



DepEd – DIVISION OF QUEZON

Sitio Fori, Brgy. Talipan, Pagbilao, Quezon
Trunkline # (042) 784-0366, (042) 784-0164, (042) 784-0391, (042) 784-0321
www.depedquezon.com.ph
"Creating Possibilities, Inspiring Innovations"



Registration Number:
QAC/R63/0216

January 7, 2020

DIVISION MEMORANDUM

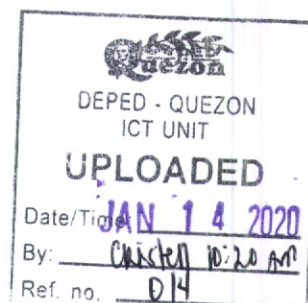
DM No. 014, s. 2020

REVISED PHYSICAL FITNESS TEST MANUAL

To: **Public Schools District Supervisors, All Public and Private Elementary and Secondary School Heads, and All Others Concerned**

1. The Department of Education (DepEd) issues the enclosed **Revised Physical Fitness Test (PFT) Manual** for information and guidance of all elementary and secondary schools nationwide.
2. Please refer to the attached Memorandum No. 034, s. 2019 for your reference.
3. Immediate dissemination of this Memorandum is desired.


CATHERINE P. TALAVERA, CESO VI
Schools Division Superintendent 



cid/fms/map/rqn/01/07/2020

DEPEDQUEZON-TM-SDS-04-009-002

Email address: quezon@deped.gov.ph

Comments: **Txt HELEN – 09178902327 (Smart/Sun/TalknTxt) 2327 (Globe and TM)**

This form is a property of SCHOOLS DIVISION OFFICE - QUEZON PROVINCE. Therefore, unauthorized use is strictly prohibited unless otherwise permitted by the Schools Division Superintendent.



DTS 267658



Republic of the Philippines
Department of Education

09 DEC 2019

DepEd ORDER
No. 034, s. 2019

REVISED PHYSICAL FITNESS TEST MANUAL

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

Quezon
SDS OFFICE
RECEIVED
Date/Time: DEC 10 2019
By: [Signature]
JAN 07 2020

1. The Department of Education (DepEd) issues the enclosed **Revised Physical Fitness Tests (PFT) Manual** for information and guidance of all elementary and secondary schools nationwide.
2. Physical fitness is crucial for well-being and active life. The total progress of an individual should be prioritized in terms of the physical, mental, emotional, social aspects and health through a comprehensive physical fitness program and assessment. The learners can only perform at the height of their performance when they are healthy and strong. Thus, the learners need to actively engage in lifelong habits of regular physical activities for their overall health improvement and quality of life.
3. Under the K to 12 Basic Education Curriculum, Physical Fitness is one of the major goals of the Physical Education Program and shall be incorporated/adopted in the curriculum from Grades 4 to 10. The administration and implementation of the testing program shall be treated as an essential component of the Physical Education and School Sports Programs from Grades 4 to 12.
4. The PFT is a set of measures designed to determine a learner's level of physical fitness. It has two components Health Related and Skills Related Fitness.
5. The PFT shall be treated as an essential component of the Physical Education and School Sports Program, for the elementary (Grades 4, 5) and secondary levels. It shall be administered at the beginning of the first quarter and of the third quarter, to monitor improvement/progress.
6. The results of the tests shall be recorded, summarized, and submitted to the Bureau of Curriculum Development-Special Curricular Programs Division (BCD-SCPD) for evaluation, in coming up with the Philippine Physical Fitness Norms. Likewise, the schools, schools division and/or region are encouraged to do the same in their respective schools/schools divisions/regions to determine the learners' Physical Fitness Norms.
7. Learners who are 15 years old and above should answer the PAR-Q questionnaire before undertaking the tests in Enclosure No. 3.

Quezon
ASDS OFFICE
RECEIVED
JAN 07 2020
Date/Time: _____
By: [Signature]

Quezon
RECEIVED
DEC 17 2019
Date/Time: _____
By: VR

Quezon
ICT UNIT
DOWNLOADED
DEC 10 2019
Date/Time: 9:34 AM
By: Cristel


8. The Physical Fitness Test Manual shall serve as a guidebook for teachers who handle physical education subject so as to be guided with proper procedures and executory activities.

9. The Curriculum Implementation Division (CID) shall undertake annual progress monitoring, the Curriculum and Learning Management Division (CLMD) shall focus on results monitoring, while the BCD-SCPD shall interpret the monitoring results for analysis and policy reformulation.

10. All other provisions of DECS Order No. 54, s. 1994 titled **Physical Fitness Through Jump Rope and Aerobics Exercises** and all other issuances inconsistent with this Order, are hereby rescinded.

11. This policy shall take effect on 2020–2021 upon approval, and should remain in force and in effect for the duration of the program, unless otherwise repealed, amended or rescinded.

12. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encls.:

As stated

Reference:

DECS Order No. (54, s. 1994)

To be indicated in the Perpetual Index
under the following subjects:

LEARNERS
MANUALS
POLICY
SCHOOLS
SPORTS
STUDENTS
TEACHERS

Department of Education

**REVISED
PHYSICAL
FITNESS TESTS
MANUAL**

Introduction

A review of the existing physical fitness tests for the purpose of establishing testing protocols considered to be more current and appropriate for the Special Program in Sports (SPS) and in the new K to 12 program, conducted through a workshop initiated by the Task Force on School Sports (TFSS), and subsequently, by the Bureau of Secondary Education (BSE), gave rise to this Physical Fitness Test Manual. It is intended to be used in the public and private schools which intend to adopt the program.

Passing the prescribed standards is a requirement for admission into the SPS. Moreover, under the K to 12 Basic Education Curriculum, Physical Fitness is one of the major goals of the Physical Education Program and shall be incorporated/adopted in the PE curriculum from Grades 4 to 12.

The PFT is a set of measures designed to determine a student's level of physical fitness. It is intended to test two categories of physical fitness commonly referred to as "health-related" and "skill-related. Health-related components refer to those physical attributes which enable a person to cope with the requirements of daily living such as cardio-vascular endurance or stamina, muscular strength and endurance, flexibility and the appropriate body mass index (BMI). Skill-related components are physical abilities that show potential for good performance in certain skills (usually in sports) like running speed, agility, reaction time or quickness, balance and coordination.

In determining the level of health-related and skill-related physical fitness status, several test items are applied. These tests were specifically selected to suit various conditions existing in schools such as a) the time it takes for a test to be completed, b) availability of equipment and facilities, c) ease and simplicity in administering the test, d) easy recording of tests results, and d) challenging yet joyful participation among the pupils and everyone involved in the program.

The administration and implementation of the testing program shall be treated as an essential component of the Physical Education and School Sports Programs for both in the elementary (Grades 4, 5 and 6), junior and senior high school.

Physical Fitness Test Objectives

1. To determine the level of fitness of students.
2. To identify strength and weaknesses for development and improvement
3. To provide baseline data for selection of physical activities for enhancement of health and skill performance.
4. To gather data for the development of norms and standards.
5. To motivate, guide and counsel pupils/students in selecting sports for recreation, competition and lifetime participation.

Introduction

A review of the existing physical fitness tests for the purpose of establishing testing protocols considered to be more current and appropriate for the Special Program in Sports (SPS) and in the new K to 12 program, conducted through a workshop initiated by the Task Force on School Sports (TFSS), and subsequently, by the Bureau of Secondary Education (BSE), gave rise to this Physical Fitness Test Manual. It is intended to be used in the public and private schools which intend to adopt the program.

Passing the prescribed standards is a requirement for admission into the SPS. Moreover, under the K to 12 Basic Education Curriculum, Physical Fitness is one of the major goals of the Physical Education Program and shall be incorporated/adopted in the PE curriculum from Grades 4 to 12.

The PFT is a set of measures designed to determine a student's level of physical fitness. It is intended to test two categories of physical fitness commonly referred to as "health-related" and "skill-related. Health-related components refer to those physical attributes which enable a person to cope with the requirements of daily living such as cardio-vascular endurance or stamina, muscular strength and endurance, flexibility and the appropriate body mass index (BMI). Skill-related components are physical abilities that show potential for good performance in certain skills (usually in sports) like running speed, agility, reaction time or quickness, balance and coordination.

In determining the level of health-related and skill-related physical fitness status, several test items are applied. These tests were specifically selected to suit various conditions existing in schools such as a) the time it takes for a test to be completed, b) availability of equipment and facilities, c) ease and simplicity in administering the test, d) easy recording of tests results, and d) challenging yet joyful participation among the pupils and everyone involved in the program.

The administration and implementation of the testing program shall be treated as an essential component of the Physical Education and School Sports Programs for both in the elementary (Grades 4, 5 and 6), junior and senior high school.

Physical Fitness Test Objectives

1. To determine the level of fitness of students.
2. To identify strength and weaknesses for development and improvement
3. To provide baseline data for selection of physical activities for enhancement of health and skill performance.
4. To gather data for the development of norms and standards.
5. To motivate, guide and counsel pupils/students in selecting sports for recreation, competition and lifetime participation.

Test Protocol

- Explain the purpose and benefits that can be derived from the physical fitness tests.
- Administer the tests at the beginning of the school year and at the start of the next semester, to monitor improvement/progress.
- Prepare the following testing paraphernalia:
 1. First Aid Kit
 2. Drinking Water (instruct students to bring their drinking bottles and a small towel or *bimpo* to wipe their perspiration)
 3. Individual score cards, properly filled up for distribution to students.
 4. During testing:
 - a. Body Composition- tape measure, weighing or bathroom scale (for schools in the rural areas, seek the assistance of Barangay Health Centers), L-square
 - b. Flexibility- tape measure
 - c. Cardiovascular Endurance- stop watch, step box/stairs
 - d. Muscular Strength- mat
 - e. Speed- stop watch
 - f. Power- meter stick/tape measure
 - g. Agility- tape measure, masking tape/chalk,
 - h. Reaction Time- plastic ruler (12 inches)
 - i. Coordination- sipa (washer weighing 4 gms with straw)/20 pcs. bundled rubber bands/any similar local materials weighing 4 gms.
 - j. Balance- stop watch
- Observe the following prior to actual day of testing:
 1. The testing stations should be safe and free from obstructions.
 2. The same equipment and testing stations should be used in the start-of-the-year testing and subsequent testing.
 3. With the guidance of the teachers, allow students to go through the various tests with minimal effort exerted to familiarize themselves with testing procedures.
 4. The tests requiring cardio-vascular endurance and those other tests which involve the same muscle groups should not be taken in succession. See suggested sequence of administering the tests.

Day 1	Day 2	Day 3
BMI	Basic Plank	Hexagon Agility Test
3 minute step test	40 meter sprint	Juggling
	Push up	Standing Long Jump

	Stick Drop Test	Stork Balance
	Sit and Reach	Zipper Test

Suggested Sequence of Test

5. Let tester record the scores while the student keeps the result of his own performance in the score card. The school may include the results of the tests in the school's Enhanced Basic Education Information System (EBEIS)/Learner's Information System (LIS)/ Educational Management Information System (EMIS).
 6. The students shall be grouped together and in pairs (buddy system).
 7. The students should wear appropriate clothing: t-shirt, jogging pants, rubber shoes, or any suitable sports attire. However, when taking the BMI test, it is recommended that the students wear shorts. In all testing for the BMI, the same or similar clothing should be worn by students. Wearing different clothing in all the testing sessions for BMI could affect the results.
 8. The students should take no food or drinks three (3) hours before taking the BMI test.
 9. Conduct warm-up exercises and dynamic stretching exercises before the tests except for the 3-Minute Step Test.
 10. Administer the tests in a challenging, encouraging, and fun-filled environment.
- Students who are 15 years of age and above, should answer the PAR Q and You Questionnaire before taking the tests.

PHYSICAL FITNESS TESTS

Part I: Health-Related Fitness

Body Composition - is the body's relative amount of fat to fat-free mass.

Body Mass Index (BMI)

FORMULA FOR COMPUTING BODY MASS INDEX

$$\frac{\text{WEIGHT [in Kilograms]}}{\text{HEIGHT [in Meters]}^2}$$

Example: $\frac{30}{(1.20)^2} = \frac{30}{1.44} = 20.83$ (NORMAL)

CLASSIFICATION	
BELOW 18.5	Underweight
18.5- 24.9	Normal
25.0- 29.9	Overweight
30.0- ABOVE	Obese

1. **Weight**— the heaviness or lightness of a person.

Equipment

Weighing or Bathroom scale calibrated properly.

Procedure

For the Tester:

- a. Wear light clothing before weighing.
- b. On bare feet, stand erect and still with weight evenly distributed on the center of the scale.

For the Partner:

- a. Before the start of weighing, adjust the scale to zero point.
- b. Record the score in kilograms.

Scoring – record body mass to the nearest 0.5 kilograms

2. **Height**—the distance between the feet on the floor to the top of the head in standing position.

Equipment

1. Tape measure laid flat to a concrete wall where zero point starts on the floor.
2. L-square; and
3. An even and firm floor and flat wall.

Procedure

For the Tester:

- a. Stand erect on bare feet with heels, buttocks and shoulders pressed against the wall where the tape measure is attached.

For the partner:

- a. Place the L-square against the wall with the base at the top of the head of the person being tested. Make sure that the L-square when placed on the head of the student, is straight and parallel to the floor.
- b. Record the score in meters.

Scoring – record standing height to the nearest 0.1 centimeter

*** 1 meter = 100 centimeter

Flexibility - is the ability of the joints and muscles to move through its full range of motion.

Zipper Test

Purpose –to test the flexibility of the shoulder girdle.

Equipment

Ruler

Procedure

For the Tester:

- a. Stand erect.
- b. Raise your right arm, bend your elbow, and reach down across your back as far as possible, to test the right shoulder; extend your left arm down and behind your back, bend your elbow up across your back, and try to reach/cross your fingers over those of your right hand as if to pull a zipper or scratch between the shoulder blades.
- c. To test the left shoulder, repeat procedures a and b with the left hand over the left shoulder.

For the Partner:

- a. Observe whether the fingers touched or overlapped each other, if not, measure the gap between the middle fingers of both hands.
- b. Record the distance in centimeter.

Scoring – record zipper test to the nearest 0.1 centimeter

Score	Standard	Interpretation
5	Fingers overlapped by 6 cm. and above	Excellent
4	Fingers overlapped by 4 - 5.9 cm.	Very Good
3	Fingers overlapped by 2 - 3.9 cm	Good
2	Fingers overlapped by 0.1 - 1.9 cm.	Fair
1	Just touched the fingers	Needs Improvement
0	Gap of 0.1 or wider	Poor

Sit-and-Reach

Purpose – to test the flexibility of the lower extremities (particularly the trunk).

Equipment

Tape measure or meter stick

Procedure

For the Tester:

- a. Sit on the floor with back, head and shoulders flat on the wall. Feet are 12 inches apart.
- b. Interlock thumbs and position the tip of the fingers on the floor without bending the elbows.
- c. After the partner has positioned the zero point of the tape measure/meter stick, (at the top of the middle fingers), the tester starts the test by sliding the hands slowly forward without jerking, trying to reach the farthest distance possible without bending the knees.
- d. Bouncing or jerking movement is not allowed.
- e. Do it twice.

For the Partner:

- a. As the tester assumes the (b) procedure, position the zero point of the tape measure at the tip of the middle fingers of the tester.
- b. See to it that the knees are not bent as the performer slides the farthest distance that he could.
- c. Record the farthest distance reached in centimeters.

Scoring – record the farthest distance between the two trials to the nearest 0.1 centimeters

Score	Standard	Interpretation
5	61 cm. and above	Excellent
4	46 - 60.9 cm.	Very Good
3	31 - 45.9 cm.	Good
2	16 - 30.9 cm	Fair
1	0 - 15.9 cm.	Needs Improvement

Cardiovascular endurance - is the ability of the heart, lungs and blood vessels to deliver oxygen to working muscles and tissues, as well as the ability of those muscles and tissues to utilize the oxygen. Endurance may also refer to the ability of the muscle to do repeated work without fatigue.

3-Minute Step Test

Purpose – to measure cardiovascular endurance

Equipment

1. Step
Height of step:
 - Elementary - 8 inches
 - Secondary - 12 inches
2. Stopwatch
3. Drum, clapper, clicker, metronome with speaker or any similar device

Procedure

For the Tester:

- a. Stand at least one foot away from the step or bench with trunk erect and eyes looking straight ahead.
- b. The first step of the sequence should be alternate. At the signal “Go,” step up and down the step/bench for 3 minutes at a rate of 96 beats per minute. One step consists of 4 beats – up with the left foot (ct. 1), up with the right foot (ct. 2), down with the left foot (ct. 3), down with the right foot (ct. 4) for the first sequence. Then up with the right foot (ct. 1), up with the left foot (ct. 2), down with the right foot (ct. 3), down with the left foot (ct. 4) for the second sequence. Observe proper breathing (inhale through the nose, exhale through the mouth).
- c. Immediately after the exercise, stand and locate your pulse and in five (5) seconds, or at a signal, start to get the heart rate.
- d. Don't talk while taking the pulse beat.
- e. Count the pulse beat for 10 seconds and multiply it by 6.

For the Partner:

- a. As the student assumes the position in front of the step, signal, “Ready” and “Go”, start the stopwatch for the 3-minute step test.
- b. After the test, allow performer to locate his/her pulse in 5 seconds.
- c. Give the signal to count the pulse beat.
- d. Let the performer count his/her pulse beat for 10 seconds and multiply it by 6.

Scoring – record the 60-second heart rate after the activity

Strength – is the ability of the muscle to generate force against physical objects.

Push-up

Purpose – to measure strength of upper extremities

Equipment - exercise mats or any clean mat

Procedure

For the Tester:

- Lie down on the mat; face down in standard push-up position: palms on the mat about shoulder width, fingers pointing forward, and legs straight, parallel, and slightly apart, with the toes supporting the feet.
- FOR BOYS: Straighten the arms, keeping the back and knees straight, then lower the arms until there is a 90-degree angle at the elbows (upper arms are parallel to the floor).
FOR GIRLS: With knees in contact with the floor, straightens the arms, keeping the back straight, then lowers the arms until there is a 90-degree angle at the elbows (upper arms are parallel to the floor).
- Perform as many repetitions as possible, maintaining a cadence of 20 push-ups per minute. (2 seconds going down and 1 sec going up).
- A maximum of 50 push-ups for boys and 25 push-ups for girls.

For the Partner:

- As the tester assumes the position of push-up, start counting as the tester lowers his/her body until he/she reaches 90-degree angle at the elbow. The partner should stand in front of the tester and his/her eyes should be close to elbow level to accurately judge the 90 degrees bend.
- Make sure that the performer executes the push-ups in the correct form.
- The test is terminated when the performer can no longer execute the push-ups in the correct form, is in pain, voluntarily stops, or cadence is broken.

Scoring – record the number of push-ups made.

Score	Standard	Interpretation
5	21 and above	Excellent
4	16 - 20	Very Good
3	11 - 15	Good
2	6 - 10	Fair
1	1 - 5	Needs Improvement
0	Cannot execute	Poor

Push-up Boys Elementary

Score	Standard	Interpretation
5	33 and above	Excellent
4	25 - 32	Very Good
3	17 - 24	Good
2	9 - 6	Fair
1	1 - 8	Needs Improvement
0	Cannot execute	Poor

Push-up Boys Secondary

Score	Standard	Interpretation
5	21 and above	Excellent
4	16 - 20	Very Good
3	11 - 15	Good
2	6 - 10	Fair
1	1 - 5	Needs Improvement
0	Cannot execute	Poor

Push-up Girls Elementary

Score	Standard	Interpretation
5	33 and above	Excellent
4	25 - 32	Very Good
3	17 - 24	Good
2	9 - 6	Fair
1	1 - 8	Needs Improvement
0	Cannot execute	Poor

Push-up Girls Secondary

Basic Plank

Purpose – to measure strength/stability of the core muscles

Equipment - exercise mats or any clean mat, stop watch/time piece

Procedure

For the Tester:

- a. Assume a push – up position. Rest body on forearms with palms and fingers flat on the floor. Elbows are aligned with the shoulders.
- b. Legs are straight with ankles, knees and thighs touching together.
- c. Support weight on forearms and toes; make sure that your back is flat. Head, neck and spine are in a straight line.

- d. Keep abdominals engaged/contracted; do not let stomach drop or allow hips to rise.

For the Partner:

- a. Ensure the availability of a mat/smooth flooring or anything that can protect the forearms.
- b. Give the signal "Start/Go" and start/press the time piece.
- c. Make sure that the back of the head, neck, spine and ankles are in a straight line.
- d. Give two (2) warnings.
- e. Stop the time when the performer can no longer hold the required position, or, when the performer has held the position for at least 90 seconds. Holding the plank position beyond 90 seconds is considered unnecessary.

Scoring – record the time in the nearest seconds/minute. Maximum of 90 seconds for Boys and Girls

Score	Standard	Interpretation
5	51 seconds and above	Excellent
4	46 - 50 seconds	Very Good
3	31 - 45 seconds	Good
2	16 - 30 seconds	Fair
1	1 - 15 seconds	Needs Improvement

Part II. Skills-Related Fitness

Speed – is the ability to perform a movement in one direction in the shortest period of time.

40-Meter Sprint

Purpose – to measure running speed

Equipment

- 1. Stopwatch.
- 2. Running area with known measurement (40 meters)

Procedure

For the Tester:

- a. At the signal "Ready", stand behind the take-off line, the tips of the shoes should not go beyond the line and assume a crouch position.
- b. At the signal "Get Set", assume an un-crouch position (buttocks up) with both hands on the starting line.
- c. At the signal "GO", run to the finish line as fast as you can.

For the Partner:

- Set the stopwatch to zero (0) point.
- At the signal "GO" start the watch and stop it as the performer crossed the finish line.
- Record time in the nearest 0:00:01 seconds

Scoring – Record the time in nearest minutes and seconds.

Standard Norms in Seconds								
Age	Boys				Girls			
	9 - 12	13 - 14	15 - 16	17 and above	9 - 12	13 - 14	15 - 16	17 and above
Excellent	<6.0	<5.0	<4.5	<4.0	<7.0	<6.5	<5.5	<4.5
Very Good	6.1 - 7.7	5.1 - 6.9	4.6 - 5.4	4.1 - 5.4	7.1 - 8.4	6.6 - 7.6	5.6 - 6.1	4.6 - 5.9
Good	7.8 - 8.5	7.0 - 8.0	5.5 - 7.0	5.5 - 6.5	8.5 - 9.5	7.7 - 8.8	6.2 - 7.2	6.0 - 7.0
Fair	9.5 - 8.6	8.1 - 9.1	7.1 - 8.1	6.6 - 7.5	9.6 - 10.5	8.9 - 9.5	7.3 - 8.5	7.1 - 8.1
Needs Improvement	>9.6	>9.2	>8.2	>7.6	>10.6	>9.6	>8.6	>8.2

Power – is the ability of the muscle to transfer energy and release maximum force at a fast rate.

Standing Long Jump

Purpose – to measure the explosive strength and power of the leg muscles.

Equipment

- tape measure/meter stick/any measuring device

Procedure**For the Tester:**

- Stand behind the take-off line with feet parallel to each other, the tips of the shoes should not go beyond the line.
- Bend knees and swing arms backward once, then swing arms forward as you jump landing on both feet. Try to jump as far as you can.
- Do not control the momentum of the jump (continuously move forward).
- Must land on both feet.
- Perform the test twice in succession.

For the Partner:

- Place zero (0) point of the tape measure at the take-off line.
- After the jump, spot the mark where the back of the heel of either feet of the tester has landed nearest to the take-off line.
- Record the distance of the two trials.

Scoring - Record the best distance in meters to the nearest 0.1 centimeters.

Score	Standard	Interpretation
5	201 cm. and above	Excellent
4	151 cm. – 200 cm.	Very Good
3	126 cm. – 150 cm.	Good
2	101 cm. – 125 cm.	Fair
1	55 cm. – 100 cm.	Needs Improvement

Agility - is the ability to move in different directions quickly using a combination of balance, coordination, speed, strength, and endurance.

Hexagon Agility Test

Purpose – to measure the ability of the body to move in different directions quickly.

Equipment

1. Tape measure
2. Stopwatch
3. Chalk or masking tape

Hexagon Size

- a. Length of each side is 18 inches for high school and 12 inches for elementary
- b. Each angle is 120 degrees.

Procedure

For the Tester:

- a. Stand with both feet together inside the hexagon facing the marked starting side.
- b. At the signal 'Go', using the ball of the feet with arms bent in front, jump clockwise over the line, then back over the same line inside the hexagon. Continue the pattern with all the sides of the hexagon.
- c. Rest for one (1) minute.
- d. Repeat the test counterclockwise.

For the Partner:

- a. Start the time at the signal go and stop once the performer reached the side before the side where he/she started.
- b. Record the time of each revolution.
- c. Restart the test if the performer jumps on the wrong side or steps on the line.

Scoring – Add the time of the two revolutions and divide by 2 to get the average. Record the time in the nearest minutes and seconds.

Score	Standard	Interpretation
5	5 seconds and below	Excellent
4	6 - 10 seconds	Very Good
3	11 - 15 seconds	Good
2	16 - 20 seconds	Fair
1	21 - 25 seconds	Needs Improvement
0	over 25 seconds	Poor

Reaction Time – The amount of time it takes to respond to a stimulus.

Stick Drop Test

Purpose – to measure the time to respond to a stimulus.

Equipment

1. 12-inch ruler or stick
2. Arm chair or table and chair

Procedure

For the Tester:

- a. Sit on an armchair or chair next to the table so that the elbow and the lower arm rests on the desk/table comfortably.
- b. Place the heel of the hand on the desk/table so that only the fingers and thumb extend beyond. Fingers and thumb should at least be one (1) inch apart.
- c. Catch the ruler/stick with the thumb and index finger without lifting the elbow from the desk/table as the partner drops the stick. Hold the stick while the partner reads the measurement.
- d. Do this thrice.

For the Partner:

- a. Hold the ruler or stick at the top, allowing it to dangle between the thumb and fingers of the performer.
- b. Hold the ruler/stick so that the 12-inch mark is even between the thumb and the index finger. No part of the hand of the performer should touch the ruler/stick.
- c. Drop the ruler/stick without warning and let the tester catch it with his/her thumb and index finger.
- d. Record the score on the upper part of the thumb.

Scoring - Record the middle of the three scores (for example: if the scores are 21, 18, and 19, the middle score is 19). In case where the two (2) scores are the same (for example 18, 18, 25), the repeated score shall be recorded.

Score	Standard	Interpretation
5	0 - 2.4 cm.	Excellent
4	5.08 cm. - 10.16 cm.	Very Good
3	12.70 cm. - 17.78 cm.	Good
2	20.32 cm. - 25.40 cm.	Fair
1	27.94 cm. - 30.48 cm.	Needs Improvement
0	Did not catch	Poor

Coordination - The ability to use the senses with the body parts to perform motor tasks smoothly and accurately.

Juggling

Purpose - to measure the coordination of the eye and hand

Equipment

1. sipa (washer weighing 4 gms. with 5 inches straw) or 20 pcs. bundled rubber bands/any similar local materials weighing 4 gms.

Procedure

For the Tester:

- a. Hit the sipa/rubber band/similar local material alternately with the right and left palm upward. The height of the material being tossed should be at least above the head.

For the Partner:

- a. Count how many times the performer has hit the material with the right and left hand.
- b. Stop the test if the material drops or after two (2) minutes.
- c. There shall be three (3) trials.

Scoring - Record the highest number of hits the performer has done.

Score	Standard	Interpretation
5	41 and above	Excellent
4	31 - 40	Very Good
3	21 - 30	Good
2	11 - 20	Fair
1	1 - 10	Needs Improvement

Balance – is the maintenance of equilibrium while stationary or while moving.

Stork Balance Stand Test

Purpose – to assess one's ability to maintain equilibrium.

Equipment:

1. flat, non-slip surface
2. stopwatch

Procedure

For the Tester:

- a. Remove the shoes and place hands on the hips.
- b. Position the right foot on the side of the knee of the left foot.
- c. Raise the left heel to balance on the ball of the foot.
- d. Do the same procedure with the opposite foot.

For the Partner:

- a. Start the time as the heel of the performer is raised off the floor.
- b. Stop the time if any of the following occurs:
 - the hand(s) come off the hips
 - the supporting foot swivels or moves (hops) in any direction
 - the non-supporting foot loses contact with the knee.
 - the heel of the supporting foot touches the floor.
- b. There shall be three (3) trials.

Scoring – Record the time taken on both feet in nearest seconds and divide the score to two (2) to get the average percentage score.

Score / Age	9 - 12	13 - 14	15 - 16	17 and above	Interpretation
5	41 – 60 sec.	81 – 100 sec.	121 – 150 sec.	161 – 180 sec.	Excellent
4	31 – 40 sec.	61 – 80 sec.	91 – 120 sec.	121 – 160 sec.	Very Good
3	21 – 30 sec.	41 – 60 sec.	61 – 90 sec.	81 – 120 sec.	Good
2	11 – 2- sec.	21 – 40 sec.	31 – 60 sec.	41 – 80 sec.	Fair
1	1 – 10 sec.	1 – 20 se.	1 – 30 sec.	1 – 40 sec.	Needs Improvement

PHYSICAL FITNESS TEST SCORE CARD

NAME: _____ SEX: _____ AGE: _____

Part 1: Health-Related Fitness Test

A. BODY COMPOSITION: Body Mass Index (BMI)

1. Body Mass Index (BMI)

Height (meters)	Weight (Kilograms)	BMI	Classification

B. CARDIOVASCULAR ENDURANCE: 3-Minute Step

Heart Rate per minute	
Before the Activity	After the Activity

C. STRENGTH

1. Push up

Number of Push ups

2. Basic Plank

Time

D. FLEXIBILITY

1. Zipper Test

Overlap/Gap (centimeters)	
Right	Left

2. Sit and Reach

Score (centimeters)		
First Try	Second Try	Best Score

Part 2: Skill-Related Fitness Test

A. COORDINATION: Juggling Score:

B. AGILITY: Hexagon Agility Test

Clockwise: Time (00:00)	Counterclockwise: Time (00:00)	Average

C. SPEED: 40 meter sprint Time:

D. POWER: Standing Long Jump

Distance (centimeters)	
First Trial	Second Trial

E. BALANCE: Stork Balance Stand Test

Right Foot: Time (00:00)	Left Foot: Time (00:00)

F. REACTION TIME: Stick Drop Test

1st Trial	2nd Trial	3rd Trial	Middle Score

Physical Activity Readiness
Questionnaire - PAR-Q
(revised 2002)

PAR-Q & YOU

(A Questionnaire for People Aged 15 to 69)

Regular physical activity is fun and healthy, and increasingly more people are starting to become more active every day. Being more active is very safe for most people. However, some people should check with their doctor before they start becoming much more physically active.

If you are planning to become much more physically active than you are now, start by answering the seven questions in the box below. If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start. If you are over 69 years of age, and you are not used to being very active, check with your doctor.

Common sense is your best guide when you answer these questions. Please read the questions carefully and answer each one honestly: check YES or NO.

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	1. Has your doctor ever said that you have a heart condition <u>and</u> that you should only do physical activity recommended by a doctor?
<input type="checkbox"/>	<input type="checkbox"/>	2. Do you feel pain in your chest when you do physical activity?
<input type="checkbox"/>	<input type="checkbox"/>	3. In the past month, have you had chest pain when you were not doing physical activity?
<input type="checkbox"/>	<input type="checkbox"/>	4. Do you lose your balance because of dizziness or do you ever lose consciousness?
<input type="checkbox"/>	<input type="checkbox"/>	5. Do you have a bone or joint problem (for example, back, knee or hip) that could be made worse by a change in your physical activity?
<input type="checkbox"/>	<input type="checkbox"/>	6. Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition?
<input type="checkbox"/>	<input type="checkbox"/>	7. Do you know of <u>any other reason</u> why you should not do physical activity?

If
you
answered

YES to one or more questions

Talk with your doctor by phone or in person BEFORE you start becoming much more physically active or BEFORE you have a fitness appraisal. Tell your doctor about the PAR-Q and which questions you answered YES.

- You may be able to do any activity you want — as long as you start slowly and build up gradually. Or, you may need to restrict your activities to those which are safe for you. Talk with your doctor about the kinds of activities you wish to participate in and follow his/her advice.
- Find out which community programs are safe and helpful for you.

NO to all questions

If you answered NO honestly to all PAR-Q questions, you can be reasonably sure that you can:

- start becoming much more physically active — begin slowly and build up gradually. This is the safest and easiest way to go.
- take part in a fitness appraisal — this is an excellent way to determine your basic fitness so that you can plan the best way for you to live actively. It is also highly recommended that you have your blood pressure evaluated. If your reading is over 144/94, talk with your doctor before you start becoming much more physically active.

DELAY BECOMING MUCH MORE ACTIVE:

- if you are not feeling well because of a temporary illness such as a cold or a fever — wait until you feel better; or
- if you are or may be pregnant — talk to your doctor before you start becoming more active.

PLEASE NOTE: If your health changes so that you then answer YES to any of the above questions, tell your fitness or health professional. Ask whether you should change your physical activity plan.

Informed Use of the PAR-Q: The Canadian Society for Exercise Physiology, Health Canada, and their agents assume no liability for persons who undertake physical activity, and if in doubt after completing this questionnaire, consult your doctor prior to physical activity.

No changes permitted. You are encouraged to photocopy the PAR-Q but only if you use the entire form.

NOTE: If the PAR-Q is being given to a person before he or she participates in a physical activity program or a fitness appraisal, this section may be used for legal or administrative purposes.

"I have read, understood and completed this questionnaire. Any questions I had were answered to my full satisfaction."

NAME _____

SIGNATURE _____

DATE _____

SIGNATURE OF PARENT
or GUARDIAN (for participants under the age of majority) _____

WITNESS _____

Note: This physical activity clearance is valid for a maximum of 12 months from the date it is completed and becomes invalid if your condition changes so that you would answer YES to any of the seven questions.