

OASHPE Summary Report
Fitness Assessment Key Messages

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1. Fitness assessment helps students identify physical abilities and areas of physical fitness that need improvement. Baseline measures are useful in setting individual goals and monitoring individual progress. Fitness appraisal refers to the tool, task or activity (e.g., cardiovascular appraisal – 12 minute run, flexibility appraisal – sit and reach, muscular strength – vertical jump) that is used to gather evidence of the student’s physical fitness level). There are a number of fitness appraisals that can be used for each of the components of fitness. (Temertzoglou & Challen, *Exercise Science*, Thompson Educational Publishing Inc. 2003.)
2. Teachers must be sensitive to the fitness appraisal environment and provide one that promotes success for all students. (i.e., How fit is fit enough? Experts are having second thoughts on assessing children's fitness levels because too many factors are involved; all children are different and develop at different rates. This is why the Canada's Fitness Award Program is no longer used in schools. Too much emphasis was placed on comparing children with a standard and the program risked discouraging the individuals who most needed encouragement). <http://www.edu.pe.ca/activeliving/childfit.htm>
 - Physical fitness should be an educational process (Cooper Institute, 1999)
 - Teach students to assess their personal level of health related fitness, interpret the results and use the information to develop personal fitness goals (Manitoba Physical Education Teacher’s Association, Oct. 2005)
3. Fitness appraisals should be used to encourage lifelong participation in physical activity, generate critical thinking, self-awareness and discussion about healthy lifestyles. (Dr. Antony Card, Memorial University, PESIC conference, Newfoundland, 2005)
4. Fitness appraisals results/scores should not be directly used as a grade (e.g., The concept of teachers giving 10% for 10 push ups and 100% for 100 push-ups or laps of the gym is not acceptable practice). The results can be used to self assess, self monitor and set individual goals. The teacher is simply grading genetics. (Dr. Antony Card, Memorial University, PESIC conference, Newfoundland, 2005)
5. Physical fitness education should focus on the health related components of fitness (i.e., cardiovascular, muscular endurance, muscular strength and flexibility) to set goals to maintain/improve personal health related fitness. The fitness appraisal of Body Mass Index (BMI) is not the role of the educator. (Dr. Margaret MacNeill, Uof T, 2006)
6. Physical Fitness appraisals should be inclusive, student-centered, personalized and consistent throughout the year.
 - Focus on the process of fitness assessment not the product
 - Allow student choice of fitness appraisal tasks (i.e., cardiovascular appraisal choice of 12 minute run, step test, beep test; muscular endurance appraisal choice of partial curl-ups, push-ups, muscular strength appraisal choice of grip strength, vertical jump).
 - Students perform activities in an order, pace and setting that is comfortable and appropriate for each individual student (e.g., circuit format).
 - Primary purpose of fitness appraisals is to teach students to self assess and self monitor their personal fitness levels. (Manitoba Physical Education Teacher’s Association, Oct. 2005)