3-2-1 begin,' the student slowly raises their body while sliding their fingers up the legs until their fingertips touch the knees, then back down until their head touches the ground.
- 3) The student should complete one curl-up every three seconds and continue until they can do no more at the required pace (see cadence demonstration below). The student should remain in motion during the entire 3-second interval. Rest periods are not allowed. Allow students to learn and practice the correct curl-up form.

**Scoring:** Record only those curl-ups done with proper form and in rhythm.

**Cadence Demonstration Video:** <https://www.youtube.com/watch?v=RW6OssVmJBI>

**Testing Demonstration Video:** <https://vimeo.com/589698002/89af7fccce>

## Test 2 - Shuttle Run

**Objective:** To measure speed and agility.

**Testing:**

- 1) Use tall cones to mark a start and end line 30 feet apart and place two beanbags on the end line.
- 2) Standing directly behind the start line, on the coach's signal, 'ready? go!' the student runs to the end line, picks up a beanbag, then runs back and places the beanbag on the start line. The beanbag should be placed on and not thrown across the start line. The student then runs back to the end line, picks up the second beanbag, and sprints through the start cones with the second beanbag in hand. The timer starts when the coach signals 'go' and stops when the student runs through the start cones with the second beanbag.

**Scoring:** Scores are recorded to the nearest tenth of a second (e.g., 15.5 seconds).

**Testing Demonstration Video:** <https://vimeo.com/589698344/504d2416c1>

## Test 3 - Right Angle Push-ups

- Objective:** To measure upper body strength/endurance by maximum number of push-ups completed.
- Testing:**
- 1) The student starts in push-up position (hands under shoulders, arms straight, fingers pointed forward, and legs straight, parallel, and slightly apart with toes supporting the feet).
  - 2) Keeping the back and knees straight, the student then lowers the body until there is a 90-degree angle formed at the elbows, with upper arms parallel to the floor.
  - 3) The student should complete one push-up every three seconds and continue until they can do no more at the required pace (see cadence demonstration below). The player should remain in motion during the entire 3-second interval. Allow students to learn and practice the correct push-up form.
- Scoring:** Record only those push-ups done with proper form and in rhythm.
- Cadence Demonstration Video:** <https://www.youtube.com/watch?v=bpfPe5OvSH4>
- Testing Demonstration Video:** <https://vimeo.com/589698721/7898aeb755>

## Test 4 - V-Sit Reach

- Objective:** To measure flexibility of lower back and hamstrings.
- Testing:**
- 1) Using chalk or tape, create a baseline, two feet long, on the floor.
  - 2) Using chalk or tape, create a measuring line, four feet long, perpendicular to the midpoint of the baseline. The measuring line should extend two feet above and two feet below the baseline and be marked off in half inches. The point where the baseline and measuring line intersect is the zero point.
  - 3) Have the student being tested remove their shoes and sit on the floor with the measuring line (Line B) between their legs. The soles of their feet should be immediately behind the baseline (Line A), heels 8-12 inches apart.
  - 4) Instruct the student to stack their hands, with palms facing downward, directly on the measuring line, ensuring that the tip of their middle finger rests precisely on the zero point. On the coach's signal 'go,' the player slowly reaches forward as far as possible, keeping fingers on the measuring line and feet flexed. After three practice tries, the student holds the fourth reach for three seconds while the distance is recorded.
- Scoring:** Legs must remain straight with soles of feet perpendicular to the floor (feet flexed). Players should reach slowly and not bounce or rock when reaching forward. Record the students measurement from the zero point to the nearest half inch. Measurements above the baseline are read as positive (+) scores and measurements below the baseline are read as minus (-) scores.
- Testing Demonstration Video:** <https://vimeo.com/589698942/1c674ab07e>

**Diagram:**

