**California Department of Education**

# Report to the Legislature, the Department of Finance, and the State Board of Education: Physical Performance Test



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**Assessment Development and Administration Division**

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Description: Report with recommendations for the purpose and administration of the California Physical Performance Test

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Recipient: The Legislature, the Department of Finance, and the State Board of Education

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**Report to the Legislature, the Department of Finance, and the State Board of Education: Physical Performance Test**

## Executive Summary

In September 2020, Senate Bill (SB) 820 (Chapter 110, Statutes of 2020) Section 68 amended California *Education Code* (*EC*) Section 60800 to suspend the administration of the Physical Fitness Test (PFT) for the 2020–21 school year and authorize a research study. In addition, SB 820 required the State Superintendent of Public Instruction to submit a report with recommendations regarding the purpose and administration of the physical performance test as indicated in the following:

SEC. 68. (b) The State Department of Education shall consult with experts and other stakeholders [interest holders], including, but not limited to, individuals with expertise in fitness, adaptive physical education, gender identity, body image, and pupils with disabilities, in order to provide recommendations regarding the purpose and administration of the physical performance test. The State Department of Education may contract with a research entity to conduct a study regarding the physical performance testing of pupils.

(c) On or before November 1, 2022, the Superintendent of Public Instruction shall submit a report with recommendations pursuant to subdivision (b) to the appropriate fiscal and policy committees of the Legislature, the Department of Finance, and the State Board of Education.

The California Department of Education (CDE) and its contractor, the Sacramento County Office of Education, consulted with experts and other stakeholders (hereafter “interest holders”), including individuals with expertise in fitness, adaptive physical education, gender identity, body image, and pupils with disabilities, to gather feedback to develop the recommendations. This expert panel explored the current physical performance test and consulted with additional experts and other interest holders as part of its analysis. This legislative report with the recommendations for the physical performance test is a product of extensive feedback from interest holders collected since 2021.

The attached report includes the State Superintendent of Public Instruction’s recommendations and, as an appendix, the California Physical Fitness Test Research Study with recommendations from the expert panel.

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## Program Information

The U.S. Army developed the first physical fitness test for U.S. Military Academy (West Point) cadets in 1858. Following World War I, in 1920, the U.S Army developed an entry-level fitness test for admission into the Army.

In 1953, Kraus Webster tested 4,000 U.S. students for physical fitness. Fifty-eight percent failed the test. The test focused on strengthening the core, developing arm strength, and improving flexibility. In 1956, troubled that our youth were unfit for military service, President Eisenhower founded the President’s Council on Youth Fitness and introduced the Presidential Fitness Test. The Presidential Fitness Test tested sit-ups (how many could be completed in one minute), push-ups (how many could be completed without resting), pull-ups (how many could be completed), a 30-foot “shuffle step” run, and a one-mile run. Those who scored at the 85th percentile or better were eligible for an award. Success was not dependent on being fit but on being more fit than other students.

Since its inception in 1956, the President’s Council on Physical Fitness and Sports has worked to enrich the nation’s athletic traditions and encourage healthy living habits among all Americans. Among its many goals were teaching the role of exercise in disease prevention and assisting educational agencies at all levels in developing high-quality, innovative health and physical education (PE) programs that emphasize the importance of exercise to good health. President Ronald Reagan took an active role in the physical fitness program of his Council and frequently met with Council members, consultants, advisors, and staff at the White House. In 1982, President Reagan signed an executive order to expand physical fitness and sports in kindergarten through grade twelve (K–12) schools. It was also at this time that the FITNESSGRAM® was created, and a pilot program introduced it in Oklahoma. The following year, Reagan expanded the program throughout the U.S.

In 1996, pursuant to California *Education Code* (*EC*) Section 60800, the California State Board of Education (SBE) designated The Cooper Institute® FITNESSGRAM® as the physical performance test that school districts are required to administer annually. The FITNESSGRAM® was developed as the “first student fitness report card” to give meaningful feedback about student fitness levels. Data from the FITNESSGRAM® can drive student, parent/guardian, and school decisions to promote healthy lifelong habits. However, the FITNESSGRAM® provides no alternatives for students with physical disabilities who cannot perform individual fitness tasks. *The Brockport Physical Fitness Test,* first published in 1999, provided fitness testing options for students with disabilities but is not permitted for use (*EC* Section 60800 was interpreted to read that only one test could be selected by the SBE; “**the** physical performance test” designated by the SBE was FITNESSGRAM®).

On October 15, 2017, Governor Jerry Brown signed SB 179 (Chapter 853, Statutes of 2017) into law. This law, entitled “The Gender Recognition Act,” states that “every person deserves full legal recognition and equal treatment under the law and to ensure that intersex, transgender, and nonbinary people have state-issued identification documents that provide full legal recognition of their accurate gender identity.” The law provided for “three equally recognized gender options on state-issued identification documents—female, male, and nonbinary—and an efficient and fair process for people to amend their gender designation on state-issued identification documents so that state-issued identification documents legally recognize a person’s accurate gender identification.”

In 2018, the California Department of Education (CDE) requested The Cooper Institute® to provide performance standards for the three equally recognized gender options in California. In response, The Cooper Institute® indicated that it was unwilling to produce revised performance standards. The CDE surveyed other states and researched available products to see what other “off-the-shelf” tests were being used or were available to measure students’ physical performance. The CDE found that no other eligible tests were being used or were available.

In 2019, The Cooper Institute® published a *Gender Uses in FITNESSGRAM® Position Statement from the FITNESSGRAM® Scientific Advisory Board*. The FITNESSGRAM® Board made the following statement: “. . . if standards are to be applied to transgender, gender-neutral (non-binary), or students identifying differently than their sex at birth, FITNESSGRAM® results would be most accurate using the child’s sex at birth.”[[1]](#footnote-2) The Board continued by stating:

… it is also up to the parents, students, and teachers to determine what is in the best interest of a student’s wellbeing. If using the sex at birth would cause undo emotional stress upon the student, then it is up to the teacher and/or parent/guardian to determine which gender identity is the most appropriate. Teachers should maintain complete confidentiality and sensitivity when implementing and recording results for all students regardless of gender identity.

## Recommendations

This report incorporates recommendations of experts and other interest holders (the panel) regarding the purpose and administration of the physical performance test. These panel recommendations were informed by feedback from K–12 educators who participated in a PFT Experience and Guidance Survey that asked questions regarding the purpose of a fitness assessment, the measurements of a fitness assessment, and the administration of a fitness assessment.

The following recommendations strive to address the purpose and administration of the physical performance test.

**Recommendation 1—**Seek legislative authority and funding to:

* Amend *EC* sections 60800 and 51241(b) to suspend the physical performance test until an accessible and equitable replacement assessment program can be developed.
  + - * Develop a new program of physical fitness assessments for California that measure physical performance, are accessible and equitable, and are aligned with state law and SBE-approved content standards.
* Disallow the use of students’ results on any new program of physical performance assessments for academic grades.
* Allow, on any new program of physical performance assessments, a parent or guardian exemption, similar to *EC* Section 60615 (child to be exempted from assessments upon written request of parent or guardian) in Chapter 6, Physical Fitness Testing, *EC* Section 60800.
* Include annual apportionments for the administration of the new program of physical performance assessments. By including the new program in the annual assessment apportionment, the California State Legislature would remove the unfunded mandated program. Additionally, the expert panel comments prioritized annual funding and training for the new program of physical performance assessments.
* Include an independent evaluation and longitudinal study of the new program of physical performance assessments.

**Recommendation 2—**Pursuant to legislation authority provided in alignment with Recommendation 1,develop a program of assessments and administer the newly developed physical performance test(s) aligned with SBE-approved content standards.

* Develop a valid, reliable, and fair (i.e., accessible and equitable) physical performance test.
* Administer the program of physical performance assessments annually by trained educators in a safe and supportive learning environment that enables all students to demonstrate what they know and can do.
* Develop a program of physical performance assessments that measure improvement over time and excludes body composition calculations or body measurements.
* Provide student score reports that have meaningful and actionable information.
* Provide aggregate results by student groups at the school, local educational agency (LEA), county, and state levels to inform student health and wellness policies.
* Provide scoring and reporting of the new program of physical performance assessments with a process of delivering student score reports electronically to parents/guardians like the California Assessment System.
* Conduct a longitudinal study of the new physical performance test with an independent evaluator to assess the validity, reliability, and fairness of the test for different student groups.

## Implementation Activities for the Recommendations

Implementation will require a commitment to providing the resources necessary to shift California’s approach to physical performance testing. California will face unique challenges as it creates a physical performance test to meet the needs of its diverse student population.

The activities required for implementation will include (but are not limited to) the following:

* **Implementation Activities for Recommendation 1***—*Seek legislative authority and funding for the development of a new program of physical fitness assessments for California that measure physical performance in alignment with the *Physical Education Model Content Standards for California Public Schools*.

The CDE will collaborate with interest holders, legislative staff, and SBE and Department of Finance staff in the development of inclusive and equitable legislation that advances physical performance expectations. The legislation will align with the expert panel recommendations and provide the necessary state and local funding to support the program that is developed.

* **Implementation Activities for Recommendation 2***—*Develop and administer a physical performance test that is aligned with the *Physical Education Model Content Standards for California Public Schools* and is accessible and equitable for all students.

This recommendation will require changes to statute. Further, the implementation of this recommendation will require additional funding and additional resources for the CDE, including staffing. The activities required for implementation will include (but are not limited to) those included in the 2014 *Standards for Educational and Psychological Testing* created by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education, and all of the following:

* **Test administration.** Develop test administration manuals and provide technical assistance to LEAs.
* **Scoring and analysis of test results.** Score and analyze the results of the physical performance test.
* **Reporting of individual and group results.** Provide individual student score reports to teachers and parents or guardians. Provide aggregated school, LEA, county, and statewide results on the CDE public reporting website.

## Further Considerations

To support the implementation of these recommendations, the CDE proposes further considerations in the following areas to advance PE:

**Standards, Curriculum, and Framework—**The PE content standards were last adopted by the SBE in January 2005—18 years ago. We recommend revisiting these standards to reflect changes in the needs of the whole child to be healthy (physically and mentally) and productive citizens. Per *EC* Section 51002, which states that “it is the intent of the Legislature to set broad minimum standards and guidelines for educational programs, and to encourage local districts to develop programs that will best fit the needs and interests of the pupils, pursuant to stated philosophy, goals, and objectives,” the Legislature should provide funding for new K–12 PE standards to better serve the educators and students of California, including alternate instructional and assessment standards for students with disabilities. In addition, the revised standards for each grade and/or course should consider the grade of the student and the inclusion of physical fitness (including strength, flexibility, and aerobic capacity), nutrition, anatomy and/or body composition, and mental health (e.g., anxiety and stress). Following the SBE adoption of the revised standards, the Instructional Quality Commission (IQC) will develop the curriculum framework under the authority of *EC* Section 33538, which gives the IQC the authority to provide instructional guidelines for the implementation of the revised standards. Thereafter, the Legislature would need to provide the CDE with the necessary funding to provide LEAs with professional development to support a PE framework that could be utilized across the state as the foundation for high-quality instruction in PE. Revision of the PE standards will impact the PE framework that references the FITNESSGRAM®.

**PE Instruction—**PE instruction in grades one through six provides the foundation for a students’ attitudes toward physical activity and also provides “positive associations between classroom physical activity and classroom behaviors and academic achievement.”[[2]](#footnote-3) In addition, “Elementary PE teachers are lacking in California, particularly in districts with a high proportion of African American and Latino students, which may be contributing to health disparities. Creative action to fund PE should be explored to ensure all students benefit from quality PE.”[[3]](#footnote-4) Having a credentialed elementary PE teacher would provide consistency and rigor across the grades, bringing elementary instruction into alignment with middle school and high school instruction.

**Instructional Minutes and Graduation—***EC* Section 51222 requires 400 minutes of PE instruction every 10 days for four years. *EC* Section 51225.3 requires a minimum of two year-long courses in PE to qualify for high school graduation. These two sections of *EC* conflate what is required to meet the PE high school graduation requirement and what is needed to meet the PE requirement in high school (i.e., 400 minutes every 10 school days). *EC* Section 51241 provides temporary or permanent exemptions to *EC* Section 51222, which is the 400 minutes every 10 school days.

High schools should provide flexibility in the types of PE courses that may be offered on campus, including (but not limited to) dance or movement, weightlifting, aerobics, martial arts, and swimming. Instruction may change from year to year based on student interest.

Students who participate in organized off-campus physical activities should be given credit for their participation in these activities. These activities may include team sports, individual sports, conditioning, or other recreational activities. Expanding the ways in which students can earn PE credits would allow teachers to promote activities that students truly enjoy, and students would receive credits for participating in activities that align with their interests.

If PE (including the physical and mental health of our children) is a priority, then the exemptions from PE should be reconsidered. For example, *EC* Section 51241(b)(1) allows LEAs to grant student exemptions from PE for two years during grades ten to twelve if a student has satisfactorily met five of the six standards of the physical performance test administered in grade nine pursuant to *EC* Section 60800. This exemption makes the current physical performance test a high stakes assessment, meaning grade nine students who do not meet five of the six standards will not be eligible for a two-year exemption from PE. Students who do not meet this requirement must take PE unless they qualify for one of the other exemptions available. A student’s results on the new physical performance test should not be used for an exemption from PE unless the physical performance test is developed specifically for that purpose. The other exemptions from PE in *EC* sections 51241(b)(2), 51241(c), and 51241(e) should be revisited. Exemptions—temporary or permanent—should not be granted outside of those provided under *EC* Section 51242; that is, student engagement in regular school-sponsored interscholastic athletic programs.

## Appendix: California Physical Fitness Test Research Study Report

### California Physical Fitness Test Research Study Report



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#### Acknowledgements

This study on the California Physical Fitness Test (PFT) was a collaboration that included, among others, the members of the Proficiency, Equivalency, and Fitness Testing Office of the California Department of Education, the Sacramento County Office of Education (SCOE), and a panel of experts. To the educational partners and youths who provided valuable information and guidance as to the development and feasibility of this study, we express our sincere thanks.

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This research study honors the commitment to students described below by Tony Thurmond, State Superintendent of Public Instruction, in his *Memorandum, Update on the Physical Fitness Test to State Board of Education Members* on October 14, 2021.

*California is committed to helping students in kindergarten through grade twelve learn about the importance of physical and mental health as well as the benefits of exercise according to ability.*

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#### Executive Summary

##### Overview of Research Study

In September 2020, Senate Bill 820 (Chapter 110, Statutes of 2020) amended California *Education Code* 60800 to suspend the administration of the Physical Fitness Test (PFT) for the 2020–21 school year and authorize a research study and report. The study was to consult with experts and other interest holders, including individuals with expertise in fitness, adaptive physical education, gender identity, body image, and pupils with disabilities in order to provide recommendations regarding the purpose and administration of the physical performance test. The study explored the current physical performance test and consulted with a diverse group of experts and other interest holders to provide recommendations regarding the purpose and administration of a fitness assessment.

**The research goals are:**

**Goal 1.** Determine the current issues and practitioners’ experiences with equitably assessing student fitness.

**Goal 2.** Determine the feasibility of adapting the current PFT to meet the inclusive needs of students, including: a nonbinary, third gender option; assessments that students with physical disabilities can complete; alternate methods for assessing body composition; and other areas of inequity discovered during the study.

**Goal 3.** Review existing physical fitness assessments to determine their ability to equitably assess student fitness and possibly replace the FITNESSGRAM®.

**Goal 4.** Identify key elements and considerations to be included in a framework for the development of a new physical fitness test for California State Board of Education approval.

**Goal 5.** Determine the feasibility and applicability of the study findings and recommendations with kindergarten through grade twelve (K–12) public schools and students.

##### Purpose of a Fitness Assessment

The California fitness assessment should highlight the critical importance of fitness as part of a well-rounded education and demonstrate its priority within the school environment. Any future fitness assessment and its related practices shall:

* Be student-centered.
* Measure students’ overall health and well-being.
* Provide students’ current fitness levels and overall progress.
* Encourage students to set health and fitness goals and monitor them over time.
* Increase students’ understanding of how nutrition and physical and mental health work collectively to promote optimal health and well-being.
* Empower students to take ownership of their overall health and well-being.
* Encourage student habits that support a lifelong commitment to health and well-being.
* Provide valid and reliable results at the student, school, and district levels to evaluate trends and progress in student health and identify disparities and inequities in student health outcomes.
* Provide meaningful and actionable information that can be used by students, families, educators, and policymakers to improve the overall health and well-being of communities throughout California.

In addition to providing information about students’ current fitness levels and change over time, student reports shall also include information about how fitness levels are impacted by personal, social, and environmental factors; resources that help students set personal health and fitness goals and monitor progress over time; and resources that support healthy lifestyles overall.

##### Measurements for a Fitness Assessment

The measurement areas described below should be based on health and fitness-related content standards. The expert panelists determined that California’s future fitness assessment should include measurements in the following areas:

* Knowledge of Nutrition and Fitness
* Skills and Demonstration of Fitness
* Lifelong Fitness
* Mental Health and Wellness (as it relates to fitness)

##### Test Administration Concerns and Guidance

The expert panelists identified six areas of concern regarding PFT administration: staff training and preparation; standardized and inclusive test administration practices; equitable measurements; grade levels to assess; meaningful reporting of results; and parents or guardians as educational partners.

This section describes these concerns and offers possible solutions.

###### Staff Training and Preparation

Concerns

* Staff are not fully trained to administer the assessment.
* Test administrators do not have sufficient background or understanding to administer the assessment components with fidelity and to support students’ fitness goals.
* Disparities between wealthier and poorer districts lead to inequities in training opportunities, test support materials, and test administration practices, which could compromise the validity of the scores and comparisons across groups.

Proposed Solutions

* Have a component that trains teachers on successfully administering a fitness test to students with special needs or considerations.
* Provide competency standards to ensure that the test administrator is qualified and ready.

###### Standardized and Inclusive Test Administration Practices

Concerns

* Test administration practices were poorly executed at times and were not consistently standardized.
* Test administrators may have difficulty supervising testing in large groups, and staff may not have the necessary qualifications needed to collect reliable and valid data from students.
* Test measurements may not be taken in a safe and controlled environment to ensure that no harm is done to students’ mental and social-emotional health.

Proposed Solutions

* Provide training and opportunities to collaborate between general physical education teachers and adapted physical education specialists to ensure all fitness test takers are included.
* Have teachers provide health-related fitness instructional units meshed with fitness assessments to increase students’ understanding.
* Have the administration of the physical fitness assessment embody culturally and linguistically relevant practices that are equitable and inclusive.

###### Equitable Measurements

Concepts and Measurement

Concerns

* The ideal or best performance for a measure is not aligned with student perceptions and the reliability and validity of measurements.
* Reference standards of the test should be appropriate to evaluate the fitness level of all students and should not exclude students because of their disabilities or gender identity.
* Messaging should reflect relative fitness and health goals and should not be equated to a set minimum that fails to work for all students.

Proposed Solutions

* Provide students and staff options to choose from among multiple measures.
* Remove the body mass index (BMI) and trunk lift components and include a measure of aerobic capacity.
* Utilize more practical measures for assessing cardiovascular fitness.
* Align the test with the *Physical Education Model Content Standards for California Public Schools* and *Health Education Content Standards for California Public Schools*.

Equitable Student Assessment

Concerns

* Students with disabilities are marginalized, not tested with standardized methodology, and do not know why they are being tested.
* Some students expressed feeling embarrassed or inadequate during or after the assessment.
* Taking the assessment or receiving the results can create bullying-type behavior toward some students.
* Having to use a binary model of gender to interpret their progress poses problems for transgender and nonbinary students.

Proposed solutions

* Utilize a model that measures a student’s own performance over time rather than or in addition to comparing student results against certain standards.
* Make this entire process inwardly focused, more than publicly, so it benefits all students.
* Utilize a pre/post-assessment model to prepare all students to improve in at least one area before post-assessment.
* Provide instructions on how students can practice at home.
* Provide students with a clear understanding of why they are being assessed.
* Conduct research with California students across grade spans to better understand their hopes/needs for fitness testing and incorporate those findings into the design of the new fitness test.

###### Grade Levels to Assess

Concern

* If fitness testing is truly to be used as a teaching tool and a way to measure students’ progress and teach them over time, the test should be administered in grades beyond five, seven, and nine.

Proposed Solutions

* Data snapshots, or sampling, in grades five, seven, and nine were deemed sufficient for state-mandated accountability and reporting.
* Design-relevant batteries of fitness tests for these grade groupings: early childhood; elementary; middle school; and secondary.

###### Meaningful Reporting of Results

Concerns

* The reporting categories and calculations are gender-binary, which is problematic.
* Providing reports of students’ BMI back to parents or guardians does not improve a student’s weight status over time and is not a beneficial practice.

Proposed Solutions

* Add to the reporting form suggestions for functional/leisure activities (action plans) that students can engage in to improve certain fitness areas.
* Have the reports strongly connect fitness test results to learning (as outlined in the *Physical Education Model Content Standards for California Public Schools* and *Health Education Content Standards for California Public Schools*).
* Consider including physical education assessment results on the California School Dashboard as an additional measure.

###### Parents or Guardians as Educational Partners

Concerns

* Parents or guardians may not understand the value of fitness testing or the connection between the health of a child and academic success.
* Completely removing a fitness assessment from K–12 education will suggest to parents or guardians and the community that fitness is unimportant.

Proposed Solutions

* View parents or guardians as partners in their child’s fitness education.
* Provide parents or guardians with more information regarding fitness and fitness assessments.
* Make communications to parents or guardians culturally and linguistically relevant.
* Involve parents or guardians in at-home fitness programs.

##### Summary

At the conclusion of their work, **the expert panelists determined that the current PFT assessment does not meet the needs of all students** and developed recommendations for a framework for an inclusive and equitable fitness assessment. The recommendations provided by the panelists are organized into the following sections: Purpose; Measurements; and Test Administration Concerns and Guidance.

#### California Physical Fitness Test Research Study

The study explored the current physical performance test and consulted with a diverse group of experts and other interest holders to provide recommendations regarding the purpose and administration of a fitness assessment.

##### California’s Current PFT

Designated in the year 1996 by the California State Board of Education as the PFT for all students in grades five, seven, and nine, the FITNESSGRAM® is an annual battery of comprehensive, health-related fitness tests. It assesses fitness in areas that offer a degree of defense against diseases related to inactivity.

All students in the designated grades must take the test, and there is no waiver option for parents or guardians to request that their child be exempted from participating. Students with a disability who are physically unable to take all portions of this test must participate in as much of it as their condition permits. The fitness standards or Healthy Fitness Zones® for the FITNESSGRAM® are research based and provide the criteria using a student’s age and gender (male vs. female). This test does not currently provide fitness standards for nonbinary gender.

##### Research Study Background

In September 2020, Senate Bill 820 (Chapter 110, Statutes of 2020) amended California *Education Code* (*EC*) 60800 to suspend the administration of the PFT for the 2020–21 school year and authorize a research study and report as indicated in the following:

SEC. 68. (b) The State Department of Education shall consult with experts and other stakeholders, including, but not limited to, individuals with expertise in fitness, adaptive physical education, gender identity, body image, and pupils with disabilities, in order to provide recommendations regarding the purpose and administration of the physical performance test. The State Department of Education may contract with a research entity to conduct a study regarding the physical performance testing of pupils.

(c) On or before November 1, 2022, the Superintendent of Public Instruction shall submit a report with recommendations pursuant to subdivision (b) to the appropriate fiscal and policy committees of the Legislature, the Department of Finance, and the State Board of Education.

The Center for Student Assessment and Program Accountability at the Sacramento County Office of Education was the contracted research group that conducted the study.

##### Purpose and Key Research Goals

The purpose of the study was to consult with experts and other partners, including, but not limited to, individuals with expertise in fitness, adaptive physical education, gender identity, body image, and pupils with disabilities, in order to provide recommendations on the purpose and administration of the physical performance test. Specifically, the study addressed five research goals listed below.

**Goal 1.** Determine the current issues and practitioners’ experiences assessing student fitness equitably.

**Goal 2.** Determine the feasibility of adapting the current PFT to meet the inclusive needs of students, including: a nonbinary, third gender option; assessments that students with physical disabilities can complete; alternate methods for assessing body composition; and other areas of inequity discovered during the study.

**Goal 3.** Review existing physical fitness assessments to determine their ability to equitably assess student fitness and possibly replace the FITNESSGRAM®.

**Goal 4.** Identify key elements and considerations to be included in a framework for the development of a new physical fitness test for California State Board of Education approval.

**Goal 5.** Determine the feasibility and applicability of the study findings and recommendations with kindergarten through grade twelve (K–12) public schools and students.

The study and the report were accomplished through the methodology described next.

##### Research Study Approach

To accomplish the research goals, the research study team completed a PFT Experience and Guidance study to draw information from K–12 educators to inform the development of this report. The team also gathered information in the form of advice, expertise, and consultation from educators, a panel of experts, and the other partners; completed a study to assess the feasibility of the PFT study recommendations; and compiled the final report.

The expert panelists participated in meetings and on subcommittees to engage deeply with the issues identified in the research goals and to contribute research material for the study and report.

#### PFT Experience and Guidance Study Summary

The PFT Experience and Guidance Study conducted by the research study team gathered input from K–12 educators and identified additional issues related to fitness testing at schools. The team used a survey to assess the K–12 educators’ experiences in administering and overseeing the PFT, their use of PFT data, their areas of concern when assessing students’ fitness, and study considerations. The results from the study were shared with the expert panelists, helping to inform the study framework and identify additional areas to be considered by the expert panelists. A brief summary of the methodology and results are provided here.

##### Methodology of the PFT Experience and Guidance Study

The PFT Experience and Guidance Study used an online survey to assess K–12 educators’ experiences in areas related to the PFT and included closed and open-ended questions. A copy of the survey can be found in [appendix A](#Appendix_A_Experience).

In June of 2021, emails were sent to all 1,876 PFT coordinators in the state who were active as of August 2019, inviting them to participate in the survey and to share the survey link with other site-level coordinators, PFT test administrators, and physical fitness educators at their Local educational agency (LEA). Distributing the survey widely was intended to gather input from respondents working in LEAs of all different sizes and at all levels of the assessment process—from PFT coordinators to those LEA staff administering the test to students. Recipients had two weeks to respond to the survey.

##### Participants of the PFT Experience and Guidance Study

Over one thousand (1,061) survey responses were received. Fifty-two of the 58 counties in the state were represented among the survey respondents. Only Alpine, Del Norte, Lake, Plumas, Sierra, and Trinity Counties were not represented by respondents.

###### Respondents

* Respondents’ ZIP codes showed representation from northern, central, and southern areas of the state.
* Fifty-six percent of respondents were from small LEAs of fewer than 5,000 students; 13 percent were from LEAs with 5,000–9,999 students; 13 percent were from LEAs with 10,000 to 19,999 students; and 18 percent were from large LEAs with 20,000 students or more. In 2018–19, the distribution of LEAs by size statewide was as follows: LEAs of fewer than 5,000 students, 86 percent; LEAs with 5,000–9,999 students, 6 percent; LEAs with 10,000 to 19,999 students, 5 percent; and LEAs with 20,000 students or more, 4 percent. Survey respondents from small LEAs of fewer than 5,000 students were, therefore, underrepresented.
* Respondents worked in a variety of roles at their school site or LEA. Forty-two percent worked as physical fitness instructors; 33 percent as classroom teachers; 28 percent as LEA PFT coordinators; 26 percent as PFT test administrators; 19 percent as site-level PFT coordinators, and 18 percent as sports coaches.
* Eighty-one percent of respondents said that they had administered the FITNESSGRAM® within the past three years.

###### Organization of Findings of the PFT Experience and Guidance Study

Survey respondents were generous with their comments in all areas of the survey and expressed wide-ranging concerns about both physical fitness testing and the physical education needs of their students. Respondents often used the space for comments to bring up issues outside of the areas specifically addressed by the survey questions. For this reason, and because many of the issues were related to and overlapped with one another, responses were organized by theme. All answers to open-ended questions are included in [appendix A](#Appendix_A_Experience). Where applicable, percentages provided in the summary are accompanied by the total number of valid responses to that survey item, represented as the N (e.g., N = 500).

###### Summary of Themes

Overall, respondents felt there was a lack of buy-in from students, parents or guardians, and administrators from schools and districts regarding the PFT. They also questioned both the accuracy of the results and the validity of the FITNESSGRAM® as a measure of student fitness. The themes that follow in this report include equity and student mental health and emotional well-being, particularly for students with disabilities; nonbinary, transgender, and gender-fluid students; and students whose body composition made the test difficult to administer based on the shape of their body. Included are some of the reasons educational partners might not support the current PFT.

While not all respondents believed there were problems with the PFT test, some questioned whether the test was worth the time and effort required to administer it, considering how little the results of the PFT were utilized. Some felt that the test, in some ways, worked against the overall goal of encouraging healthy fitness habits.

Despite all the concerns that emerged from survey data, respondents believed in the importance of physical fitness and had many suggestions for improving the test. They asked for additional support, resources, and guidance to help assess the health and fitness of all of California’s diverse student population.

##### Key Findings from the PFT Experience and Guidance Study

Despite the issues they may have experienced in administering the PFT, respondents believed in the value of physical education and expressed concern for the health and fitness levels of their students. Some respondents talked about the benefits of the PFT for informing both school staff and students and did not want to lose the benefits of a fitness assessment. Respondents also offered suggestions for improving the test, and many suggested moving to a performance over time framework, adding health and nutrition content, and simplifying administration of the assessment.

Not all respondents experienced issues or believed that the PFT had to change, however:

* Some felt parent complaints were minimal and could be addressed with further explanation of administration protocols.
* Some did not feel that equity was a concern in administering the PFT.
* Some respondents were concerned that physical fitness standards were already too low.

###### Finding 1. The PFT is lacking buy-in from students, parents or guardians, and LEAs.

Seventy-five percent of respondents said they had not received concerns or feedback in the past from students, parents or guardians, or teachers about the PFT or how it is administered (N = 902).

Concerns received from respondents included the following:

* The lack of student buy-in undermined respondents’ confidence in the accuracy of PFT results.
  + Some believed students did not give their best effort because there were no consequences for poor performance.
  + Others believed that social anxiety and fear of failure decreased some students’ willingness to participate or try their best.
* Parents or guardians shared that they felt the test was unfair or invalid, expressing concerns about the mile run, the body mass index (BMI) measurement, and negative impacts the test might have on students’ emotional health.
* District- and site-level training, resources, and support for physical education were uneven.

###### Finding 2. Concerns exist about the validity of the FITNESSGRAM® as a measure of fitness.

Respondents expressed concern about the consistency of administration and the accuracy of measurements as a result of students, parent volunteers, or untrained school staff participating in test administration.

* Nearly half of the responses (47 percent) indicate that students helped administer the PFT to other students at least some of the time (N = 714), and one third (33percent) said students sometimes or often self-reported their data (N = 716).
* Respondents felt that the FITNESSGRAM® was difficult to administer accurately to every student, considering the personnel and resources typically available for testing.
* One quarter of respondents (25 percent) said that students could see the testing data or outcomes of other students some of the time (N = 714). Sixteen percent said students’ weights or heights were measured in front of other students at least some of the time (N = 710).
  + Ensuring student privacy was important to many respondents, but maintaining privacy also made test administration even more difficult.
* Respondents doubted the validity of BMI as a measure of fitness. Because body composition measurements are used in two areas of the test, respondents felt that students with higher BMI scores were far less likely to pass the PFT.
* Many respondents did not feel the FITNESSGRAM® was a good measure of physical fitness.
* Elementary school staff faced specific challenges with the PFT. Some noted a lack of training in physical education (PE) instruction and often having no credentialed PE teachers at their schools. Others mentioned that the test areas of the FITNESSGRAM® are not aligned with the topics elementary teachers typically emphasize during PE, and that PE is not always a priority at elementary schools.

###### Finding 3. The current PFT is inequitable for certain groups of students.

A total of 715 respondents answered all four questions (survey questions six through nine) regarding concerns for certain student groups (e.g., students with disabilities, nonbinary students, students with body compositions that made the test difficult to administer, and other categories of students). Of those respondents:

* Forty-seven percent had concerns about administering the test to students in at least one group.
* Three percent had concerns about administering the test to all four groups.
* Thirty-two percent did not have concerns with administering the test to any groups.

Students with Disabilities

Twenty-two percent of respondents reported having concerns about administering the test to students with disabilities (N = 731).

* Some students could not participate in portions of the FITNESSGRAM® because the nature of their disability made the test activity impossible for them to do.
* Other students had disabilities that did not directly prevent their participation in the test activity but hindered their ability to hear instructions, see demonstrations on proper form, or receive other information—such as visual or auditory cues—to guide them through testing.
* Cognitive and mental health disabilities were areas of concern for respondents, particularly in students with eating disorders and body dysmorphia.
* Test administrators didn’t feel that they always had the information or resources needed to provide appropriate accommodations to students with disabilities. Respondents were sometimes unaware of how to provide proper accommodations or had difficulty providing accommodations to all the students who needed it. Some of the respondents lacked the necessary equipment to provide proper accommodations.
* Some respondents were concerned with the negative impacts the PFT had on the emotional well-being of students with disabilities.

Nonbinary or Transgender Students

Thirteen percent of respondents reported issues or concerns when administering the PFT to students who identify with a gender other than male or female (N = 732).

* Respondents noted that because the FITNESSGRAM® provides Healthy Fitness Zone standards only for male and female genders, the test is not aligned with the gender categories used by the State of California.
* Respondents were not sure which chart to use for their nonbinary, transgender, or gender-fluid students and expressed discomfort and confusion about how to handle those situations. Respondents shared that the person administering the PFT to a student may not know the student very well, may not have a deep understanding of gender identity issues and how to handle them sensitively, or may not even know that a student does not identify with their gender assigned at birth.
* Respondents were concerned about the negative impacts of the PFT on nonbinary, transgender, and gender-fluid students. They shared that, in addition to the discomfort involved in applying male/female standards to students in the testing environment, incorrect pronouns might be used or gender assigned at birth might show up on testing documents. Because gender assigned at birth is private information and might not be known to other students, extra care must be taken to protect this confidential information during test administration.

Body Composition Concerns

Thirty-four percent of respondents reported issues or concerns with administering the PFT to students whose body composition made the test difficult to administer (N = 731).

* Some test activities were especially difficult for students based on the shape of their body. Tasks such as push-ups, which assess a student’s strength based on their ability to push or lift their own bodies, was more challenging for students who were overweight. Other tasks, such as running or performing sit-ups, could be challenging or physically uncomfortable because of the shape of a student’s body.
* Respondents felt that students with a high BMI could not pass either the Body Composition or Aerobic Capacity area of the test, which uses height and weight to determine mile time benchmarks.
* Respondents expressed concern for the level of embarrassment and shame students experienced when practicing for and taking the PFT, particularly for students whose weight and height were either higher or lower than those of their peers. Many of the negative impacts shared by respondents were related to measuring height and weight and calculating the BMI.

Other Student Groups of Concern

Seventeen percent of respondents had concerns about administering the PFT to other groups of students (N = 720).

* In addition to the groups discussed above, respondents expressed concerns about administering the PFT to students with chronic health issues, pregnant students, and students with temporary injuries, such as broken bones.
* Respondents worried about administering the test to students who are fasting, are unable to place themselves in certain positions due to their religion or are wearing clothing that impacts their ability to perform test items.
* Respondents acknowledged that test materials were not available in all the languages spoken by their students.
* Respondents recognized that many of the factors that lead to good physical fitness—like access to safe outdoor spaces, participation in extra-curricular sports, access to healthy foods, and access to clothing like supportive bras and shoes—were not equally available to all students, with socioeconomically disadvantaged students scoring lower on the PFT.
* In some LEAs, failing the PFT means students must take a third year of PE instead of other classes that might allow a student to take Advanced Placement classes or satisfy A–G requirements in preparation for college.

###### Finding 4. The level of data sharing with students, families, and educators is low.

Twenty-eight percent (*N* = 885) of respondents reported having concerns about the equitable assessment of physical fitness and the use of data**.**

The respondents providing responses regarding data use at their LEAs numbered 859. They responded as follows, and respondents were able to select more than one option:

* Fifty-eight percent said the results were shared with students to help them monitor their health.
* Fifty-one percent said the results were shared with parents or guardians.
* Forty-nine percent said the results were shared with PE teachers.
* Thirty-three percent said the results were shared with school sites.
* Less than 20 percent of respondents said their LEAs discussed the results at site (19 percent) or district (18 percent) meetings, used results for accountability (19 percent), or used the results in conjunction with health-related lessons (19 percent).
* Not all school administrators and teachers used PFT results to plan instruction, and some respondents indicated an unclear understanding of the purpose of the assessment.

Many respondents reported that teachers and administrators at their sites did not use the PFT results that had taken them so much time and effort to obtain, and just over half of respondents reported sharing results with parents or guardians. According to *EC* 60800(c) “Pupils shall be provided with their individual results after completing the physical performance testing. The test results may be provided orally as the pupil completes the testing.” The sharing of PFT results, in writing or with parents or guardians, is not currently required.

###### Finding 5. The connection between the PFT and the goal of instilling lifelong habits of regular physical activity in students is vague.

* Respondents reported that students found the PFT to be discouraging and have an unmotivating effect. Some believed the test worked against its own goal of promoting habits of regular physical activity.
* Many believed that the assessment should measure student improvement and be used for goal setting rather than comparing students to a standard.

Conclusions of the PFT Experience and Guidance Study

Results from the PFT Experience and Guidance Study indicated that there is a lack of support for the PFT from students, parents or guardians, teachers, school or district administrators. Areas of concern about the PFT include the following:

* Inconsistent test administration practices have eroded respondents’ confidence in the results. Support and reference materials are outdated and could offer more guidance and support to test administrators.
* Certain test areas, such as the BMI measurement, are not considered good measures of fitness.
* Even with accommodations, the test is difficult for students with disabilities to complete.
* The current PFT includes only male and female scoring charts, and there is little support or guidance for testing nonbinary or transgender students, creating situations of stress and discomfort for the student and test administrator.
* No support or guidance exists for administering the battery of tests to students whose body composition makes the test difficult to administer and complete.
* A variety of perceived negative impacts on students stem from the PFT, including impacts on self-esteem and body image. These are particularly worrisome for students with mental health challenges.
* Administration of the PFT is time-consuming, and K–12 educators had shared concerns about whether the benefits outweigh the costs, especially considering that the reported use of PFT results is low.
* Accommodations and honoring student privacy makes the test even more time-consuming and logistically difficult to administer for schools.

Despite all these concerns, there is strong evidence from respondents that PFT administrators support the overall goal of the PFT to instill habits of personal fitness in California students. They offered suggestions for how to do that more effectively through other means, such as an improvement-based assessment. Physical fitness educators would like to see more support for health and fitness programs in schools at all grade levels.

#### Panel of Experts

##### Panelist Recruitment

The research study included the recruitment of individuals with expertise in areas that included fitness, adaptive physical education, gender identity, body image, and pupils with disabilities who would serve as a panel of experts to provide recommendations on the purpose and administration of a physical fitness assessment. The recruitment plan, application contents, and selection of up to 12 panelists—10 serving and two alternates—was developed in collaboration with the CDE.

The recruitment was conducted through outreach to key organizations and consultation with university faculty, statewide and national professional associations, statewide advisory and advocacy groups, and political action committees and organizations to seek recommendations for qualified individuals. Invitations and announcements were sent to groups, individuals, and/or departments at the following agencies or sites:

* California university campuses—Research staff at departments of exercise science or physical fitness, gender studies, or physical disabilities
* California Department of Education—Proficiency, Equivalency, and Fitness Testing Office and Disability Advisory Committee
* Lesbian, Bisexual, Gay, Transgender, and Queer advisory and advocacy groups focused on gender issues—Experts in the area of gender issues in youth and young adults
* Disability Rights California—Experts in physical disabilities in youth
* California Department of Health Care Services—Nominations for qualifying individuals
* American Heart and Lung Association—Researchers from the organization who develop health education programs and initiatives for youth
* Political Action Committees—Solicitation of organizations and experts in youth advocacy, equity, and fitness
* Physical fitness educators and assessment administrators at LEAs and county offices of education (COEs).

To apply for a position on the panel of experts, interested individuals completed an online application and submitted the following documents via email to the research study team:

* Letter of interest, including the applicant’s agency affiliation and description of expertise in the areas of fitness, adaptive PE, gender identity, body image, and pupils with disabilities or other key areas associated with equity
* Resume, curriculum vitae, and other supporting information or documents
* Acknowledgment of any potential conflicts of interest with a statewide physical performance test

##### Selection of Experts

The research study team worked collaboratively with the CDE to review and select qualified individuals with specific expertise to serve on the panel of experts. Seventeen applications were received. Selection resulted in a diverse group of 10 panelists who had expertise, student group advocacy, and experiences pertaining to the areas listed below. The panelists had extensive experience in multiple areas, as follows:

* Students with disabilities—4 panelists
* Adaptive physical education—5 panelists
* Health and fitness—9 panelists
* Gender identity—6 panelists
* Body image—5 panelists
* Equity—9 panelists
* LEAs (school districts or COEs)—4 panelists
* Equity advancement organizations—2 panelists
* Health organization—1 panelist
* University research organizations—3 panelists

A table listing the 10 panelists, their organizational affiliation, and their areas of expertise is provided in [appendix B](#Appendix_B_Expert). Two alternates also were selected in case a selected panelist could not participate during the expected time frame; however, the alternates were not needed.

All panelists were required to sign a non-conflict/confidentiality agreement and were compensated for their time spent serving on the panel of experts.

##### Work of the Panel of Experts

The work of the panel of experts included participation in meetings to engage deeply with one or more of the issues identified in the research goals and raised by the PFT Experience and Guidance Study. The panelists met five times between October 2021 and January 2022. In addition, they engaged in the project through homework assignments. Their work in the research study and their contribution of recommendations and material to report are described here.

###### Meeting 1

During the first meeting the research study team described the mission and vision for the project, and the panel of experts shared their experiences and areas of expertise and student advocacy. Engagement norms for the project included utilizing evidence; collaborating through panelist work groups, both small and large; honoring the collective voice; and representing personal areas of expertise, not personal interests or panelists’ organizations. When asked what they hoped would be gained from this project, the expert panelists noted that increased equity and inclusion as well as a broader definition of fitness were desired. A representative selection of comments from the panelists were as follows:

* Creative and innovative testing that is enjoyable and beneficial for all students
* Inclusive of all gender identities
* A hope that the outcome of the panel’s work would be a model for the nation
* Connecting physical, emotional, and mental health holistically
* Removal of deficit thinking in measuring physical development
* A truly inclusive fitness assessment defined by students
* That measuring fitness in schools can be authentic, meaningful, and inclusive for students of all abilities and genders

As homework, the panelists were asked to review the PFT administration manual, the Healthy Fitness Zone charts, and an article about creating enjoyable assessment experiences for students. They were asked to consider what the experience of completing a fitness assessment should be like for the populations of youths they represent.

###### Meeting 2

At the second meeting, the panelists were provided with the development and history of the PFT and presented with the results from the PFT Experiences and Guidance Study (see [appendix A](#Appendix_A_Experience)). The panelists engaged in robust discussions about respondents’ descriptions of students’ PFT experiences and reflected on how these experiences were related to test instrument limitations, suboptimal test administration, and limited data-use practices.

Socioeconomically disadvantaged students, English learners, and students with cultural or religious constraints also were identified by the expert panelists as additional student groups that should receive consideration during the study.

*When panelists were asked whether the current assessment met the   
inclusive needs of all students and addressed their concerns,   
the panelists unanimously indicated that it did not,   
even if practical revisions were made to it.*

Because the panel of experts determined that the current PFT does not meet the needs of all students, the panelists set forth to develop a framework for an inclusive and equitable fitness assessment. For their homework, the panelists were assigned to small work groups to gather ideas about the purpose of a fitness assessment. Their conversations were guided by the following questions:

* What should a fitness assessment accomplish?
* What aspects of a fitness assessment might have merit or value to students or parents?
* What might equitable assessment and administration practices look like?

###### Meeting 3

The goals of the third meeting were to arrive at a shared purpose of a fitness assessment, vet the purpose through a lens of equity, and begin discussions about what the assessment might measure. The work was informed by the panelists’ prior homework assignment and guided by the following questions:

* What does fitness mean?
* Why is a fitness assessment important?
* Who should take the assessment?
* What is the purpose of the assessment for various audiences (e.g., students, parents, and staff)?
* How well does the purpose honor the participation of all student groups and characteristics of students?

The panelists worked in small groups to develop shared purpose statements, and then reviewed and discussed the other groups’ statements. During the review, the panelists were directed to consider how the purpose statements served youths who identify with/as or are experiencing the following:

* Physical disabilities
* Cognitive disabilities
* Mental health issues
* Physical conditions (e.g., pregnancy)
* Socioeconomic disadvantage
* Nonbinary, gender fluid, or transgender
* English learner

The research study team collected the reviewed statements and feedback to consolidate them across the groups and present them to the panel of experts at the following meeting.

The latter part of the meeting engaged the panelists in a discussion about what a fitness assessment might measure. Using a shared document, the panelists posted suggestions for measurement areas. After panelists provided their suggestions for measures, the research study team began grouping the measures into categories. The categories were knowledge, skill-related components, healthy lifestyles, mental health and wellness, and tools and resources. These categories of potential measures are described later in this report.

###### Meeting 4

At the fourth meeting, the panelists reviewed the individual groups’ purpose statements created prior to this meeting and a draft of a combined purpose statement developed by the research study team that had been informed by the individual groups’ purpose statements. Through small- and large-group discussions, additional comments and considerations were provided by the panelists.

The second half of the meeting was devoted to building out the types of measures that a fitness assessment should capture to help structure the framework for the assessment. The panelists were instructed to focus on the higher-level areas of measurement and not the finite measures. The panel of experts reviewed the collection of initial measurements they created during the previous meeting and the new ones added through their homework assignment. As the panelists reviewed and discussed the areas of measurement in small groups, they were asked to consider the proposed measurements through a lens of equity and evaluate them for strengths, tension points, and missing elements and to document these items.

The panelists then reconvened in the large group to ask clarifying questions and express general thoughts. During small- and large-group discussions, concerns that measurements would be equitably and inclusively collected were evident. The concerns were related to test administration practices, including training, ability to adapt proposed measures, and ethnic, religious, and cultural sensitivity. To capture the concerns and provide suggestions and cautionary points for the recommendations, the panelists were asked to describe their concerns and offer possible solutions, explaining their reasoning and citing evidence as appropriate, for the administration of a physical fitness assessment as their homework assignment.

###### Meeting 5

The final convening of the panelists focused on the assessment measures, types of data to collect, and administration practices. The research study team organized and consolidated the proposed measures across the measurement categories, incorporating the homework, notes, and feedback from the previous meeting, which was presented to the panelists for review, discussion, and further feedback. The measurement areas, which are described in more detail later in this report, were:

* Knowledge
* Skills and Demonstration of Fitness
* Lifelong Fitness
* Mental Health and Wellness Related to Fitness

Overall, the panelists agreed that the consolidation of measures into the measurement areas was a fair representation of the items that had been generated by the various panelists.

The culmination of the meetings and information led to further questions and comments from the panel of experts related to how the state might use the student fitness data and secondary purposes for assessing student fitness. The panelists also wondered how revised legislation, standards, and resources would accompany the development of a new assessment. Their questions and areas to further explore are summarized as follows:

* The viewing of the consolidated set of measures prompted several panelists to consider whether the assessment should focus on physical health measures rather than the comprehensive measures they had envisioned when initially discussing their hopes for the assessment and developing the purpose statements. Their comments were based on the possibility that if the state’s goal was to have a physical fitness assessment that measures only physical attributes, then those measures identified in Skills and Demonstration of Fitness should be the focus, especially for standardization and comparison across areas.
* Panelists were cautious about recommending the assessment of areas where their personal expertise was limited (e.g., mental health); however, the panel of experts supported an assessment of the relationship between health, nutrition, mental health, fitness, and well-being, provided that the intent was not to assess students’ mental health.
* The panelists questioned whether the comprehensive areas for measurement were already taught and assessed in health or PE classes or through the California Healthy Kids Survey or other common measures of students’ social-emotional learning. They further questioned whether adequate instructional time was being dedicated to the areas panelists identified for measurement.
* The expert panelists wanted to know: If a holistic assessment were developed as recommended, where would the knowledge, learning, and instructional components measured by the assessment occur in the child’s education? Where would the responsibility to teach and assess these areas lie? Panelists wanted assurances that content standards and responsibilities would be clearly defined and supported.

In summary, the convening of the panelists served to support the work of the research study to define the purpose of a fitness assessment.

#### Panel of Experts Recommendations

The expert panelists leveraged their individual strengths and experiences to provide recommendations that reflect many shared areas of expertise. The collective recommendations of the panelists support a multi-measure holistic fitness and health approach to support each child’s developmental growth.

The recommendations were developed by the panel of experts and were informed by feedback from K–12 educators via the PFT Experience and Guidance Study. The recommendations are organized into the following sections:

* Purpose of a Fitness Assessment
* Measurements of a Fitness Assessment
* Test Administration Concerns and Suggestions

##### Purpose of a Fitness Assessment

A California fitness assessment should highlight the critical importance of fitness as part of a well-rounded education and demonstrates its priority within the school environment.

**The fitness assessment and its related practices shall:**

* Be student-centered.
* Measure students’ overall health and well-being.
* Provide students’ current fitness levels and overall progress.
* Encourage students to set health and fitness goals and monitor them over time.
* Increase students’ understanding of how nutrition and physical and mental health work collectively to promote optimal health and well-being.
* Empower students to take ownership of their overall health and well-being.
* Encourage student habits that support a lifelong commitment to health and well-being.
* Be developed in a manner that is accessible and applicable to all students regardless of socioeconomic status, race or ethnicity, religion, nationality, sexual orientation, gender identity, and ability.
* Be administered by trained educators in a safe and supportive learning environment that enables all students to demonstrate what they know and can do.
* Provide valid and reliable results at the student, school, and district levels to evaluate trends and progress in student health and identify disparities and inequities in student health outcomes.
* Provide meaningful and actionable information that can be used by students, families, educators, and policymakers to improve the overall health and well-being of communities throughout California.

In addition to providing information about students’ current fitness levels and changes over time, student reports shall also include information about how fitness levels are impacted by personal, social, and environmental factors; resources that help students set personal health and fitness goals and monitor their progress over time; and resources that support healthy lifestyles overall.

##### Measurements of a Fitness Assessment

The measurement areas described below should be based on the *Physical Education Model Content Standards for California Public Schools* and *Health Education Content Standards for California Public Schools* as their foundation.

###### Knowledge

Nutrition

* Nutrition and dietary guidelines
* Relationship between nutrition, fitness, and health

Fitness

* Physical fitness guidelines
* Importance of movement and activity regarding prevention of disease and enhancement of health and wellness
* Understanding health-related fitness
* How to assess one’s own level of fitness

###### Skills and Demonstration of Fitness

* Physical performance measures (e.g., limb or core strength, endurance, flexibility)
* Physical health measures (e.g., objective measure of cardiorespiratory fitness, aerobic capacity)
* Student engagement in physical activities and movement (self-reported)
* Functional fitness measures (i.e., authentic measures, such as a two-minute step count, that reflect activities that promote physical independence and activities of daily living or occupation)

Lifelong Fitness

* Importance of fitness and movement throughout life
* Developing a portfolio of personal abilities and experiences
* Developing a fitness plan (e.g., goal setting and progress monitoring for personal improvement)
* Developmental changes in fitness (e.g., consideration of blood pressure, cholesterol levels, heart rate... knowing your numbers)

Mental Health and Wellness as Related to Fitness

Panelists acknowledged the connection between mental and physical health and determined that a holistic fitness assessment should be inclusive of this. They did not desire for this component to be an assessment of mental health, but rather an assessment of the understanding of how physical and mental health are connected.

* Relationship between physical health and mental health
* Development of positive body image
* Concepts of wellness

##### PFT Administration Concerns and Possible Solutions

The areas of concern regarding the administration of the PFT were based on the panelists’ personal and professional experiences. The narrative in this section of the report was derived directly from the expert panelists’ homework assignments, discussions, and feedback. As they engaged in this project and discussed prior test practices, the panelists identified areas of concern regarding the administration of the PFT and the use of a fitness assessment and proposed possible solutions.

The areas of concern that follow were identified and should serve as cautionary notes for the design and implementation of a new framework for fitness assessment in California. Research citations were provided by the panelists.

###### Sufficient Staff Training and Preparation

Test administrators should have sufficient knowledge to administer the assessment components with fidelity and to support student fitness goals. Panelists noted that disparities between wealthier and poorer districts can lead to inequities in training opportunities, test support materials, and test administration practices (e.g., staffing, availability of PE teachers), which could compromise the validity of the scores and comparisons across groups. One panelist noted that at the elementary level, most PE in California is taught by classroom teachers; 50 percent of California districts serving elementary students do not have a single-subject PE-credentialed teacher on staff. Further, they noted that PE teachers are disproportionately lacking in school districts with a higher proportion of Black and Latinx students, which could be contributing to health disparities[[4]](#footnote-5) among groups of students.

In addition to training test administrators on how to conduct the PFT with fidelity to ensure accurate, reliable, and valid results, the training must also include a component on how to ensure that students feel safe during testing. Training should include culturally and linguistically relevant teaching practices that help them frame the various instructions in an inclusive and equitable manner. Without proper training and background, successfully administering a fitness test to students can be challenging, especially to students with special needs or considerations. Some type of competency standards should be provided to ensure that the test administrator is qualified and ready. The panelists suggested using statewide trainer of trainer models or building capacity through the COEs as a means for resolving this concern.

###### Standardized and Inclusive Test Administration Practices

Panelists who worked in a K–12 setting acknowledged that the test administration practices were poorly executed at times and were inconsistent. Concerns were raised about the ability of test administrators to supervise testing in small versus large groups and the qualifications of staff to collect reliable and valid data from students, especially when students administer the exam to themselves or others. Concerns also were raised about measurements being taken in a safe and controlled environment to ensure that no harm is done to students’ mental and social-emotional health. Students may experience anxiety in highly controlled or competitive testing conditions. The panelists recommended that teachers establish a safe, supportive environment with structure and norms before the students experience the assessment.

Provide training and opportunities to collaborate between general physical education teachers and adapted physical education specialists to ensure all fitness test takers are included. Teachers should provide health-related fitness instructional units meshed with physical fitness tests to increase students’ understanding of the purpose of the test. A fitness assessment administration should embody culturally and linguistically relevant practices that are equitable and inclusive.

###### Equitable Measurements

Concepts and Measurement

Based on concerns of equity and a one-size-fits-all approach to fitness testing, the panelists recommended that choices among multiple measures in assessment areas be allowed to accommodate students with special needs, be culturally responsive, and support equitable practices. Determining fitness on the basis of a single observation is not meaningful or educational. Likewise, the panelists raised concerns that if the measures did not have meaning and value for students, buy-in from students and teachers would be difficult to achieve.

Concerns about performance goals also were raised. The panelists expressed concerns that meeting or exceeding an established fitness goal does not always equate to a higher level of fitness, overall health or well-being. For example, the student who runs the fastest mile does not equate to the person who is the “healthiest.”

Similarly, the reference standards of the test should be appropriate to evaluate the fitness of all students and should not exclude students because of disability or gender identity. Messaging should reflect relative goals for fitness and health and should not be equated to a set minimum that fails to work for all students.

The panelists made the following specific recommendations:

* Remove the BMI (height and weight measurements) component.
* Include a measure of aerobic capacity.
* Remove the trunk lift.
* Utilize more practical measures for assessing cardiovascular fitness.
* Align the test with California health and PE standards.

The panelists also provided possible solutions to some of the testing concerns:

* Offer options for allowing self-assessment or a parent-administered assessment.
* Use innovative and functional ways to measure some fitness areas. For example, use a wearable device (e.g., Fitbit) during a PE period to estimate a student’s V02 max. V02 max is a calculation, based on gender, age, height and weight, that shows how much oxygen your body can absorb and use during exercise.
* Identify ways to incorporate physical activity measurements that are informative and educational. For example, analyzing student Progressive Aerobic Cardiovascular Endurance Run (PACER) data to identify the percent of students that meet the suggested PACER criteria, then using the information to inform school activities that enhance aerobic capacity.

Equitable Student Assessment

Each panelist was concerned about the equitable and culturally responsive assessment of students. Fitness testing brings to the fore the difference between those with and those without disabilities, and it may be a traumatizing experience for students with disabilities. When students can observe each other’s performance during fitness testing, that assessment has the potential to put on display differences in performance.

Thus, in such an environment, students with disabilities or lower-level performance in PE settings can become easy targets of bullying. That issue would arise when students opted for a different test. In addition, some students may feel embarrassed to be seen performing one test in the test area, when other students are performing a different option.

The panelists identified the following specific concerns:

* Students with disabilities are marginalized, not tested with standardized methodology, and do not know why they are being tested.
* How do we ensure that students do not feel embarrassed or inadequate during or after the assessment?
* How do we ensure that the assessment or the results do not cause bullying-type behavior?
* Being required to utilize a binary model of gender to interpret their progress poses problems for transgender and nonbinary students. For some, it means being misgendered as they are forced to utilize categories in which they are invisible. For others, it means either comparing their progress to bodies unlike their own or taking the risk of outing themselves. This in turn brings stigmatization and, possibly, endangers their physical safety.

Suggested solutions include:

* Utilize a model that measures a student’s own performance over time rather than holding the student against certain standards. Set the expectation that all students improve in at least one area before post-assessment. Moving to a model based on evaluating change/improvement would alleviate many of the challenges physical fitness testing poses, not only for transgender and other gender diverse students but for all students.
* Make this entire process much more inwardly focused on the individual student’s improvement.
* Provide instructions on how students can easily practice these physical activities at home.
* Provide students with a clear understanding of the purpose of the assessment and how results should be used.
* Conduct research with California students across grade spans to better understand their hopes/needs for fitness testing and incorporate these findings into the design of the new fitness test.

Grade Levels to Assess

Regarding the grade levels that should be assessed, the panelists provided these guidelines and suggestions:

* If fitness testing is truly to be used as a teaching tool and as a way to measure students’ progress and teach them over time, the test should be administered in grades beyond five, seven, and nine. Assessing specific elements across more grade levels would allow for students to continuously track their own fitness progress and set goals related to their own progress over time.
* Because a fitness gap already exists among students before grade five, teachers in the elementary grades should be partners in building a strong context between health-related fitness and school success.
* Data snapshots, or sampling, in grades five, seven, and nine were deemed sufficient for state-mandated accountability and reporting.
* One consideration might be to design relevant batteries of fitness tests for these grade groupings: early childhood; elementary; middle school; and secondary.

###### Meaningful Reporting of Results

Panelists acknowledged that the data has not been used for its intended purposes—to help students improve their fitness and to help identify potential programmatic areas of improvement or disparities that could be addressed. Although the panelists advocated flexibility and choice in the measurements used, concerns were raised that this would inhibit a statewide comparison of data across schools and districts. The panelists recognized that if population changes in fitness levels by class, school, or the state cannot be measured, it would be difficult to provide data for policymakers to use to determine program or curriculum needs or success. Likewise, due to child development considerations (physical, social, emotional, or cognitive), one battery of fitness tests may not be relevant (or the best measure) for all students at every level of assessment. A possible solution would be a hybrid of measures that allow some flexibility and self-selection and contain some measurements such as aerobic capacity that can be assessed across students and over time or sampled across students.

PFT data currently is not being used in an effective, widespread, systematic manner to drive instruction or to demonstrate student progress. Results should be meaningful for the students. Students need to learn about fitness, know the importance of enhancing their own fitness, and have enough opportunities to become familiar with how to perform different fitness items before taking the assessment. Teachers should provide students with their fitness test results and analyze the results with them for goal setting and reflection. In addition, panelists suggested that students, teachers, and administrators use the fitness data collected for screening purposes to create, reflect, and improve on the effectiveness of students’ fitness improvement plans. Similarly, the current reporting format does not contain any suggestions for behavior changes or recommended activities that are appropriate for students.

Specific concerns and suggestions about reporting results also included:

* The reporting categories and calculations are gender-binary, which is problematic.
* Providing reports of students’ BMI to parents or guardians does not improve students’ weight status over time and is not a beneficial practice.[[5]](#footnote-6)
* The reporting form could suggest functional/leisure activities (action plans) that students can engage in to improve certain fitness areas.
* The reports should strongly connect fitness test results to learning (as outlined in the *Physical Education Model Content Standards for California Public Schools* and *Health Education Content Standards for California Public Schools*).
* Fitness assessment results could be included on the California School Dashboard as an additional indicator.

###### Parents or Guardians Should Be Educational Partners

The panelists indicated that parents or guardians should be partners in their child’s fitness education and that parents or guardians need more information regarding fitness and fitness assessments. The panelists felt that parents or guardians may not understand the value of physical fitness testing or the connection between the health of a child and the child’s academic success. This points to the importance of considering PE and fitness on par with other academic subjects, the larger part of that being the valuing and prioritization of PE at school. That is, PE or fitness, as part of a whole-child approach to educating students, is something principals and teachers should discuss with parents or guardians when describing or addressing the curriculum.

Communications to parents or guardians must be culturally and linguistically relevant. Parent or guardian communications that are not responsibly composed can very easily alienate students and families. For example, families might be offended when told their child is in an “unhealthy fitness zone” if they do not understand what that means and what the intent of the communication is. In addition, completely removing a fitness assessment from K–12 education would suggest to parents or guardians and the community that fitness is unimportant, which hurts youths from low socio-economic backgrounds who are particularly susceptible to the negative relationship between poor fitness and academic performance.[[6]](#footnote-7)

Suggestions from panelists to remedy some of these concerns included involving parents or guardians in at-home fitness programs, including parent or guardian assistance in some elements of the assessment, providing parallel programming and assessment resources for adults, and providing education and programs to support parents or guardians in moving beyond their own personal experiences and feelings about fitness and to the science and benefits of physical fitness.

#### Feasibility Study

To gauge whether the recommendations developed by the panelists were appropriate for consideration in a K–12 school environment, the research study team conducted a feasibility study. Although the feasibility study was not a required element of the legislation that mandated the research study, it was included as an added-value element. Participants in the feasibility study included a random sample of PFT coordinators and a small convenience sample of middle and high school aged youths. The goal was to obtain feedback about the panel of experts’ recommendations and inform plans for future engagement with educational partners.

An extension of the initial PFT Experience and Guidance Study, the feasibility study began with a short survey of 775 of the same PFT coordinators (a 40% randomized sample) who had been contacted for the initial PFT Experience and Guidance Study. The survey was delivered through an online link between March 31 and April 15, 2022. The survey required respondents to agree to keep the content and information of the survey confidential and to affirm their understanding of how the recommendations were developed. The agreements were followed by questions about the purpose and the measurement areas. A copy of the survey is provided in [appendix C](#_Appendix_C._Feasibility).

##### Respondents

A total of 136 people attempted the survey, 127 respondents agreed to the confidentiality and acknowledgment statements, and 98 responded to one or more questions about the purpose statements and the measurement areas developed by the panel of experts.

When the survey was initially launched, an issue with the collection of demographics occurred that affected the early respondents. This resulted in a much smaller number of respondents providing information about the location and size of their school or district and their role. Nonetheless, the information that was collected demonstrates that respondents represented a variety of school sizes, locations, and roles. From the 45 respondents for which demographics were logged, the following information was obtained:

* Twenty counties (42 ZIP) codes were represented.
* Seventy-five percent (35) worked at sites with fewer than 5,000 students, and 5 worked at sites with 20,000 or more students.
* More than half (23) had administered one or more parts of the PFT.
* Although most (35) were LEA PFT coordinators, their other roles also included (they could choose more than one):
  + Site-level PFT coordinator (10)
  + Physical fitness instructor (3)
  + Classroom teacher (3)
  + Program specialist (2)
  + PFT test administrator (5)
  + Sports coach (3)
  + Other (3—responses were principal and superintendent)

###### Feedback on Purpose Statement

Survey respondents were asked to review the proposed purpose statements developed by the panel of experts and indicate their level of agreement with the statements. The summarized results that follow show that more than 80 percent of respondents agreed or strongly agreed with the following statements:

* The purpose statements:
  + Represent what a student fitness assessment should accomplish—88 percent
  + Support a whole-child approach to student fitness—86 percent
  + Are appropriate for a K–12 environment with the understanding that elements would be adapted or scaled to be accessible and grade-level appropriate—84 percent
  + Consider students from all backgrounds, experiences, and abilities—  
    80 percent
  + Provide a reasonable description as to how student results might be used—80 percent.
* Seventy-two percent agreed that the expectation for assessing student knowledge across various areas is reasonable.

When asked about their overall impression of the purpose statements, 81 percent of respondents agreed with it, 14 percent deemed it adequate, and 5 percent disagreed with several parts of it. None disagreed with most or all of it.

When given the opportunity to provide feedback and comments regarding the purpose statements, 25 respondents shared their thoughts and ideas, which, generally, were aligned with those identified by the panel of experts. A representative sample of respondents’ comments is provided below. The complete set of comments is provided in [appendix C](#_Appendix_C._Feasibility).

* *In theory it sounds well rounded and supportive of the whole child. It’s the practice and implementation that concerns me.*
* *I am concerned with what is involved with students monitoring their progress over time.*
* *I appreciate the proposed statement and am hopeful future versions of the PFT are finally able to help guide policies that improve health outcomes (e.g., funding and policies to promote structured physical activity between the school bells).*
* *I cannot possibly imagine how a PFT could seek to measure all of those areas. While I believe this purpose statement is wonderful and very supportive of students. I cannot see how alone this test can seek this data. Perhaps if it were paired with the California Healthy Kids survey or another measure, we may get closer to seeing the whole physical and emotional well-being picture.*
* *I like the idea of including the students in setting personal fitness goals, which will empower them to take ownership of their health. I wonder if the actual "test" will truly test one’s fitness because the current test, in my opinion, is poorly designed. One size does not fit all when it comes to human beings. I hope the information that comes from the "fitness test" is truly usable.*
* *Not clear how the assessment would "encourage student habits that support a lifelong commitment to health and well-being." How will student attitudes toward fitness measured on the PFT? How do we imagine identifying disparities and inequities in student health outcomes when no student demographic data is captured on the tests?*
* *We are a charter school with about 400 students K–12. We treat PFT as a "field day". We include grades five, seven, and nine as well as other students who do it for fun. It takes about 1.5 hours and is an event people enjoy. We are glad to not be doing the BMI.*

###### Feedback on Measurement Areas

Survey participants were asked to review and respond to the areas of measurement that the panelists proposed. Results from the 92 respondents to these questions showed that:

* Eighty-three percent agreed that with adaptations for ability and scaling by grade level, the measurement areas are appropriate for students.
* Eighty-three percent agreed that the measurements support a whole-child approach to student fitness.

When asked about their overall impression of the measurement areas, 76 percent of respondents agreed with it, 16 percent deemed it adequate, and 8 percent disagreed with several parts of it. None disagreed with most or all of it.

Comments and questions regarding the measurement areas were provided by 19 respondents. Again, respondents’ feedback reflected some of the same themes noted by the panel of experts. A representative sample of the comments is provided below, and the complete set of comments is located in [appendix C](#_Appendix_C._Feasibility).

* *Applaud the whole-child and comprehensive approach, however I am concerned about the emphasis on nutrition and other topics that fall under the Health framework/standards. Since not all LEAs require or even teach Health, and those that do have not ever been assessed at this level, its problematic to establish a state assessment on it without also establishing more resources or supports on the instructional end to make sure all students are getting the opportunity to learn about things like nutrition or how mental health relates to physical health before they are tested on it. Outside of the requirement to provide comprehensive sexual health education, neither Health nor Nutrition is mandated.*
* *Generally speaking, I don’t think students need any additional testing added to the Spring testing schedule. Seems like all we do is testing in March/April/May.*
* *I appreciate the sections on Lifelong Fitness and Mental Health and Wellness. I am less comfortable with the proposal to assess students’ knowledge of Nutrition and Fitness as well as the continuing assessment of Skills/Demonstration. Assessing these latter two areas in a fixed snapshot moment of time, based on standards that can be highly variable to the individual / family / cultural norms is fraught with challenges.*
* *I really like that mental health is being added and the importance of the relationship between mental and physical health.*
* *I wonder about the actual fitness measurements because there is such a wide range of fitness abilities that match fitness interests. For example, someone who runs for fitness has different physical strengths than someone who swims for fitness. Our students are not one size fits all who perform the specific tasks required to attain the physical fitness ability tested currently. Just because someone can’t touch their fingers behind their back or their toes in the very restrained method doesn’t mean they lack physical fitness.*
* *Make sure it is clear in the expectations and measurements that weight is NOT the same as health; while movement and nutrition are certainly important for fitness, it is possible to be healthy at any size and weight.*
* *My entire issue is around the performance measures—why is this not a growth model? Wouldn’t we inspire students more if we did a fall initial assessment on the physical indicators and a spring one and students were rated on their growth over time in the school year versus a summative autopsy approach at the end? If they do poorly, it’s not inspiring lifelong health at all. · Physical performance measures (e.g., limb or core strength, endurance, flexibility) ·Physical health measures (e.g., objective measure of cardiorespiratory fitness, aerobic capacity)*
* *There doesn’t seem to be anything that addresses disabilities and how that can impact overall health and fitness, unless that is the understanding health related fitness. Not sure if that is planned in the instruction?*
* *Without knowing the plan for how this would unfold, it is hard to agree enthusiastically. In theory all of the areas make sense depending upon the age and demands we are placing on our students.*

Overall, the purpose statements and measurement areas proposed by the panel of experts were aligned with the ideas of many of the practitioners in the field.

##### Youth Feedback

To ensure that youths’ voices would be included in the development of any policies or practices resulting from the research study, the feasibility study reached out to a small, convenience sample of middle and high school-aged youths to gauge their opinions about the panelists’ recommendations. An email with a survey link was sent to program staff working with middle and high school youths in Sacramento County, asking them to share the link with their youths. The survey was open from March 31 through April 11, 2022. Survey questions can be found in [appendix C.3](#_C.3—Student_Fitness_Test).

A total of 11 youths from four counties responded to one or more parts of the survey. They included six females and five males (response choices of nonbinary and self-defined were also available) and were primarily White (5) or Hispanic (4), with the remaining two selecting multiracial (1) and decline to state (1). Two respondents were in middle school (grade 8) and eight were in high school (grades 10, 11, and 12). The youth respondent group was by no means a scientific sample, nor should it be construed as one. The data provides a beginning indicator of what youths may have to say related to fitness assessment and provides direction for future focus group topics.

The survey introduction invited youths to think about why schools administer a fitness test to students (currently to those in grades five, seven, and nine) and to think about new or different ways to measure student fitness that is fair and meaningful to all students. Youths were informed that a group of experts on students and fitness had described what they thought a student fitness test should do or accomplish. The survey described how the study sought to learn what youths thought about the description and whether the purpose and intentions the experts developed seemed reasonable for students.

###### Feedback on Purpose Statements

In the first section of the survey, youths were asked to review the proposed purpose statements. Overall, the youths agreed with many of the purpose statements developed by the panel of experts, as shown in table 1. The most popular purpose statement was that the test should measure students’ overall health and well-being.

Table 1. Youth Feedback on Proposed Purpose Statements

| Purpose Statement Inclusion: Youth Counts of Inclusion Responses for Each Purpose Statement | Yes, Include | Maybe | Not Sure | No, Don’t Include | I Don’t Understand This Statement |
| --- | --- | --- | --- | --- | --- |
| Measure students’ overall health and well-being. | 10 | 0 | 1 | 0 | 0 |
| Provide students’ current fitness levels and overall progress. | 9 | 2 | 0 | 0 | 0 |
| Increase student understanding of how nutrition and physical and mental health work collectively to promote optimal health and well-being. | 9 | 2 | 0 | 0 | 0 |
| Empower students to take ownership of their overall health and well-being. | 9 | 2 | 0 | 0 | 0 |
| Provide meaningful and actionable information that can be used by students, families, educators, and policy makers to improve overall health and well-being of communities throughout California. | 9 | 2 | 0 | 0 | 0 |
| Be developed in a manner that is accessible and applicable to all students regardless of socio-economic status, race or ethnicity, religion, nationality, sexual orientation, gender identity, and abilities. | 9 | 1 | 1 | 0 | 0 |
| Be administered by trained educators in a safe and supportive learning environment that enables all students to demonstrate what they know and can do. | 9 | 1 | 1 | 0 | 0 |
| Be student-centered. (focused on helping students) | 9 | 1 | 0 | 0 | 1 |
| Encourage student habits that support a lifelong commitment to health and well-being. | 9 | 0 | 1 | 1 | 0 |
| Encourage students to set health and fitness goals and monitor them over time. | 8 | 2 | 0 | 1 | 0 |
| Provide valid and reliable results at the student, school, and district levels to evaluate trends and progress in student health and identify disparities and inequities in student health outcomes. | 8 | 2 | 0 | 1 | 0 |
| In addition to providing information about students’ current fitness levels and change over time, student reports shall also include information about how fitness levels are impacted by personal, social, and environmental factors; resources that help students set personal health and fitness goals and monitor progress over time; and resources that support healthy lifestyles overall. | 8 | 2 | 0 | 1 | 0 |

All respondents felt that the purpose statements were complete and that no important pieces were missing.

When given the opportunity to ask any questions or share comments regarding the purpose statement, one youth responded as follows:

* *Make sure we encourage students who are improving to continue to, even if they aren’t at the health line yet.*

###### Feedback on Measurement Areas

In another section of the survey, youths were asked to review the proposed measurement areas and indicate whether they should be included in a fitness test for students. They also were asked what areas might be missing. The information for that survey section read:

Imagine that you get to choose measurements for a student fitness assessment. The measures can be comprehensive and could be different for different grade levels and abilities of students. It is possible that students might take some measures in one year and different measures in a later year. Below are the measures that the experts suggested. Which of these measures would you include? What measures would you change and what measures should be included that are not listed here?

Table 2 shows the ranking of measurement inclusion preferences, ordered from the most desired measurement area to the least desired measurement area.

Table 2. Youth Feedback on Proposed Measures

| Purpose Statement Inclusion: Youth Counts of Inclusion Responses for Each Purpose Statement | Yes, Include | Maybe | Not Sure | No | I Don’t Understand This Measure |
| --- | --- | --- | --- | --- | --- |
| Learning about activities and resources to support fitness | 8 | 2 | 0 | 0 | 0 |
| Understanding the importance of fitness and movement throughout life | 8 | 2 | 0 | 0 | 0 |
| Understanding health-related fitness | 7 | 3 | 0 | 0 | 0 |
| Understanding the relationship between physical health and mental health as it relates to fitness | 7 | 3 | 0 | 0 | 0 |
| Understanding that changes occur in fitness levels as you get older such as blood pressure or heart rate | 7 | 2 | 0 | 1 | 0 |
| Physical health measures (some examples might be cardio-respiratory fitness, aerobic capacity) | 6 | 3 | 1 | 0 | 0 |
| Understanding the development of positive body image as it relates to fitness | 6 | 3 | 0 | 1 | 0 |
| Concepts and ideas about mental wellness as they relate to fitness | 6 | 3 | 0 | 1 | 0 |
| Functional fitness measures (these are real measures that support physical independence or daily activities like being able to walk or manually power a wheelchair to get places) | 6 | 2 | 0 | 1 | 1 |
| Understanding the importance of movement and activity regarding prevention of disease and enhancement of health and wellness | 5 | 4 | 1 | 0 | 0 |
| Knowing how to measure your own level of fitness | 5 | 4 | 0 | 1 | 0 |
| Physical performance measures (some examples might be limb or core strength, endurance, flexibility) | 5 | 4 | 0 | 1 | 0 |
| Student engagement in physical activities and movement (self-reported activity levels) | 5 | 3 | 0 | 2 | 0 |
| Knowledge about the relationship between nutrition, fitness, and health | 5 | 2 | 2 | 1 | 0 |
| Developing a fitness plan (some examples might be goal setting and progress monitoring for personal improvement) | 5 | 2 | 1 | 2 | 0 |
| How to understand and use physical fitness guidelines and charts | 5 | 2 | 0 | 3 | 0 |
| Knowledge about nutrition and dietary guidelines | 3 | 4 | 1 | 2 | 0 |
| Developing a portfolio or collection of personal ability and experiences related to fitness | 3 | 2 | 2 | 3 | 0 |

After providing feedback about measurement areas, youths were asked whether there were any changes to the proposed areas or different areas that should be included for consideration.

Only one youth indicated that some of the measures needed changing. This youth recommended that all the areas they had marked as “no” (shown in the tables above with at least one count of “no” in the column), should be removed. When asked what measures should be included that were not listed, one youth suggested that it include “the side effects of poor physical fitness.” When given the opportunity, youths provided no further ideas, comments, or suggestions about a student fitness test.

The last question on the survey asked for their overall impression of the suggested measurement areas. Responses were mostly positive and were distributed as follows:

* I like them very much (1)
* I generally like them (6)
* They are adequate (2)
* I dislike some of them (0)
* I dislike most or all of them (1)

Overall, the youth input we were able to obtain reinforced the panelists’ recommendations. Yet it is important to note that this feedback was based on a very small convenience sample of youth and included no elementary age students. Should recommendations move forward, the inclusion of youths’ voices is essential. It would be important to know, for example, which fitness goals would be meaningful to youths and what messaging would be most effective for youths and their families. Future discussions with youths should be conducted with a more diverse group of youths, one that includes students with disabilities, gender-fluid youths, and youths from cultures having more restrictive dress practices. Discussions should explore the reasons specific measures were preferred over others by youths and solicit recommendations for messaging to youths about recommended fitness behaviors and strategies.

#### Conclusions

The research study successfully explored the purpose of a fitness assessment and consulted with a diverse group of experts and other interest holders to provide recommendations on the purpose and administration of a physical performance test and whether measuring fitness should be expanded beyond physical performance measures. The findings related to the five key research goals are:

* **Goal 1. Determine the current issues and practitioners’ experiences with equitably assessing student fitness**. Results from the PFT Experiences Study and reflections of the Panel of Experts confirmed that issues currently exist with equitably and inclusively assessing student fitness at schools. Key issues include inconsistent and suboptimal test administration practices, misapplication of the Healthy Fitness Zone® charts to nonbinary, transgender, or gender-fluid students, and the minimal use of data to improve student fitness.
* **Goal 2. Determine the feasibility of adapting the current PFT to meet the inclusive needs of students, including: a nonbinary, third gender option; assessments that students with physical disabilities can complete; alternate methods for assessing body composition; and other areas of inequity discovered during the study.** After consideration and debate, the panel of experts determined that even with alterations to the existing assessment,[[7]](#footnote-8) it would not meet the equitable and inclusive needs of all students.
* **Goal 3. Review existing physical fitness assessments to determine their ability to equitably assess student fitness and possibly replace the FITNESSGRAM®**. Few fitness assessments were available for review, as the FITNESSGRAM® is used in most other states. Alternate assessments that were considered as a replacement for the current assessment could meet some, but not all, the equitable and inclusive needs of students identified in the study.
* **Goal 4. Identify key elements and considerations to be included in a framework for the development of a new PFT assessment.** Informed by the PFT Experience and Guidance Study and their areas of expertise and advocacy, the panel of experts developed a framework for a new fitness assessment that includes the purpose of a fitness assessment, identified measurement areas, and recommendations for the administration of the assessment. The framework advocates holistic approaches to student fitness, authentic measures of ability, and an improvement model that prioritizes improvement over time rather than comparison against a standard.
* **Goal 5. Determine the feasibility and applicability of the study findings and recommendations with K–12 public schools and students.** Following the recommendations developed by the panel of experts, a feasibility study, completed with input from K–12 educators, showed that the panel of experts’ recommendations are appropriate for a K–12 environment. It’s recommended that engagement with K-12 educators continue as these recommendations move forward.

In summary, the ideas and concerns raised about the existing fitness assessment and the future of student fitness were consistent among all the groups that contributed to this study. Their stories, beliefs, and expertise reject a one-size-fits-all approach to assessing fitness and call for future assessments that are flexible, are adaptive, and have purpose and meaning for students.

#### Appendices

##### Appendix A. Experience and Guidance Survey and Results

###### Survey Instrument

On behalf of the California Department of Education, we need your input concerning a research study of the statewide physical performance test. The suspension of the Physical Fitness Test (PFT) for the 2020-21 year allowed for the authorization of a research study and report that would engage individuals with expertise in fitness, adaptive physical education, gender identity, body image, and pupils with disabilities, to provide recommendations regarding the purpose and administration of the physical performance test [Senate Bill 820 (Chapter 110, Statutes of 2020) that amended California Education Code Section 60800]. Prior to conducting this research study, we would like to offer PFT coordinators and physical fitness educators an opportunity to provide feedback about the current assessment and identify additional issues related to fitness testing at schools. We believe that the feedback could be very important to the development of the research study and would appreciate your participation in this brief survey.

1. Approximately how many students are enrolled at your LEA or school district?
   1. 0 to 4,999 students
   2. 5,000 to 9,999 students
   3. 10,000 to 19,999 students
   4. 20,000 students or more
2. In which county does your LEA or school district reside? *(drop down of county names)*
3. What is the zip code of your LEA or school district?
4. What is your role at your LEA or school district? (Mark all that apply.)
   1. LEA or district PFT coordinator
   2. Site level PFT coordinator
   3. Physical fitness instructor
   4. Classroom teacher
   5. Program specialist
   6. PFT test administrator
   7. Sports coach
   8. Other (please specify)
5. Have you administered the PFT FITNESSGRAM® assessment to students within the past three years?
   1. Yes
   2. No
6. Did you experience any issues or concerns with administering the test, or applicable test segments, to students with physical disabilities?
   1. No – did not experience issues or concerns in this area
   2. Did not test students in this category
   3. Yes (please describe the issues or concerns)
7. Did you experience any issues or concerns with administering the test to students who identify with a gender other than male or female?
   1. No – did not experience issues or concerns in this area
   2. Did not test students in this category or was unaware of their gender identity
   3. Yes (please describe the issues or concerns)
8. Did you experience any issues or concerns with administering the test to students whose body composition made the test difficult to administer?
   1. No – did not experience issues or concerns in this area
   2. Did not test students in this category
   3. Yes (please describe the issues or concerns)
9. Are there other categories of students where administering the test caused issues or concerns?
   1. No
   2. Yes (please describe the population of students and the issues or concerns)
10. Describe how the PFT was typically administered to students in your school or district by indicating how often each of the following practices were used.

| **Item** | **Often** | **Sometimes** | **Rarely** | **Never** | **Does not apply / Do not know** |
| --- | --- | --- | --- | --- | --- |
| Students helped to administer the PFT components to other students (e.g., counting sit-ups, calling out running times) | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Students self-reported their data to the test administrator (e.g., running times) | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Students could see the data or testing outcomes of other students | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Students’ weights and/or heights were measured in front of other students | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Students’ weight and/or height measurements could be seen by other students | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |

1. Have you received concerns or feedback in the past from students, parents, or teachers about the PFT or how it is administered?
   1. No
   2. Yes (please describe the concerns or feedback)
2. How has the PFT data been used or shared in the past at your school or district? (Mark all that apply.)
   1. Shared with students to help them monitor their health
   2. Shared with parents used in conjunction with health-related modules or lessons
   3. Results shared with PE Teachers
   4. Results shared with athletic coaches
   5. Results shared with school sites
   6. Results shared with special programs or after school programs
   7. Results discussed at site meetings
   8. Results discussed at district meetings
   9. Reported on student progress reports or report cards
   10. Used for LCAP or other local accountability measures
   11. Other (please specify)
3. Do you have any concerns about the equitable assessment of student fitness?
   1. No
   2. Yes (please describe the concerns or feedback)
4. Please share any additional areas for consideration for the study and suggestions for future fitness assessments. *(open ended comment)*

###### Survey Results

Figure 1. Answers to Question 1: Survey Respondents, by LEA size (*N* = 1,033)

Bar graph showing answers to Question 1 : Survey Respondents, by LEA size (N=1,033)

20,000 Students or more – 18%

10,000 to 19,999 students – 13%

5,000 to 9,999 students 13%

0 to 4,9999 students 56%

Table 1. Answers to Question 2: Survey Respondents, in which county does your LEA or school district reside? (*N* = 1,061)

| County | Number of Responses |
| --- | --- |
| Alameda | 17 |
| Alpine | 0 |
| Amador | 1 |
| Butte | 8 |
| Calaveras | 3 |
| Colusa | 2 |
| Contra Costa | 23 |
| Del Norte | 0 |
| El Dorado | 5 |
| Fresno | 23 |
| Glenn | 2 |
| Humboldt | 13 |
| Imperial | 6 |
| Inyo | 6 |
| Kern | 20 |
| Kings | 13 |
| Lake | 0 |
| Lassen | 5 |
| Los Angeles | 153 |
| Madera | 46 |
| Marin | 3 |
| Mariposa | 3 |
| Mendocino | 6 |
| Merced | 12 |
| Modoc | 4 |
| Mono | 4 |
| Monterey | 8 |
| Napa | 6 |
| Nevada | 9 |
| Orange | 52 |
| Placer | 8 |
| Plumas | 0 |
| Riverside | 76 |
| Sacramento | 20 |
| San Benito | 3 |
| San Bernardino | 57 |
| San Diego | 125 |
| San Francisco | 1 |
| San Joaquin | 32 |
| San Luis Obispo | 18 |
| San Mateo | 16 |
| Santa Barbara | 11 |
| Santa Clara | 30 |
| Santa Cruz | 10 |
| Shasta | 25 |
| Sierra | 0 |
| Siskiyou | 6 |
| Solano | 1 |
| Sonoma | 35 |
| Stanislaus | 47 |
| Sutter | 5 |
| Tehama | 4 |
| Trinity | 0 |
| Tulare | 26 |
| Tuolumne | 11 |
| Ventura | 18 |
| Yolo | 11 |
| Yuba | 5 |
| Did not report | 7 |

Answers to question three are not provided as it was a collection of zip codes.

**Figure 2. Answers to Question 4: Respondents by Role** (*N* = 1,054)

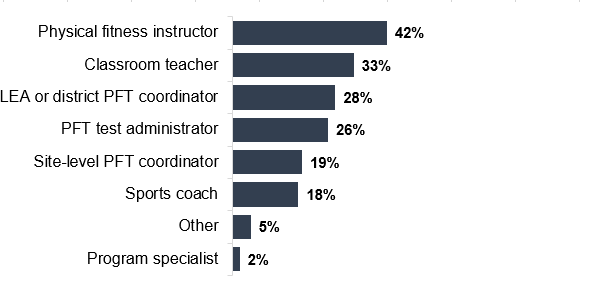


Table 2. Answers to Question 5: PFT Administration in The Last Three Years (*N* = 1,061)

| Question | No | Yes |
| --- | --- | --- |
| Have you administered the PFT FITNESSGRAM® assessment to students within the past three years? | 19% | 81% |

Table 3. Answers to Question 6: Issues or Concerns with Test Administration to Students with Disabilities (*N* = 731)

| Question | No | Did not test students in this category | Yes |
| --- | --- | --- | --- |
| Did you experience any issues or concerns with administering the test, or applicable test segments, to students with physical disabilities? | 54% | 24% | 22% |

Table 4. Answers to Question 7: Issues or Concerns with Test Administration to Students with A Gender Other Than Male or Females (N = 732)

| Question | No | Did not test students in this category | Yes |
| --- | --- | --- | --- |
| Did you experience any issues or concerns with administering the test, or applicable test segments, to students who identify with a gender other than male or female? | 62% | 25% | 13% |

Table 5. Answers to Question 8: Issues or Concerns with Test Administration to Students Whose Body Composition Made Administration Difficult (N = 731)

| Question | No | Did not test students in this category | Yes |
| --- | --- | --- | --- |
| Did you experience any issues or concerns with administering the test, or applicable test segments, to students whose body composition made the test difficult to administer? | 61% | 5% | 34% |

Table 6. Answers to Question 9, for Areas Mentioned by More Than One Respondent: Other Categories of Concern (N = 98)

| Area of Data Use | Number of Respondents |
| --- | --- |
| Data is not used | 44 |
| Do not know how/if data is used | 23 |
| Used for student awards | 6 |
| Sent to school board or superintendent | 5 |
| Used for School Accountability Report Card (SARC) | 5 |
| Shared with general ed teachers | 5 |
| Used to plan instruction, inform curriculum, or in PLC collaboration | 3 |
| Included on student transcripts | 3 |
| Used to place students in PE classes | 2 |
| Used to set goals for student fitness | 2 |

Table 7. Answers to Question 10.A: Percentage of Respondents, by District Size, Reporting the Frequency with Which Students Helped to Administer PFT Components to Other Students (N = 714)

| LEA Size | Never | Rarely | Sometimes | Often |
| --- | --- | --- | --- | --- |
| 0 to 4,999 students  (*N* = 386) | 40 | 15 | 23 | 22 |
| 5,000 to 9,999 students  (*N* = 94) | 32 | 19 | 29 | 20 |
| 10,000 to 19,999 students  (*N* = 93) | 34 | 23 | 25 | 18 |
| 20,000 students or more  (*N* = 125) | 36 | 11 | 29 | 24 |
| Did Not Indicate an LEA Size (N = 16) | 31 | 13 | 50 | 6 |
| All responses | **37** | **16** | **26** | **21** |

Table 8. Answers to Question 10.B: Percentage of Respondents, by District Size, Reporting the Frequency with Which Students Self-reported Their Data to the Test Administrator (*N* = 716)

| LEA Size | Never | Rarely | Sometimes | Often |
| --- | --- | --- | --- | --- |
| 0 to 4,999 students  (*N* = 385) | 52 | 15 | 21 | 12 |
| 5,000 to 9,999 students  (*N* = 94) | 53 | 18 | 16 | 13 |
| 10,000 to 19,999 students  (*N* = 95) | 52 | 18 | 22 | 8 |
| 20,000 students or more  (*N* = 126) | 50 | 14 | 22 | 14 |
| Did Not Indicate an LEA Size (N = 16) | 56 | 6 | 25 | 13 |
| All responses | **52** | **16** | **20** | **12** |

Table 9. Answers to Question 10.C: Percentage of Respondents, by District Size, Reporting the Frequency with Which Students Could See Data or Testing Outcomes of Other Students (*N* = 714)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEA Size** | **Never** | **Rarely** | **Sometimes** | **Often** |
| 0 to 4,999 students  (*N* = 385) | 54 | 22 | 17 | 7 |
| 5,000 to 9,999 students  (*N* = 94) | 50 | 26 | 15 | 9 |
| 10,000 to 19,999 students  (*N* = 93) | 52 | 16 | 15 | 17 |
| 20,000 students or more  (*N* = 126) | 61 | 15 | 20 | 4 |
| Did Not Indicate LEA Size (N = 16) | 69 | 6 | 0 | 25 |
| **All responses** | **55** | **20** | **17** | **8** |

Table 10. Answers to Question 10.D: Percentage of Respondents, by District Size, Reporting the Frequency with Which Students’ Weights or Heights Were Measured in Front of Other Students (*N* = 710)

| LEA Size | Never | Rarely | Sometimes | Often |
| --- | --- | --- | --- | --- |
| 0 to 4,999 students  (*N* = 383) | 77 | 9 | 9 | 5 |
| 5,000 to 9,999 students  (*N* = 93) | 64 | 13 | 15 | 8 |
| 10,000 to 19,999 students  (*N* = 94) | 80 | 9 | 4 | 7 |
| 20,000 students or more  (*N* = 124) | 66 | 14 | 12 | 8 |
| Did Not Indicate an LEA Size (N = 16) | 44 | 25 | 12 | 19 |
| All responses | **73** | **11** | **10** | **6** |

Table 11. Answers to Question 10.E: Percentage of Respondents, by District Size, Reporting the Frequency with Which Students’ Weight or Height Measurements Could Be Seen by Other Students (*N* = 709)

| LEA Size | Never | Rarely | Sometimes | Often |
| --- | --- | --- | --- | --- |
| 0 to 4,999 students  (*N* = 383) | 84 | 11 | 3 | 2 |
| 5,000 to 9,999 students  (*N* = 93) | 82 | 13 | 3 | 2 |
| 10,000 to 19,999 students  (*N* = 93) | 91 | 7 | 1 | 1 |
| 20,000 students or more  (*N* = 124) | 82 | 11 | 6 | 1 |
| Did Not Indicate an LEA Size (N = 16) | 75 | 19 | 0 | 6 |
| All responses | **84** | **11** | **3** | **2** |

Table 12. Answers to Question 11: Have you received concerns or feedback in the past from students, parents, or teachers about the PFT or how it is administered? (*N* = 902)

| Question | No | Yes |
| --- | --- | --- |
| Have you received concerns or feedback in the past from students, parents, or teachers about the PFT or how it is administered? | 75% | 25% |

The data presented in table 13 displays the various methods respondents used or shared their PFT data. Note that respondents could indicate more than one method.

Table 13. Answers to Question 12: How has the PFT data been used or shared in the past at your school or district? (*N* = 895)

| Answer Option | Percent |
| --- | --- |
| Shared with students to help them monitor their health | 58 |
| Shared with parents | 51 |
| Results shared with P.E. teachers | 49 |
| Results shared with school sites | 33 |
| Results discussed at site meetings | 19 |
| Used for LCAP or other local accountability measures | 19 |
| Used in conjunction with health-related modules or lessons | 19 |
| Results discussed at district meetings | 18 |
| Reported on student progress reports or report cards | 7 |
| Results shared with athletic coaches | 4 |
| Results shared with special programs or after school programs | 3 |
| Other | 14 |

**Table 14. Answers to Question 13, Do you have any concerns about the equitable assessment of student fitness?** (*N* = 885)

| Question | No | Yes |
| --- | --- | --- |
| Do you have any concerns about the equitable assessment of student fitness? | 72% | 28% |

###### Survey Open Ended Questions

This appendix contains all respondent answers to open-ended questions.

Open-Ended Responses for Question 6: Did you experience any issues or concerns with administering the test, or applicable test segments, to students with physical disabilities? If yes, please describe the issues or concerns.

* *Arm reach measurement was not attainable due to student missing lower portion of the arm; PACER measurement unattainable due to student being confined to wheelchair.*
* *We modified the test and did our best when administering the assessments to students in chairs or with severe disabilities.*
* *We have particular student* [*sic*] *are physically incapable of performing certain tests. There needs to be a way of communicating this fact. In the past I would receive notifications as to why a student was not tested. Right now, that student needs a doctor's note to be excluded from a test.*
* *In a sense that we adapted the tests to meet the needs of the students, but would not administer a test that we didn’t think would provide authentic results.*
* *Unable to complete the test due to physical challenges.*
* *These students should not be tested by the same standards. They cannot ever reach the goals the other students reach.*
* *There are certain challenges written into students' IEPs that exempt them from a test, but the test could have been modified to meet their capabilities. If they are exempted, they automatically fail the test.*
* *Some students receive Adapted Physical Education services and missed some testing when attending A.P.E. Other students have medical disabilities and could not do some sections. There was no place to record why a section was not completed.*
* *We contacted our district-level coordinator to clarify concerns regarding students with any disabilities.*
* *Students’ disabilities make it impossible for them to achieve passing scores which impacts mental and emotional health.*
* *Some of my students had physical disabilities which because of that they were not able to perform some of the tests. Understanding the actual test they were taking was also an issue.*
* *Some students could not perform some of the tests because of disabilities.*
* *Several of my students with different abilities are not physically able to complete many of the tests. The HFZ for them is much different than the standards that are set.*
* *Need more modified options.*
* *Some students with disabilities not allowing them to do the curl-up test. This is the only test for abdominal muscle strength and endurance. There needs to be alternative test for this. A plank test, straight leg lowering test.*
* *Made own modifications.*
* *The fact that one can pass the test at such a lower-level score is beyond disappointing!*
* *I did have one student who was born without femurs. Walking, push-ups, curl- ups, and the trunk lift were all something that made him uncomfortable, and I could see the discomfort on his face.*
* *It needs to be admitted by a single trained P.E. teacher.*
* *This test is a joke. The bigger and taller you are means you are expected to score higher in all aspects of the test.*
* *Students not able to perform the exam.*
* *Students who receive adaptive P.E. and have fitness modifications should be tested with their adaptive P.E. teacher due to the small class size and ability to truly meet the needs of those students with fitness testing.*
* *Some tests required students to complete things outside their ability.*
* *Many students are unable to perform the task. There are no guidelines for results.*
* *It’s sad when you know a student is just disabled enough to never really improve or keep up the regular ed students, and it’s next to impossible to accommodate all the physical disabilities that arise year after year. Students that are mildly physically disabled and are enrolled in regular P.E. and they definitely stand out when testing.*
* *The only test they can accurately perform is the shoulder stretch test. The others they are challenged to perform because they do not have the body control to perform them correctly.*
* *We lack the resources needed to assess the students. We have to use a personal scale to weight students. We also only have one block for the sit and reach assessment. Because of that, it takes a while to assess each student.*
* *Typically, in the area of students with Autism or behavior issues.*
* *Difficult to monitor and ensure appropriate technique for all students with all tests. Test takes a really long time. Varying levels of testing structure.*
* *It's difficult to assess students with disabilities. It's not a one-size-fits-all, and teachers were frustrated with having to administer it. I would prefer having an opt out and/or a self-assessment for students with physical disabilities.*
* *Impossible to accurately test every student without doing so individually (which is impossible). Some test results can be subjective, other tests are difficult to administer. I have my students watch the How to videos for the PFT (try to help them understand that the PFT is important and needs to be taken seriously, etc.), and those need updating. We do a pre-test and make sure students are very familiar with what is tested each year, and having updated resources would be awesome.*
* *Students who are injured or unable to participate in some of the activities due to temporary or permanent conditions.*
* *Students with a physical impairment struggle during testing since the FITNESSGRAM®® has no modifications and adaptations for ALL students’ needs.*
* *If they could not perform it, I did not test them.*
* *My concerns are with students who are overweight/obese. The tests are virtually impossible for them to pass.*
* *Students with certain disabilities and limitations were not able to perform some of the required tests.*
* *Test is unfair to all students especially those with disabilities.*
* *Yes, this happens and when it did we either worked around it or skipped the test all together. However, when a test isn’t administered it would be scored that the student didn’t meet the physical fitness standard. Not fair to the student or the schools program.*
* *Yes. I have had students with physical impairments that keep them from performing certain tests (braces, wheelchairs, etc.) and did not have the proper tools or was not informed of alternatives.*
* *The PFT is torture for students with disabilities. Often, if they try and can't perform, they feel bad about themselves and/or are made fun of. If they don't try, they are further ostracized. This test is cruel for this group and exacerbates an already hard situation.*
* *No alternatives for muscular strength and endurance tests.*
* *No alternate activities with student in a wheelchair.*
* *Some students were not able to complete some of the activities due to physical impairment.*
* *Students with documented conditions/physician exemptions, most often asthma. Most students in this category (physical disability) were able to perform portions of the test, but not the complete battery of tests.*
* *Students with IEPs even though are not normally a "physical" disability it can still affect how the testing should or could go.*
* *Students with asthma, student with previous back injuries couldn't take all parts of the test.*
* *They were unable to do the required physical activities.*
* *The test is not equitable.*
* *Just hard for them to do some of the test correctly.*
* *Their mobility and range of motion was not similar to a student without physical disabilities.*
* *Most kids with physical or cognitive delays are untestable.*
* *No accommodations for any of the tests were available.*
* *Breathing issues.*
* *We had a student that was obese. The student attempted the test. Some set ups were not accommodating to the student, like simply sitting on the floor.*
* *Their disability makes it difficult for them to complete the actual physical activity. My student with vision impairment had a difficult time running. My student in a wheelchair was humiliated when we asked him to try and perform a push-up. He would push himself to wheel himself in his wheelchair around a track while we practiced for the running. He had to do the practice separately than his class because we were on the grass.*
* *We have had students in wheelchairs that could not do many of the exercises.*
* *The sit and reach and arm flex were not recorded for a student with birth defects of tiny arms.*
* *While I did have concerns testing students with disabilities, we were instructed on how to manage the test for students with disabilities.*
* *If they’re not able to walk, they are unable to complete the running/walking portion.*
* *I had students who were not able to test at the time and I had to submit a medical for them.*
* *The weight becomes a sensitive issue.*
* *Trying to figure out which of the tests might work is challenging with certain students.*
* *Children overweight could not meet BMI or pass aerobic testing.*
* *The running portion can be a bit challenging for the students we have that are wheelchair bound or have stints on their legs.*
* *Students with disabilities are not able to perform certain parts of the assessment based on their individual disability. Thus, they get no mark/score for that task. The way our district has us input the scores (via electronic form), there is no place for teachers to check off that the student has a disability. It only appears as if the student did not attempt that portion of the test or that they received a low score.*
* *Some of our students with disabilities are not capable of participating.*
* *Difficulty testing upper body strength in students with disproportional dwarfism. Trouble assessing aerobic capacity in very athletic student with MD.*
* *A student with a broken leg had to get a doctor’s note for the state. Time consuming and encompassing on everyone's part.*
* *Since curl-ups are dependent on hands traveling a certain distance across the floor, students with limitations in arm extension or things of that nature had to be evaluated differently. I recommend using a system when students have to achieve a 45-degree angle of flexion (which is a better determinant of abdominal strength and endurance anyway because it removes the variable of shoulder mobility).*
* *Some students were not able to perform because of physical disability.*
* *Space and materials.*
* *We are fortunate enough to have an A.P.E. teacher who conducts these tests for students who qualify/need it. It could be a concern for other districts, however.*
* *Students with various challenges could not participate in certain events (e.g. heart defect skipped PACER, etc.).*
* *Post-knee-surgery student unable to complete many tasks.*
* *There was no place to mark if they could not do a test due to injury or disability. We had to put the student did one whether they could or not.*
* *Many of the students are not able to perform the task and modifications have to be made.*
* *Some or most students with disabilities can participate in a few PFT tasks. Medically fragile students should be able to opt out if unable to move independently (walk about). Orthopedically impaired may test only height and weight as many cannot jog/run/perform push-ups/sit and reach/back saver curl- ups. Severe cognitive developmental delay often limits participation to height and weight as student is unable to comprehend instruction, model, even with modification. Wheelchair students may also [be] limited. Possible alternatives: 2- lb. weight lift and hold for endurance, moderate resistance band bicep curls until fatigued for endurance, wheelchair seated push-ups, walk 1-PACER lap (65 ft.) for a personal time. Allowing the A.P.E./P.E. tester to test select a limited number of items based on individual ability. Not all test areas are applicable to persons with disabilities. Floor-based test items (sit/reach, push-ups, curl-ups) are not testable items for some disabilities.*
* *Since there are multiple ways to test, not all sites have all the proper testing equipment to modify tests for sped or inquired students and instead of them testing they get a zero which affects the school’s overall performance. I also had concern not knowing enough about some students’ conditions and what tests best suit them.*
* *My concern with this test is not geared to students now days. Whether students with disabilities or gen ed most students will not pass it because most students are not active now days. I think this test creates biases and frustration for everyone involved in it.*
* *Not a good test.*
* *Distance Learning! Out off Campus!*
* *I had students who were hard of hearing that had difficulty performing tests involving cadence (recorded or otherwise). I also had students with other physical impairments that made the flexibility tests impossible. Students with temporary injuries, such as a broken bone, were not able to participate in push- up tests. Unfortunately, they could not complete the test within the window.*
* *Students with birth defects.*
* *Several teachers stated it was hard to get them to engage based on their disabilities and led to some behavioral issues and lack of confidence.*
* *The pandemic really inhibited an organized process to administer the PFT with the students. We tested as many students as we could.*
* *It would have been better to have equipment better suited to test these students.*
* *Modifications to accommodate special needs.*
* *Yes - students could not complete all the areas. Their disabilities excluded them from participating.*
* *Some students are physically incapable of doing the activity as described.*
* *Lack of modifications for muscular endurance (push-ups and curl-ups).*
* *Trying to test 240 students left little room for privacy. It was very difficult to do my job by testing students and making sure other students complied and were well behaved.*
* *We do not administer the tests to students whose disabilities hinder their performance.*
* *I would test students on activities that they could complete successfully but not on ones that their disability prevented success.*
* *The requirements for the cardiovascular such as the PACER and mile run are very discouraging for the students who are obese. They tend to quit which causes other students to quit. For obese students, it is nearly impossible for them to meet the requirements based off their weight and height.*
* *Categories are not inclusive.*
* *Did not have modifications for those students.*
* *Students and parents will give medical excuses without proper documentation.*
* *Tests are difficult to administer as it requires testing small groups in large group settings. Tests do not seem current with industry standards for testing.*
* *They struggle with some esteem issues because of their inability to complete the tasks within the test.*
* *There are often issues with taking the PFT a student experiences that may not be thought of when writing their IEP. Often, we have students with disabilities that do not have an IEP.*
* *Students’ gross motor skills limit them from full range of motion/completion of a proper repetition of certain exercises (push-ups, curl-ups).*
* *Students with physical disabilities are in Adaptive P.E. class.*
* *I am an SDC teacher, we work out with the general education class all year for our P.E. time. We practice for this test all year, but every year about 90% of my students just don't pass. Each student has individual reasons why the test isn't great. Some developmental, some just following directions, some sensory issues, some behavioral...*
* *Many of my students with physical disabilities are just not able to complete portions of the test. It varies with each individual student and portion of the test. It is not fair to test these students on the same scale as students who have no issues.*
* *It was hard for some of them to understand the directions and to get their bodies to make the right movements.*
* *Students who are wheelchair-bound or have CP cannot participate in many of the segments even with modifications or accommodations.*
* *There are no accommodations for students with physical disabilities.*
* *Working with case managers and physicians to determine what was possible for each student and what accommodations were in IEPs and 504s to best meet students' needs was time consuming and challenging.*
* *Students lack the desire to even try and participate.*
* *Inconsistency of video directions and the verbal directions (they say one thing then show something different) i.e., curl-up video and trunk lift.*
* *Just with some of our special day kids. Mostly running the PACER and not endangering others, and with their frustration with not being able to do push-ups and/or curl-ups.*
* *It was difficult due to students not performing as they expected.*
* *Students with disabilities were often unable to complete the assessments.*
* *Student of short stature.*
* *Student who has an arm amputation at the elbow. Still wants to participate in push-up and sit-up tests. Changes the standards for faults in terms of keeping "hands" on the ground for sit-ups and how low she needs to go for push-ups.*
* *What are the expectations for students with disabilities?*
* *Cognitive limitations or physical limitations made some or all of the test difficult.*
* *The only issues I experienced were students very overweight and/or out of shape and therefore had a hard time completing the tests*
* *I adapted tests to fit student needs. They were still tested like all of the other students, just in a different way. It was obviously recorded differently in the recording process.*
* *I don't know what to do when some tests, but not all tests, can be given to certain students with disabilities.*
* *Sometimes the students are not able to comprehend and finish the test, or do it correctly, but I always did my best to administer the test to them and have them involved in the process. There scores were definitely skewed.*
* *Physical challenges that exist with certain children prohibit them from being able to do the testing without accommodations.*
* *I had a visually impaired student that I had to administer the PACER to.*
* *Student had cerebral palsy and was still expected to participate in testing. Another student was diagnosed with restrictive food intake disorder (RFID), having the student weigh in caused condition to spike.*
* *Issues with accurately assessing the 90-degree rule for the push-up assessment. Shoulder stretch is a terrible activity to assess flexibility. BMI is outdated and no longer relevant. Curl-up test is always a disaster requiring a school to have lots of money to pay for expensive testing mats with lines to indicated how far fingers need to slide. In fact, the entire test is outdated and should be removed as a requirement in P.E.*
* *Certain students have stents and can't do the curl-ups, and there is no alternative assessment. Other tests have options to do another.*
* *Students with physical disabilities find this test to be stressful because of their limitations. Some students feel embarrassed because they cannot keep up with the other students. This happens all throughout practicing for the test during the school year and during the actual test itself.*
* *I have students with physical disabilities that are not able to perform the test without alternating their form.*
* *I had a handful of students that did not have the mental and/or physical ability to run. Issues ranged from asthma to physical disabilities.*
* *I am unsure of modifications to form and to standards.*
* *Our Adaptive P.E. teachers requested to test their students themselves to be more accurate.*
* *Hearing impairment led to me having to signal student in a different way for curl- ups, push-ups and PACER.*
* *My district ([DISTRICT NAME]) does not use the adaptable adjustments to the different tests when a Special Ed. student is unable to perform the test(s) due to disabilities. The district also does not ensure the testing is done correctly by all*
* *P.E. teachers at all sites; many of whom do not have Kinesiology background or training.*
* *We have our students do all activities that they can. For students confined to wheelchairs, there is very little they can do, even height and weight can't be done.*
* *Sometimes it is difficult to test these students, or they just don't participate.*
* *Curl-up test: Not sure that the form is appropriate for the spine. Form breaks suggested are meticulously enforced by some and not by others. Push-up test: elbow position directly out from the shoulder is not what I would suggest as "safe" for the shoulder joint. I suggest the elbows closer to the torso. Trunk lift: At certain stages of development students who are superior athletes may have very stiff spinal erectors, and it is a false sense of fitness.*
* *I had two students that physically could not complete the tests. I made some big modifications so they at least felt included in the lesson/set a goal but we obviously could not submit those results since it was a different test.*
* *I recently gave PFT to a student who is legally blind. It was very difficult to model for her. Another student had a physically deformed hand and curl-ups, push-up, sit and teach were difficult because he could not extend his fingers.*
* *Students who are immobile are not able to participate in the Aerobic Capacity standard and depending on their physical limitations, other standards as well.*
* *Do not have proper equipment for modified tests.*
* *Parents did not have the opportunity to opt out. Took students longer than expected to finish.*
* *Cerebral palsy student couldn't complete a lot of tests. Weight of student with eating disorder put her into downward spiral mentally.*
* *I administered the test, but don’t think they should be held to the same standards as an able-bodied student.*
* *Any student with a disability had an amendment on their IEP that allowed them to be exempt from the PFT. I had no issues with this.*
* *Some students with disabilities declined to participate.*
* *The PACER test is impractical for students with difficulty ambulating. Many of the movements that students with physical disabilities are asked to perform are contraindications to their physical conditions.*
* *It is always so ambiguous and difficult to determine how to test students with disabilities that make the prescribed tests difficult or impossible.*
* *Students who are physically disabled have been limited in the success of their results. Students who are defined as ED or LD had trouble amongst their peers realizing each other's ability levels.*
* *Problems arise every year we administer the test in all or any of the areas due to physical disabilities.*
* *I had a student who was born with a hand disability who had trouble doing the push-up test.*
* *Paraplegic student was a challenge to test/accommodate.*
* *Students with severe anxiety or other disabilities which interfered with the test were challenging to administer the test to.*
* *Complete tests that can do and forgo tests they cannot.*
* *We are an online school and have to test at local parks. Students with disabilities are concerned with testing in front of others so often do not show up for the physical fitness test, even with many attempts to get them there.*
* *Yes, our district does test students with disabilities. Still, as a district-level assessment administrator, I do not personally give the PFT, so I cannot specifically describe issues or concerns.*
* *Some disabilities limit the students’ ability to fully participate in a component of the assessment.*
* *As there were really no modifications, if a student could not take the segment, it was skipped which automatically gave them a non-passing score - not good for these students.*
* *Some students with physical disabilities were excused from the test in whole or in part. Many test segments could not be administered based on the particular disability and our district did not have an alternate test available.*
* *Yes, some students with physical disabilities were unable to complete parts of the test.*
* *This is an uncomfortable situation for most students. I am of the opinion that the PFT should be optional for all LEAs.*
* *Student with disability not being able to perform test to standard.*

Open-Ended Responses for Question 7: Did you experience any issues or concerns with administering the test to students who identify with a gender other than male or female? If yes, please describe the issues or concerns.

* *A student identifies as they/them. There was confusion and anxiety with only male/female categories.*
* *I would have the students pick the gender category that best describes their gender. I also let students know that if they feel they don't fall into one of the two categories that we can work together to work create a scale that works best for them.*
* *What numbers do students who identify as lgbtqia use?*
* *Not able to assess what is passing if they are gender fluid.*
* *It is difficult to know which standards they are going to test under.*
* *Transgender and nonbinary students wonder which scores will apply to them and are faced with a situation that triggers stressful and disenfranchisement with/from true self.*
* *The fact that there are HFZ based on gender when they don't identify with either was a concern. We addressed it the best we could.*
* *Gender identified as male, even though they were female. I then calculated their test scores according to their real gender, not their gender identity.*
* *I had a boy who identified as a girl and he was not comfortable with being scored as a boy. Sometimes students are grouped by gender for such tests as weight--in my 22 years of experience majority of girls are much more comfortable this way if it single [sic] out those that don’t identify with their assigned birth gender.*
* *Some students were unwilling to participate.*
* *I test the fifth graders... I’ve had several transgender students but still just go by their physical gender since they have not undergone any hormonal changes yet.*
* *How to assess*
* *I have binary students who feel they are not being represented on the FITNESSGRAM®. They refuse to be evaluated under a gender they are not part of.*
* *I had a student that identified as male therefore their fitness results were based as a biological male. However, this student had not undergone any surgeries or hormone therapies that would change their testosterone levels.*
* *Some of my gender aware students were concerned with how they were being assessed. I was uncomfortable trying to explain.*
* *They were unsure of which category to go for and typically just chose the easier (female) test.*
* *I don't recall if there was an option for gender neutral students.*
* *I had a female identify as male and took the test as a male.*
* *If a student is physically one gender but identifies as another, they might have trouble passing.*
* *This never occurred; however, we had planned on letting the student identify their own gender. Since all the tests are the same it would only be the students’ interpretation of their own results that would be a concern.*
* *I had some students ask why are they being held to the gender standards if they don’t identify with that gender.*
* *Unsure of how to classify student in demographic info.*
* *Males who identified themselves as females had greater speed in the mile marker. Also students who do not identify as male or female were seen as district error when gender was left blank.*
* *Yes, some of the test measures are described in terms of male or female objectives and some students did not identify so it was difficult to communicate an objective for them.*
* *The fitness standards are only male/female. Some who identify as something other than male or female or haven't completely transitioned felt uncomfortable.*
* *Did not know student was transgender and addressed student initially by wrong pronoun.*
* *Yes, more clear guidelines are needed on administering the test to students who identify with a gender other than male or female, such as if it is appropriate to administer the test based on their gender at birth.*
* *Students don’t know which test standards to go by, and I don’t know what to tell them.*
* *I had to test students who were female and identify [as] being male so this did make providing a fair and accurate "category" difficult for assessment. It also placed students in a difficult position.*
* *Concern that a student may identify with gender that is not their biological gender, that said students don't feel they fit into either male or female category for fitness testing.*
* *The student and I did not know which criteria to use. The student identified male but had not started hormone therapy.*
* *Paper shows student's sex and saying he vs she when viewing the paper and was mistaken at proper gender pronoun, corrected verbally. Student upset that paper showed sex.*
* *I only had issues in a sense that I had to explain to students that we are testing what his/her body can do based on his/her physiology (sex). I made it clear that*
* *Not comfortable changing into workout clothes and participating in groups with others.*
* *For a transgender student I explained the healthy zones fitness charts and made both available, gave them space and privacy to examine them.*
* *Yes some wanted to use the easier standards.*
* *I'm not sure how to test students who identify as nonbinary.*
* *Uncomfortable for these students- very emotional-tears/anger, lost.*
* *Students that consider themselves nonbinary or transitioning from female to male.*
* *I did not experience issues, but personally I do not think we should be asked gender anymore. I think there should be a choice of X for those that do not identify with male or female. This will become an issue if we do not make changes.*
* *Student didn't want to test in groups of male or female students. Accommodations were made to do a solo test.*
* *Reported their scores as the sex they were assigned at birth.*
* *Our site has students who identify as genders other than their gender at birth. Our site has always communicated to students that PFT achievement results are categorized as their gender at birth.*
* *No major issues; however, this evolution of the students in education expressed they had frustrations and difficulties when students either transitioned or were in the process of finding their gender identity.*
* *There is no category and comparison chart for this group. Difficult to measure, embarrassing, emotionally difficult.*
* *When students identify as nonbinary it is unclear to them what their HRZ is.*
* *No applicable boxes to check.*
* *I would be happier if there was just one score to beat for fitness. Not boys and girls. The test is not very hard to begin with. I always give my kids higher marks to try to achieve.*
* *It was difficult to classify transgender, gender fluid, and gender questioning students.*
* *I haven't had any issues in years past, but I could see how gender identity would make it more challenging for certain students. It could make them feel uncomfortable.*
* *Students with binders on could not do the running portion. I gave them the option to walk, but this still caused them worry. They were uncomfortable in many of the situations.*
* *Was not sure which gender to choose for their fitness categories.*
* *We are unable to accommodate students’ gender preference. We are not respecting education code.*
* *My female students complain the push-up portion of the test is not fair as they have not developed the same arm strength as the boys. Also, the weight portion is disturbing to many and at our grade levels we do not use the calipers.*
* *Small concerns as to which scoring protocol to use, male or female, when the student does not identify with either. We also found this challenging when student was trans. Wanting to be fair and respectful to their wishes may make it more challenging for their passing requirements.*
* *There was no language to support students with gender other than male or female, nor did it feel inclusive of those students.*
* *nonbinary students do not fit into the charts and do not know where they should be. There is [sic] also comfortability issues for these students participating with gendered students.*
* *The general bracket for boys vs. girls is different, for example push-ups. I had a trans male (who was female) and wanted to know if he had to reach the number of push-ups for the male or female category.*
* *Which standard do they go for - male or female?*
* *Students who complain about the FITNESSGRAM® "healthy levels" that are divided by gender. These students don't want to pick or like be classified by their born gender.*
* *Boys’ categories or girls’?*
* *Students who identify as neither male nor female questioned which category they should look at for HFZ.*
* *Very uncomfortable helping students decide if they are male or female "on that day." Some students going through gender change while others looking for easier test standards. Either way I was not comfortable addressing this issue.*
* *Students did not have a space to identify their preferred gender.*
* *Students who identify trans or other gender do not fit into the categories indicated within the PFT.*
* *The students did not feel comfortable choosing a gender and we did not know which data set to compare it to.*
* *It puts administrators in a very awkward and uncomfortable situation. Students who have already clearly identified as a gender is not an issue, however the ability to meet passing standards for a biologically born female who now identifies as a male is unrealistic and can have profound mentally damaging effects on the student. For students who are in a "transition" period it becomes even more of a challenge. Another reason to completely get rid of the test entirely as a requirement.*
* *Confused on which standards to use the male or female for them? How do you score based on gender if they are transgender or anything different from just male or female?*
* *They identify as female but were born male and had to turn in results as if they were male. The student never knew we did this, and I gave them the passing scores for what they identify with.*
* *For born as female students that identify as male, cannot perform at the same level as born as male students*
* *I think there needs to be more guidance in this area. I had a student who was biologically female and identified as a male but did not want to be assessed as a male. What are the guidelines for this situation?*
* *My district did not know how to handle this issue and did not advise the P.E. teachers involved with those students, and there was no gender category for them on the inputting of data for the district. In my classes with nonbinary students; I had no issues with them performing the tests, and they felt comfortable in the way I administered the tests in my classes.*
* *We had students who refused to test.*
* *Sometimes it is difficult to test these students or they just don't participate.*
* *Well, not sure which category students that identify as binary should be under - male or female? On their profile with the school district it list [sic] them as [non-] binary and not male or female.*
* *I have one student (that I know of) that transitioned to a female. She is a 5th grader this year, and I'm happy I did not have to subject her to the tests.*
* *I was unsure of how to fill out the form. Students who recently transitioned still show up in our school information as their prior gender. It was difficult to understand if I should fill out the form with their new identity or their original so it matches with the school database.*
* *Students who identify as nonbinary are not able to receive results or feedback on their fitness levels as FITNESSGRAM® does not have conversion scales for their identification. This makes it particularly uncomfortable for the individual conducting the assessment that does not provide any usable data.*
* *I put their gender they were born with.*
* *The students did not know what kind of scores they really needed to pass. They passed with one gender and failed with the other.*
* *Yes, the students felt they had a "target" on them and did not want the extra attention drawn to them where all of a sudden have the pressure of performing at an "expected level " for their "new gender." By no means were they singled out by our LEA but they still felt very uncomfortable and self-conscious.*
* *In the most recent administration, we were grappling with how to address the calculations for several students who were gender transitioning and were concerned about how we would address this with the students as they would need to commit to a particular gender in order to run the calculations.*
* *We do not have students disclose their gender, however, categories for results only fall into male and female categories.*
* *Difficult to know which gender standards to use. This group of students was very sensitive, and it felt very invasive.*
* *Students are legally allowed to change their gender or be nonbinary. The test does not match that legal requirement. There are no nonbinary standards. We are often left to "making up" which standards to use depending on what will be best for the students. It is extremely uncomfortable.*
* *I haven't faced an issue on this - yet. However, I had several transgender students this past year that would have made for a difficult conversation.*
* *This school year would have been the first. Have a female who identifies as male. No difference in test administration, only in test scores. She would not have passed tests under the boys’ requirements.*
* *Yes, our district does test students who identify with a gender other than male and female. Still, as a district-level assessment administrator, I do not personally give the PFT, so I cannot specifically describe issues or concerns.*
* *There are not Healthy Fitness Zone tables for them, so they are not able to meet passing criteria for the PFT.*
* *Administration issues, no. Which scale to compare them against, yes.*
* *Not really, but the scoring of students by gender by age does not consider the differences in those areas even among girls or boys or age level.*
* *Struggles to understand what category to put students.*
* *Students were not given the opportunity to choose a gender identity other than male or female. The choice was made for them based on the gender identified at birth. This is obviously exclusionary and discriminatory and in violation of CA's own law on gender identity.*
* *The language and structure reinforce a gender binary (male / female) that some of my students do not ascribe to or fit into.*
* *This is an uncomfortable situation for most students, especially students who identify with another gender. Most students do not know that one or more of their classmates is of another gender. I am of the opinion that the PFT should be optional for all LEAs.*

Open-Ended Responses for Question 8: Did you experience any issues or concerns with administering the test to students whose body composition made the test difficult to administer? If yes, please describe the issues or concerns.

* *There is anxiety or shame when identifying height and weight even when done without other students nearby.*
* *PACER and arm reach measurements were not attainable due to body composition.*
* *Some of the obese students struggled with parts of the test.*
* *Awkward and emotionally hard for students who cannot perform any of the activities necessary.*
* *Students with high BMI were unable to complete most components as is.*
* *Students who hold excessive weight were especially emotionally traumatized by the test.*
* *Anxiety came on when testing weight.*
* *They struggle with the mile, curl-ups, and push-ups. They are embarrassed to get on the scale for the weight measurement. Overall testing them seems to possibly lower self-esteem. It is not a positive experience for any students with weight issues.*
* *Students’ body fat would not allow desired range of motion. It was limited by the belly size, not muscular flexibility.*
* *Sometimes students pass the trunk lift simply because of their upper body composition. But that also means they don't pass the sit and reach or shoulder stretch for the same reasons.*
* *Some students were very frail or very overweight. This made the mile and push- ups particularly challenging, even with extensive practice prior to testing.*
* *Students that had shown improvement during the year were defeated by the fact that they still weren’t in the healthy fitness zone even though there had been personal achievement.*
* *Yes - had to repeat the test a couple of times and sometimes that made the student uncomfortable.*
* *Students that are very overweight usually do not pass the subtests.*
* *I have several students who refused to record their weight.*
* *I am concerned with the fact that health is being based on height and weight. Everyone's body is different. Health is not always based on those two factors. Students who are petite/small fail in that category because they are short and thin or tall and thin. On the other end of the spectrum, we have students who are athletes with muscles that weigh more than fat. They fail because they weigh more than they should for their height, but they are strong and healthy. This is an archaic form of measuring health. It is damaging to self-esteem in so many ways. It needs to stop.*
* *There are students that will not pass just because of weight, so it is just humiliating rather than motivating.*
* *Yes - some of my students were somewhat big and all the tests were difficult for them to do. This also becomes a self-esteem issue for these students.*
* *Segments of the test were very difficult for some students to feel comfortable with.*
* *Yes, some students felt embarrassed after learning their BMI.*
* *My students who are on either extreme of body composition face unwanted attention when we check height and weight. We talk a lot about diversity and genetics and what we can control... but middle school kids are really tough on themselves and each other.*
* *We don't have any other method to determine BMI other than height and weight. Sometimes this is inaccurate for some students who have excessive "muscle," and their weight is heavier because of primarily this. This is usually the case for about 1 or 2 of my students per year.*
* *Student would not step on scale or attempt cardiovascular test.*
* *Obese students start at a higher level for trunk lift and thus score way above average. Because of their girth, just laying on their stomach starts them at 3-6 inches. However, they have greater difficulty achieving the curl-ups because of their size.*
* *The students’ BMI is high which made curl-ups, pull ups, and flexibility test challenging. These students felt very self-conscious, which led to them not wanting to perform the test.*
* *Yes. there are many students that are overweight and are unable to complete or even perform some of the tests. For example, push-ups and curl-ups (sit-ups).*
* *I tested an individual with Cerebral Palsy who wanted to be tested individually. That was not a problem.*
* *Student’s BMI was so high that they would need a 5-minute mile to pass aerobic capacity test. Knowing they couldn't do that it was almost an automatic fail. They didn't want to put any effort into the other tests.*
* *Some of the very overweight students could not do anything except the shoulder stretch.*
* *Difficult to test our overweight students for fear of self-esteem issues as well as notes from parents concerning this issue.*
* *Students who were obese, out of shape.*
* *Overweight*
* *Some students cannot perform even one push-up or sit-up.*
* *Overweight students were embarrassed to be weighed as they were too big for the scales. Overweight students found curl-ups and push-ups too difficult to do.*
* *Some students struggled due to being overweight.*
* *Higher the BMI the poorer their health and yet they were expected to perform at a higher standard.*
* *Obesity*
* *Usually, the test is done whole class and many students reported feelings of inadequacy, concern of completion of the test, etc.*
* *I had a few heavier students reluctant to test on the flexed-arm hang during class time. I set up a separate time during the school day to test them, so they were not being viewed by any classmates.*
* *Many students will not perform due to physical condition. Many students ashamed they will look bad. The task is too difficult so the student shuts down.*
* *Larger students do not want to get on the scale. When it’s their turn, though I keep the screen private - other students start to mill around trying to see how much others weigh. I absolutely hate doing body comp.*
* *They are not comfortable with the body weight component. There [are] obviously some difficulties in performing the fitness test because of the extra body weight.*
* *Most students at our school site have no problems successfully completing the tests, which makes it all the more humiliating for the 1% or 2% of students whose body composition makes it difficult.*
* *Students were embarrassed about not doing as well as other students. Many did not want to try.*
* *Some students were severely overweight due to different circumstances. We did not push them to go further than they safely could.*
* *Some students were unwilling to participate. Parent angry with weight.*
* *Some students were not able to complete the required tasks.*
* *Overweight students can be very self-conscious. It because awkward and difficult.*
* *Students with a Body Composition classified as obese typically struggled to accurately complete even one Curl-up or Push-up.*
* *I have many students morbidly obese, and these tests are impossible for them to pass. I usually create attainable goals for them!*
* *Yes- some students refused.*
* *Most students are very conscious of their body image and abilities. For example: students that are considered "overweight" know that the flexibility test (trunk lift) is not an accurate measure of their flexibility. Other students make sure they know that as well. That is when bullying starts to be noticeable. Having these students finish the mile run last is also a reason for humiliation in front of their peers.*
* *Obesity created many issues for a large number of these students.*
* *Many overweight students and/or students with very low levels of flexibility or strength.*
* *I did some testing with a student after the majority of students had finished and left because they struggled with testing, and being more private worked better for them.*
* *I had several students that were overweight, and it made it difficult for them to perform the test.*
* *While doing the mile run, some overweight students had issues with doing it.*
* *Students with a higher BMI and/or appear heavier in physical weight more often struggle with issues of performing in front of peers. They would often resist participation in running to prepare for the mile run and would often not try (refuse to run) for any portion of the actual testing. They lacked effort to try to complete sit-ups or push-ups and again resisted any attempt to build stamina or work toward improvement.*
* *Many of my students who have overweight/obesity concerns are very self- conscious and concerned during the testing period. I can tell this is a very stressful activity for them because it's so difficult.*
* *BMI is frustrating for kids, in particular athletes with higher muscle percent. Also, higher BMI students feel frustrated with lower mile time requirements than lower BMI students.*
* *I had a morbidly obese young person who could not sit down because they would not be able to get up without assistance. They would also not be able to run so the Cooper's test could not be administered.*
* *Students with a high BMI are given an impossibility in regards to a passing time on the mile.*
* *Some of the tests are too difficult for some to have success. No modifications*
* *I had some students who could not perform any curl-ups or push-ups due to their body composition.*
* *No matter how this test is administered it is degrading for all students.*
* *On rare occasion the “curl-up” test would be difficult if the student was morbidly obese. Conversely this student would excel at the "trunk lift."*
* *Students who are obese generally have a much more difficult time with the mile run or the PACER test as well as the sit-ups. However, obese students do have an advantage on the trunk lift.*
* *Children who are obese. It is hard for them to accomplish these fitness tests. Students with medical issues were a concern also.*
* *The students who have weight issues most likely cannot pass 5/6 standards.*
* *Students not completing mile in enough time or completing even 1 of anything else.*
* *There are no modifications for students who just cannot complete a single push- up or curl-up, or sit comfortably to do sit and reach, and I have had some bad reads on the handheld BMI/BFP machine for students whose body comp is too high or too low.*
* *Students that are overweight/obese could reach the lines for curl-up but did not have the ab strength to complete a proper sit-up.*
* *Had many overweight students who could not perform many of the activities.*
* *Students who are overweight consistently are very uncomfortable and shy about the body composition part of the test.*
* *Overweight and lazy*
* *Students who were overweight were very conscientious taking the test especially because their performance was significantly impacted by their weight.*
* *I used the alternate walk/HR test instead of mile run.*
* *High percentage of students with high BMI levels. Students were uncomfortable with the testing.*
* *The basis of the BMI is an outdated measurement that was not even developed by the medical field. Have you looked at the evidence out there that states weight is not an indicator of health? Not to mention the shame around the activities for marginalized bodies.*
* *My school serves some adults and at times their larger body size made the test more difficult.*
* *Heavy set students (by nature or because of their eating habits) may be able to pass all the components of the physical fitness test if they practice enough and build the strength but because of their composition would not pass the body fat comp and the cardio (mile run). Therefore, they just stop trying. However, some of these students were great athletes as they grew up.*
* *Difficulty in having them do the run, push-ups, and sit-ups for those students that were obese or morbidly obese.*
* *Many students are out of shape and find it difficult to complete the required skills.*
* *It is hard to convince students that know they are unable to do a sit-up because their body mass around their abs gets in the way of doing a sit-up. The same is true for convincing students to do the mile or PACER if it hurts their body to run. Some girls don't own a supportive bra, and it hurts to run.*
* *Some students do not have a hand/arm; charts can be misleading/inaccurate.*
* *I noticed some hesitancy to participate in group settings.*
* *Not access to private space so student did not feel embarrassed or self- [conscious] for the running portion.*
* *Obesity*
* *Students who are too far out of shape cannot really attempt the test.*
* *The kids were embarrassed because they were not physically at or near other students’ abilities.*
* *Concerns are that with secondary students, they don't need fitness tests to tell them or everyone else their fitness level.*
* *The test is emotionally challenging for students who are larger and cannot feel very successful with the tasks.*
* *Students who are overweight have major difficulty completing test.*
* *Student in wheelchair couldn't participate in most of the tests.*
* *The scale was hard to read for extremely obese students. Most concerning, though, was trying not to make students feel uncomfortable sharing their weights.*
* *There were a few large students that already had a very negative approach to the test and said nothing but "I know I can't do that" or "I'm going to fail this" and negative comments about themselves. It was very upsetting to them.*
* *Student wasn’t able to perform certain parts of the test.*
* *Yes, some of my students struggle to finish the mile run.*
* *Many students who felt they were overweight were hesitant to test or did not test at all.*
* *Overweight students normally don’t pass most events.*
* *Most students that are overweight do not want to do the test.*
* *That was over two years ago (pre-COVID) - I don't recall the details of discussions.*
* *BMI did not pass or aerobic parts, students could not pass.*
* *I just feel body weight and body composition are very private for our students- they are sensitive to the results- especially if they are larger/heavier students.*
* *Many students in our district are heavy set for their age. It can be discouraging for them to support their body weight. But I am glad that the test at least lets them count 1 rep for things like curl-ups and push-ups, even if they are not able to complete a full rep.*
* *Too low or too high body fat percentage. I could not get an accurate reading. For some, my scale did not measure that high.*
* *Some of our students have difficulty participating due to medical issues or age limitations.*
* *Students refused to get on the scale due to mental trauma, anxiety-triggered weight trauma, etc.*
* *Concern for students who may feel negative feelings about their bodies due to their body composition.*
* *Some students who carry excess weight find push-ups impossible. They have difficulty doing the sit-ups correctly. It would be nice to be able to test what they can do rather than what they can't do.*
* *Very large-bodied students give up or refuse to take the test. They often feel the aerobic capacity based on body composition sets them up to fail.*
* *Overweight students mostly cannot pass most segments of the test even with regular training all school year.*
* *Some students were overweight or underweight and failed the body mass index.*
* *Larger students are embarrassed doing activities.*
* *My super athletic small students will have the BMI machine read error. Every year about 1-2 students will have this happen to them. One time it was an obese student (300+ lbs.).*
* *Some students had extreme weight problems and could not run more than 10 seconds or lift their weight in push-ups or curl-ups.*
* *Studentsnot comfortable attempting sit-ups or reaches due to large body*
* *Students who are overweight won't try their best on the assessments due to their classmates.*
* *Overweight students-their struggles and personal issues.*
* *Many students ask for the minimum number of PACER laps then quit. Few strive for a personal best.*
* *Some of the students who were participating could not stretch far enough (sit and reach)...can accommodations be made* [*sic*]*?*
* *I just measure height and weight and let the state calculate the BMI. I measure them away from everyone else and explain to the whole class that that information is private. Do not share your results with anyone. I also have their height and weight from previous years for comparison.*
* *Students became discouraged with what scores they needed to pass when I individually showed them what scores would be a passing PFT.*
* *In 5th grade, some students, even with 8-9 months of practice and training, will never be able to pass the PFT with passing scores. We don't have the time in our schedules to have them train like they do in junior high/high school. And most students, especially overweight students, simply don't put the effort into P.E. as would be needed to pass the test.*
* *Students both obese and underweight were not getting a great read using the bioelectric impedance machine.*
* *Using the mile equation did not bode well for overweight students.*
* *In the past calipers seem to be a concern.*
* *Some students are larger or more developed than others. 5th graders come in a variety of developmental stages. It seems they are on the cusp of many changes physically.*
* *Embarrassment, refusal to weigh themselves.*
* *Locating a scale for wheelchair-bound students was impossible. Having a severely obese student try to stand on a scale became a potentially dangerous situation if the student lost balance. Alternative is to call home and obtain parent input. Students with obesity have orthopedic impairments and limited range of motion limiting test items to height and weight.*
* *Students who were overweight had a hard time completing the running portion of the test.*
* *When testing body composition with the handheld testing device, the results were inconsistent. More than half of my students needed retesting with calipers, which also does not seem to be the most accurate. There also seemed to be a great deal of anxiety for this testing area.*
* *Student with missing limbs.*
* *I've had students not partake in the testing because they knew they would have to get weighed and body composition tested.*
* *Students are sometimes unable to pass tests due to body composition.*
* *I've noticed that sometimes students with larger bodies cannot curl-up all the way, but they can still slide their fingers across the curl-up strip. They are not technically doing a curl-up, but they are following the guidelines. For the push-up test, they were unable to do any because their body would get in the way before they could lower down 90 degrees.*
* *I feel that the BMI and cardiovascular test combination, if a student choses* [*sic*] *to run the mile, is completely unfair. BMI should not be considered with cardiovascular fitness as it does not look at the whole person and their lean body mass... just mass weight and height.*
* *I'm not sure there is any way around this one. Obesity proves to be a testing challenge for some students each year.*
* *Too heavy students were embarrassed and did not want to participate.*
* *Heavy students do not want to participate in timed or measured events. Lower level of participation than in a typical P.E. period.*
* *Students who were overweight/obese had a challenging time in completing each segment of the test. They would easily get exhausted or couldn't complete the test.*
* *BMI is a tricky measurement. Students definitely have body images that make this test uncomfortable no matter how we present it. And we only do the height/weight in private.*
* *Heightened anxiety-body shaming. Students with identified eat[ing] disorders who were* [*sic*] *alarmed because they had been told not to weigh or measure their BMI.*
* *Some overweight students had difficulty with some of the tests.*
* *Larger students have issues with range of motion in the exercises, both too much and too little.*
* *We had a large number of students and parents who were concerned about using the BMI measurement and the lack of research behind the effectiveness of the measure. Many students who identify as female expressed concern about having their weight measured. They were concerned about what it meant and upset because they felt it impacted their body image in a negative way without offering any predictive value for their health.*
* *There were a lot of issues with students who did not want to remove hoodies, refusing to take a part of the assessment, embarrassed to take part of the assessment in front of a small group.*
* *Some children were overweight.*
* *Getting weight, even in private, is very stressful for young teens. This portion is probably the most difficult part of the PFT.*
* *Students who were not able to complete 1 repetition for muscular endurance tests (push-ups and curl-ups).*
* *Some students are obese and unable to perform any of the test or students were too weak and unable to perform any part of the test.*
* *Yes, there were a few students who were clearly in good physical shape who passed all other fitness tests besides the BMI. These students were usually just more physically mature or had more muscle mass than the average student.*
* *This is a trick question. Of course, students [whose] body composition is not healthy are going to have more difficulty testing and doing well than those who are fit and healthy.*
* *Students who were overweight and very thick in the middle had difficulty with performance of curl-ups and push-ups.*
* *Cardio requirements are impossible and discouraging for obese students.*
* *Some students* [*sic*] *measurements do not register. Students are embarrassed and this test is biased and impartial.*
* *They couldn't do push-ups/curl-ups.*
* *Because students are at an age where self-image is delicate, I am concerned that weighing them is doing more harm than good. Especially at an age where students are still growing, I do not think this provides accurate information about their physical health.*
* *I had several obese students that were unable to complete/start certain portions of the test. This was very discouraging and almost humiliating to them.*
* *Bigger kids didn't want to do the test - afraid of criticism from others.*
* *Embarrassment of being weighed, lack of flexibility, and movement issues related to their body composition makes it embarrassing to them when they have to test in front of other students.*
* *Yes! The BMI indexing is grossly outdated! I have had students not pass the body comp portion but were able to complete mile and all other required components. It’s very damaging to a child to see that the part they didn’t pass was the body comp. We have enough body issues with young people!*
* *These students had a difficult time with curl-ups and due to low self-esteem gave up quickly during administration of the tests.*
* *According to the test calculations, most students are considered obese. I believe the calculation are wrong. Yes, most students who are overweight have a difficult time with certain tests. However, results should be used as motivation to improve a healthier lifestyle.*
* *Some did not finish.*
* *It is unfair to students who are not portioned according to standards even if their bodies do the things they are asking it to do. I have had fit children break down and cry because they begin to perceive themselves as “fat” after the test to determine BMI. Also, the new standard to measure mile and PACER scores seems distorted to the students and parents.*
* *Some overweight students could not perform some of the test correctly or could only do one.*
* *Students with high body composition were less likely to pass test.*
* *Auto pass for trunk lift if they are overweight - their chin is already at 12 inches!*
* *Students who are not active could not do one push-up or run a mile under 18 minutes.*
* *This assessment did not feel inclusive to another other than atypical students.*
* *Many students struggle with running, moving and/or completing certain parts of the PFT due to their body types. They also get discouraged by their BMI and are uncomfortable with weighing themselves.*
* *Student lack of wanting to even try and participate.*
* *Some could not perform curl-ups due to obesity.*
* *Many students were too overweight to participate and communicated frustration during the tests.*
* *Higher weight*
* *Some of the students who were larger in size may have had difficulties doing, for example, the PACER run test or the push-ups test.*
* *Morbidly obese - we need to show areas of improvement.*
* *Overweight students have a much harder time completing some of the tests and do not want to be weighed occasionally.*
* *One student in particular was extremely obese. He had trouble getting up and down off the ground.*
* *Yes- students who are obese or have little to no skills have a negative reaction to these type* [*sic*] *of assessments.*
* *Very overweight students struggled with several tests.*
* *The PFT in how it is designed makes it tough on larger students to pass 5/6. Most students who do not pass the body comp do not pass the mile run or PACERs either. I like the walk test but being able to administer the test was tough. Getting accurate heart rates was the issue.*
* *Overweight*
* *For students who are out of shape, it is very difficult to administer it and to instruct on a daily basis. As a multiple-subject teacher I have never received enough training nor guidance on how to adapt the test or instruction to a diverse population of students, most out of shape.*
* *With certain body compositions the test sets them up to fail. Push-ups and running are extremely hard for some body types.*
* *Some kids have short arms, so the shoulder stretch was nearly impossible and sit and reach was almost just as bad. Also, the mile criteria makes no sense. If a kid is big. they have to run faster to pass the mile than a student who is in the perfect height and weight range. It’s extremely difficult to justify the varying mile standards.*
* *If a student had a high body composition, the mile test was really hard on them to even achieve a time that would pass them. It has been a problem. Kids are devastated after they run a decent time and realize they are not passing the test. They feel defeated, upset, etc. I had a student who was a football lineman run a time of 8:30 and he was super excited, only to find out he didn't pass and needed to run around a 6:30 to pass due to his body composition. (He was by no means overweight... he was a big boy with a lot of muscular tissue. He cried. I don't like how hard it is for these kids. I do understand that body composition is important, especially if unfit. In middle school, push-ups are tough to do properly. They just don't seem strong enough across the board. I would love to use tests that apply to different age groups.*
* *Students who are overweight cannot meet the criteria for several of the tests… and why is it that in the mile, the heavier the student is, the time standard is more difficult to achieve?*
* *Students whose body composition was higher than normal believed it was unfair. They struggled when it came to cardiovascular endurance and muscular strength and endurance.*
* *They struggled with most of the areas of the test, especially the mile run.*
* *See above RFID example*
* *Students in this category tend to stay home from school on the day of testing, which results in them missing out on instruction.*
* *Students genetically are born with different body types. The BMI test is unfair to endomorphic body types. In addition, my district population tends to be at a cultural disadvantage as a result of this. Another reason to completely get rid of the test entirely as a requirement.*
* *Some of the segments are difficult for larger students to complete*
* *What exactly do you mean by body composition?*
* *Only if I told the students their weight. I never do though and leave BMI which is a terrible test private.*
* *Yes, some students just cannot do some of the test.*
* *Students who are overweight have a hard time with this test. They also feel embarrassed when they are not able to keep up with their peers. This happens all throughout practicing for the test during the school year and during the actual test itself.*
* *Heavy (overweight) students that are working at their ability and run a 13-minute mile cannot record their test score.*
* *Some students were embarrassed to examine their body mass. This was either due to them being overweight or having an eating disorder.*
* *Absolutely. It’s awful telling kids that they are in an unhealthy category. This is why is hate conducting the test.*
* *I could definitely sense they were very uncomfortable and embarrassed to do this test. You could already see the pain and lack of confidence in their faces and demeanor.*
* *Students feel very uncomfortable being weighed in front of other staff (other than a teacher) and possibly other children.*
* *A couple of very overweight students had a hard time.*
* *We had students unwilling to be weighed or do a BMI.*
* *Sometimes it is difficult to test these students, or they just don't participate.*
* *Students who are overweight or obese have greater issues with taking/passing the tests than those who are not. Their ability to get up/down off the floor is compromised and they are hesitant to test in front of other students for this reason and the fact that most of them are unable to pass with the minimum requirements.*
* *Many students are not comfortable with their body composition, and this creates more anxiety for them.*
* *The mile times that correlate with the body fat composition is unreasonable for passing the PFT.*
* *Very obese kids when doing the trunk lift already have an advantage as their chin is four or five inches off the ground to start.*
* *One student was very overweight and could not curl-up and had a difficult time sitting in a pike position to test flexibility.*
* *Overweight children most always have great difficulty, and the testing alone provides for an uncomfortable environment.*
* *BMI has its issues as an assessment test in general. I have good relationships with my students, so we all feel comfortable discussing the uncomfortable. But in my experience, it's mostly girls who get very anxious when having to be weighed at school. I take that opportunity to discuss what really matters for their health.*
* *The body comp (height and weight has problems). Some parents didn’t want their students to have this segment. Got calls from students who are very physically fit, have lots of muscle, yet their weight was unhealthy. Those are a couple examples.*
* *Adolescents are often already highly self-conscious in this phase of their life. Many seemed to feel that their insecurities were put on display when they could not complete some tasks. Most notably, overweight students have a difficult time with the trunk lift and push-ups.*
* *On occasion, particularly with females, even when measured in a very private setting, the student and or parent will refuse to have the body composition measured in any of the formats offered.*
* *Students do not look forward to getting on top of the scale. It has caused anxiety in a good number of students, particularly female students.*
* *My concerns are the physical health and mental health of the students who fall in this category based on their socioeconomics. I strive to provide preparation throughout the entire school year, I strive to teach positive mentalities and I strive to teach nutrition, but I cannot control what happens outside of school.*
* *A student who weighed around 300 pounds refused to test with me.*
* *Stepping on scale made some students uncomfortable even though it was discreet.*
* *Overweight students struggled to do the tests. It was embarrassing for them in front of peers.*
* *I think the VO2Max is impossible for a heavyset student to reach. The more overweight you are the faster your mile has to be. Doesn’t make sense to me.*
* *Lack of flexibility or not able to complete tasks.*
* *Taking a child's weight is very upsetting to them. I make sure to pull each child separately, so they do not see each other’s, but they still verbally compare, and it is very upsetting.*
* *Yes, students are aware of their bodies at this age. I was too and remember vividly how embarrassed I was when I couldn't meet most of the standards. This was actually a big motivator in developing a healthy lifestyle and changing bad habits I had to help me get in shape. I cannot stress this enough and bring it up to my classes every year. Body image is real, but when approached correctly the fitness test is an important way to show students where they are health-wise. Their lives could literally depend on it.*
* *Some students were very self-conscious of their "size" and the fact that they could not be top performers, a lot of these students fall under or at the "poverty level" in the socioeconomically disadvantaged group.*
* *We would frequently get complaints that the entire BMI system was flawed at its root and parents were often offended that their "healthy" child was not passing subtests relative to their BMI. We would often provide explanations as to how the test works and how calculations are determined, but this was often insufficient to calm their frustrations.*
* *Some students had such large body compositions that performing the tests would be dangerous.*
* *It is uncomfortable for some students to be weighed or measured but we try to keep the station far away and private.*
* *We had to purchase special scales to weigh our heaviest students.*
* *Students that were overweight were so embarrassed and ashamed, I felt horrible for them.*
* *Due to body composition students lack confidence and [are] unwilling to try because they are afraid to try their best and be considered a failure.*
* *I had some students who were concerned that their information would be made public to other students. Not because the teacher would share this information, but students would see in real time their peers' performance abilities.*
* *We have stopped using the calipers - we are not touching students! We have students with body issues (many of them) - this is awful, and many are triggered by this part of the test. Additionally, this test is mostly failed by our very fit football players who have a lot of muscle mass.*
* *Flexibility and body weight.*
* *Your BMI index puts students with more muscle mass at a disadvantage.*
* *Students who are overweight have trouble performing the sit and reach, PACER, and mile test. Students should not be made to feel embarrassed to test in front of their peers because of their body composition. This takes all the enjoyment out of P.E.*
* *Students are very embarrassed to be weighed, even when no one else is around. Also, significantly overweight students are unable to complete even 1 sit-up.*
* *The test is incredibly embarrassing for students who are not physically fit. Each year, there were a number of students who shared concerns that it was humiliating, even though we tried to do as much of it privately as possible.*
* *These students would like to be able to perform push-ups on the knees.*
* *The height and weight body index do not want others to see weight.*
* *As an online school, we have students with eating disorders that attend our school. There have been multiple times where we cannot have that student weigh in or if they do weigh in, make sure that they do not see their numbers.*
* *Yes, our district does test students whose body composition made the test difficult to administer. Still, as a district-level assessment administrator, I do not personally give the PFT, so I cannot specifically describe issues or concerns.*
* *Students with a high BMI - issues socially, emotionally and they often lack athletic ability due to their BMI. Just the taking of the BMI or measuring height and weight were often issues if the test administrator was not especially careful and attuned to these issues (I did a lot of training in this area).*
* *Students and staff are uncomfortable with aspects that highlight student body composition.*
* *It’s difficult to fail a student in running when they run faster than other students but receive a failing score because of the way the score is calculated using their weight to find the VO2Max.*
* *BMI - is a historically poor measure of body composition. It was developed in the 1800's, and the test cannot discern between fat and lean body tissue. We used bioelectric impedance machines in my district, but sometimes the child's body fat data falls outside the machine's capability to measure it. Privacy and discretion are adhered to religiously in my district, but it is still a very stressful time for some of our students. Aerobic Capacity - tests are obviously tougher on kids with higher fat percentage levels. Motivation and effort lag... particularly by the time these learners reach middle school. Upper Body Strength, Trunk strength, Abdominal Strength, and even the Sit and Reach tests are also very obviously impacted by a student's body composition. It is more negatively impactful when the body comp is on the extreme ends of the range.*
* *I had a few students who are extremely overweight refusing to participate in the PFT…*
* *This is an uncomfortable situation for most students including students who are overweight. I believe the PFT should be optional for all LEAs.*
* *Obese students had negative experiences.*

Open-Ended Responses for Question 9: Are there other categories of students where administering the test caused issues or concerns? If yes, please describe the issues or concerns.

* *Overweight students struggled with many aspects of the test.*
* *Parents are upset with students getting weighed.*
* *Height is a factor in speed, and this is not accounted for in mile time or PACER and I am unable to do accurate VOC calculations for the number of students being tested.*
* *Some of the bigger students at times seemed hesitant or would wait until the end to take a test. Even when we put into place safeguards to make them as comfortable as possible, some are very shy about taking the test or they just worry about other people seeing their scores.*
* *Doing many tests publicly can be humiliating for students. We did not let them see anyone else's weight, but just the act of being weighed made many children uncomfortable.*
* *Some parents were opposed to measuring weight.*
* *Those students that had high BMI made it almost impossible for them to pass their mile time.*
* *The test needs to be updated as it doesn’t fully measure certain aspects.*
* *Injured students. There is no section where I could check off that they are injured.*
* *I feel as though this year all the sudden the LGTBQ in public schools became a focus this year for the first time since I have been teaching. The test requirements/fitness performance recommendations are broken into boys and girls. I agree with this since boys and girls have different physical abilities. However, this may become a problem as more students begin to identify as a gender that is not their natural gender.*
* *Some students had a hard time with the body composition test. They seemed to shy away and not want to complete the body composition test.*
* *Weight and height... short kids felt bad... overweight did not want to go on the scale.*
* *Female that identifies as male. They were not able to pass the male requirements.*
* *I am concerned because many of the students who came back after the pandemic, for the hybrid learning model have done very little exercise and have put on weight and are struggling with minimal exercise.*
* *Students whose parents choose to opt them out of physical fitness testing because the parents don't want their children's feelings to be hurt if they do not score well.*
* *Students that have Anorexia Nervosa or Bulimia Nervosa, Transgender, etc.*
* *Students questioned the purpose of the test and how it shaped body image issues and negative thoughts of self.*
* *Many students felt hesitation when being weighed.*
* *Many students are worried because their teacher is grading them on their performance instead of them working on self-improvement.*
* *All of the tests! Students should NOT be tested based on physical performance but on improvement.*
* *The entire test is messed up since it is based on BMI. Students feel like absolute failures when doing this test. Can we do something to change the way it is administered.*
* *Weighing them. Many parents in our school do not have their child use a scale at home because of the body image concern so for some the numbers on the scale get misperceived as a student.*
* *There are usually one or two students who have physical or health considerations recognized by their IEP or 504 plan, who cannot complete the test, or who cannot complete certain portions of the test.*
* *Running the mile was the hardest activity for most kids, boys and girls alike. They could run but quickly lost their stamina.*
* *Some athletes did not want to try or participate due to sporting events later in the day. Injured students and sick students are [a] challenge to make up*
* *Chronic Absenteeism students. Difficult to get tests made up.*
* *Kids with asthma.*
* *Students that are living with respiratory conditions being able to successfully pass cardiovascular endurance marks.*
* *Height and weight test puts certain students with a cultural background at a disadvantage or advantage over other students. Cultural practices, expectations and clothing are also a concern. Body composition and mile/PACER.*
* *Obesity, lazy, unmotivated and uncaring students. Extreme lack of effort from over 50% of students.*
* *Students were conscious of their size and weight.*
* *5th graders. In my district, students do not participate in a formal physical education program until they go into the junior high school setting, which in our district begins in 7th grade. In the elementary schools, we are not provided with a P.E. teacher. General education teachers are responsible for providing minutes of P.E. weekly. In grades K-3, teachers build gross motor skills through physical games and motor activities. At the 4th - 6th grade levels, our P.E. often focuses on cooperative games and sportsmanship when playing competitive games. Gross motor is involved, but skills like push-ups, curl-ups, and running are not consistently taught throughout any of the grade levels. Furthermore, an effort to teach these skills is often met with resistance. Students at the elementary level view P.E. as an opportunity to "play." They want to play Capture the Flag, soccer, and Medic Ball. They are running, kicking, throwing, etc. They don't want to do sit-ups. Often, the students who are most successful in the testing are involved in outside sports activities. So, why are we testing kids in 5th grade, when the students are not being instructed formally in P.E.? Testing should begin in 7th grade, when daily focused attention on the skills being taught can be emphasized and practiced.*
* *In general, students have a challenging time performing the tests. The students who are athletically gifted always do well, which highlights to the other students what they already know from class participation.*
* *With 1000 kids to test, it’s difficult to collect accurate numbers on each every student.*
* *About 90% of my students hated taking this test, I even hate giving this test. How does this help anyone? We are not helping students by administering this. This system needs to be changed.*
* *As a test administrator it’s difficult to find a location to monitor the "curl-up " test and not be in a location where the students shorts don’t ride up. However, we found ways to work around it.*
* *Students with long arms definitely have an advantage on the curl-up assessment over those with shorter arms. They also have an advantage with the shoulder flexibility assessment.*
* *Some students had anxiety with testing in front of their classmates so had to be tested individually.*
* *Most students are highly stressed. In an overweight society, this test is futile. Only a snack* [*sic*] *percent of students are comfortable being tested like this.*
* *BMI to determine VO2Max*
* *Overweight and nothing but junk food throughout the day for grazing is a major concern. The idea that a hungry child cannot learn has turned into let's let them snack all day, yet why are they not paying attention after 4 pieces of candy in class. seems the opposite of what life choices we should be teaching.*
* *Pregnant students, students with health issues, etc.*
* *Again, for some of my adult students the mile run was very difficult.*
* *Some Special Education students with comprehension challenges will try to avoid testing.*
* *The parents were VERY angry at BMI testing. Even though their children might be obese and at high risk, they don't want to know it. I administer very privately and give the results privately, but it still makes it difficult. However, I still test it.*
* *Students with disabilities.*
* *It is hard to make the connection between PFTs and student health and physical education and health in my school's setting. Often the PFT test is only looked at as something that just has to be done and not as a tool to help students like we use our academic state testing.*
* *Several students did not feel comfortable during the running portion as a private area could not be provided.*
* *I’m not sure this falls in this area, but where we live it gets hot. We always try to optimize the day for students to run the mile, but the conditions could be hindering their performance.*
* *The bigger the student the faster the mile time has never made sense to me. It should just be set times for all shapes and sizes.*
* *Had a homeless student who had sandals and could not participate in the shuttle run.*
* *The weight and height portion of the test seems cruel, and the information is not relative.*
* *Students with high anxiety had very negative approaches to the PFT.*
* *Students with anxiety did not want to complete this test with peers, so they needed to be tested at a different time or in a different location.*
* *Students with social anxiety had issues performing the test.*
* *Some females have issues doing regular push-ups.*
* *Population of students- all general Ed and special ed- I don’t think students should have to hit a certain time according to their body weight and composition. I think the heavier the weight the faster the test expects students to run the timed mile.*
* *We currently serve students who are adults. Some of these students were not able to participate due to medical issues and some refused to participate.*
* *Need to evaluate mile times based on BMI. The current method is too cumbersome for teachers and students to understand. It would be helpful to have a rubric or mileage time window based on pace per lap or example: 8:00min - 9:45min, etc.*
* *Asthmatics, High BMI, students with medical issues, chronic absenteeism.*
* *Proper hydration helped the BMI machine read more accurately. In middle school, I’m not sure how students stay properly hydrated for an accurate reading.*
* *A female student was pregnant and was not able to participate in the PACER(running) test.*
* *Pregnant students.*
* *They do not like being weighed especially the girls. It also causes them to focus on their weigh in a negative manner. Special education students or newcomers do not always understand the test and score low because of language or physical limitations.*
* *The Trunk Lift is quite ridiculous. We can't do anything to help them get a better score on this. Either they are flexible enough to raise up to the passing measurement, or they are not. There is no way to train for this aside from doing it each day and making students lie down on hot/cold asphalt each day to practice is just impractical.*
* *Many students are concerned about their weight and testing this somewhat infringes on their privacy.*
* *It seems invasive to weigh students. This is something their family doctor should do, not their teacher.*
* *Mile run with BMI BF/BMI*
* *Students with a rod in their spine for scoliosis makes running, walking for distance/time, curl-ups, sit-ups, sit and reach, arm reach unattainable. Test limitations did not permit modification or accommodations for student unique needs. Respiratory impairments also limited student participation. Cardiovascular concerns limited student participation. The population of students in the severe intellectual impairment or physical impairment cannot participate in modified or typical PFT tasks. And based on A.P.E./P.E. and or Classroom Teacher input student may be opted out due to concerns. The time limits on tasks were not attainable by most if not all students with severe or moderate disability or students with multiple disabilities. Often students could not complete or not attempt the task.*
* *Injured or absent students.*
* *This test is not good because it causes students to feel self-conscious about their weight and body composition.*
* *Some students felt uncomfortable to do the tests in front of others because of weight.*
* *Students with autism. They had difficulty following directions, laying down on the ground for certain activities.*
* *Overweight students, students who do not identify as male or female have no category for results.*
* *Students with autism struggled with the cadence.*
* *The weight or meaning of the test to students’ progress. Might be better if it was a simply graded assignment as part of the class. Calculation of cardio run. The heavier you are the faster you need to run is unfair as it relates to effort. Many overweight kids need to run a sub 4 min mile to pass, but a skinny kid can run it in 12 minutes and still pass with minimal effort. Very much misses the mark and intent of the test. It should return to a simple time to beat and/or an actual heart rate monitoring/effort system.*
* *Religious beliefs/customs.*
* *There isn’t a room or area in our school to give these tests, so we use our classroom. This means all students can view their peers participating in the assessments and it makes it awkward.*
* *Disproportionate limb length. Torso proportions.*
* *Given we are an independent study charter, having students come in to complete the assessment was a challenge.*
* *Primary students (grades 1-3) who have a hard time understanding how to perform the tests correctly.*
* *One year, I had a robust young lady who was a water polo champion and dominated in many aspects of athleticism even against boys. However, she did not pass the PFT based on the failure of body composition alone.*
* *The existing PFT does not measure improvement and the standards of proficiency, are unattainable by students who are new to movement.*
* *Trunk lift so many students want to do a neck lift instead of the correct trunk lift. Constantly having to correct form.*
* *Low-income level, sit and reach, anywhere they may have to show feet or socks, they were embarrassed.*
* *Students in mild moderate disabilities classrooms tend to have some gross motor skill issues, that make the tests difficult for them to complete successfully.*
* *Students with special needs, either diagnosed or undiagnosed, who needed one- on-one testing. It was hard to administer the test outside of the scheduled times.*
* *Students who care less to put effort into the test since their scores don't matter to pass P.E.*
* *Students who were injured during testing time.*
* *I have had complaints across the board. There is always a student who has begun to have body image issues after PF testing. I have not found anything about this testing to be positive or a good thing for my students.*
* *Attendance and participation can make completing certain sections challenging.*
* *Students with body image disorders.*
* *Visually impaired- to demonstrate proper technique and also for the running.*
* *Students with injuries (surgery, broken arm/leg, etc.)*
* *Students on the Autism Spectrum have a difficult time with many of the tests.*
* *Medical issues*
* *BMI*
* *Those who were out of shape.*
* *Curl-ups seem to test only the spine flexibility and arm length. Youngsters with shorter arms and average spine flexibility will struggle. Curl-ups did not test abdominal strength.*
* *We have a large population of asthmatic students in the Central Valley. The poor air quality and heat during “testing window” doesn’t always allow them to do their best.*
* *The test discriminates against students who do not speak English. The prompts, educational videos... etc. Just providing a Spanish version is not enough. At my school we have students who speak up to 13 different languages other than English at home.*
* *Students who have other disabilities (ADD, ADHD, behavioral/emotional limitations, etc.) can also find the process of training for this test and the actual test itself to be stressful and embarrassing when they are not able to keep up with the training and the actual testing.*
* *All students have issues with the PFT tests unless you teach to the test over and over. Tests like curl-ups, mile run/PACER must be practiced to pass.*
* *Any students who are overweight or physically weak. They know they are weak or overweight. They don’t need a test to point it out again. Our class should be about building confidence. Not breaking it down.*
* *I teach at a low income, Spanish population, under privileged school and the students are just not very active outside of school. We only get 1 hour of P.E. a week, which is not enough time to really get my students prepared and ready for all that is required of this test, as well as teach the curriculum that is needed. I do my best and start them at the early grades to be prepared, but it is a very big challenge.*
* *The students who were on waivers and were thrown into my classes without notice or preparation for PFT testing. Many of whom were awesome but did not pass the basic minimum score for certain tests. There are a few that deal with anxiety/depression across all subject areas that I gave them a little more attention and time to make it comfortable but did not push.*
* *Because we are a non-classroom-based charter school we don't always get parents that want to bring their students to the location where we are testing.*
* *9th grade students are not required to take a P. E. course; therefore, they were pulled from some core content classes.*
* *I have students with IEPs and BIPs who refuse to complete many of the tasks.*
* *The test, as it is currently designed, is incredibly difficult to implement when you are the only teacher with classes of 40+ students. Even with an aide, most of the tests are clunky and take a lot of time to administer.*
* *The socioeconomic disadvantage groups. Students did not have sports shoes or correct attire to run and do other rigorous activities for the test.*
* *Jr. High and High School aged students do not always feel comfortable testing/performing in front of their peers for evaluative purposes and this could have influenced their effort or true performance as they may not have tried as hard due to this added social anxiety. This may not be a specific student group, but it does equate with maturity. We also found that certain cultures are very offended by body measurements. Newcomers to the United States are, at times, put off by this type of testing and we were finding that additional proactive family preparation or communication was needed in some cases to limit the reactions to this testing (which can seem a little intrusive by nature).*
* *Absent students are a nightmare to make up (especially if they are suspended, or on independent study).*
* *BMI is a completely inaccurate measurement that does not consider bone density, muscle mass, and does not scientifically confirm an individual is over or underweight. This is a lazy, arbitrary measurement that does nothing except run the risk of harming the self-image and esteem of the students. Test should be measurements of students' ability to successfully complete functional movements that attribute to everyday tasks and life-long wellness. Since we are a virtual school, there were students who were unable to get transportation to and from the testing locations.*
* *Students transitioning from one gender to another. Which gender do we go with?*
* *Students who participated in the sit-ups or push-ups portion would become quickly discouraged when they were eliminated due to their form corrections. Some students do their exercises differently depending on extracurricular activity participation such as soccer, junior guards, gymnastics, etc. Students who would normally be physically fit and high performing, scored lower than expected due to form restrictions.*
* *My students want to know how to figure out on their own the endurance portion when they run the mile, and it is too difficult for them.*
* *I don't do the mile. The scoring discrepancy between my bigger students and the smaller ones is huge and makes that test unpassable. This is especially discouraging for students that did not pass the BMI and have to pass the mile in order to pass the full test. I have had much better success with the PACER.*
* *Students hate to weigh and perform their body fat percentage. It is embarrassing for most of them and takes the enjoyment out of P.E. We should not be comparing students to one another. The test is basically measuring the student's DNA. We are only given what our mother and father give us.*
* *Our low SES students often may not have access to transportation to make it to the test site. Transportation is a large hurdle for these students.*
* *Yes, other categories of students where administering the test caused issues or concerns. Still, as a district-level assessment administrator, I do not personally give the PFT, so I cannot specifically describe issues or concerns.*
* *Students felt violated with weight measures. Small protest amongst students. I don't blame them.*
* *Having students count for other students - lack of privacy (I stopped this at our LEA).*
* *Certain religions where the females must wear a skirt, cannot place themselves in certain positions on the floor, etc. However, it’s not necessarily a certain demographic other than those mentioned previously. Big problems with the PFT include: does not have interrater reliability due to the protocol-heavy nature of test administration, performance has more to do with motivation to perform rather than ability to perform, fitness performance is only 1/5 of the CA Model Content Standards for P.E. but it is the only state metric that we report, and since research has shown that student time in P.E. does not impact overall fitness levels, it is not a valid measurement either. What we are measuring is parent choice and parent ability to provide opportunities for fitness outside of the school setting. This fundamentally an inequitable system. I am not advocating the elimination of a state metric for measuring student fitness or other P.E.-related knowledge and ability. But we do have to eliminate FITNESSGRAM® as it exists now and make fundamental changes to our practice in this area.*
* *Making an overweight student get on a scale, also push-ups/sit-ups are very difficult. They can't run the mile.*

Open-Ended Responses for Question 11: Have you received concerns or feedback in the past from students, parents, or teachers about the PFT or how it is administered? If yes, please describe your concerns or feedback.

* *It has been stated that these assessments are not accurate and a true indication of body composition and flexibility and not indicative of a student's ability to participate in regular, strenuous P.E. activities.*
* *Results used for grading purposes. Medical and physical limitations. Different criteria based on gender.*
* *Parents that do not want their child to run the mile.*
* *Parents and students have inquired about the protocol, because of their concern about embarrassing the student.*
* *The reputation of the PFT is that it’s a joke. How can classes of 50 P.E. students in mixed and no assurance be expected to gather authentic and valid results while also conducting class.*
* *Privacy and anxiety concerns.*
* *Most parents say that this does nothing to show that the student is in shape and doesn't help the child much in staying healthy due to the limited time exercising during class.*
* *Discomfort with tests and lack of equity in HFZs.*
* *Concerns about taking note of weight and the strength requirements of some exercises.*
* *They said it’s not fair.*
* *Some parents don't want their child's health to be determined with these tests, so they opt out.*
* *Only from students who did not pass.*
* *The body fat portion of the [test] should be eliminated. Even when done in private, it can be embarrassing and cause self-esteem issues. It can also be confusing for them. I NEVER tell the student their weight as a rule. It helps with the comparison conversations. Enough information can be gathered by weight/height.*
* *It was a challenging process of collecting and reporting out on the data.*
* *I have only had a few parents and students complain about the height and weight tests.*
* *Yes. Some students and some parents don't like being weighed.*
* *Parents want to opt out. Usually this occurs when a parent feels their child is not physically able, either by disability or weight concerns, to complete the test.*
* *Parents of overweight/obese students have voiced concerns about the test being unfair.*
* *Specifically, the BMI measure has been an issue for student athletes.*
* *N-E-V-E-R*
* *Tracking to make sure the mile distance is exact.*
* *For the previous question, I have not administered the PFT, but my P.E. teachers have. As for this question, the feedback is that as much as the PFT is made to be objective, how the teacher administers it makes it subjective. I hear stories about the PFT being used to lock students into P.E. programs for years to save jobs. My biggest critique of this test is that it should be like the SBAC, where it measures a student’s skill/ability level and no matter the score, it does not lock a student into a Math or English class if they do not "pass the test."*
* *The BMI index can be concerning. When students who are very fit and pass the test but don't qualify because of the BMI. Sometimes it is a family history issue, a medication issue, or something else. I also worry about two different set requirements (boys vs. girls) when we have nonbinary students.*
* *The only negative feedback is when parent volunteers were not consistent in their administration.*
* *I believe the PFT does not justify if someone is physically fit or not. For example, if a student doesn't pass 5 of the 6 tests, they "don't pass." This could occur if they do not pass the BMI and maybe Sit and Reach and therefore "not fit." If someone has a large muscle mass, they will not necessarily* [*sic*] *fall into the "healthy" BMI category. In my opinion, the test has many flaws.*
* *The PFT is a difficult assessment to administer to COE-operated county programs (Court/Community). Our students are transient and have high mobility, coupled with additional attendance barriers. We also experience difficulties in that some of our school sites are self-contained and have students in grades 7-12, so assessing only those in the applicable grade levels is a challenge.*
* *Not consistent, too many choices for administering certain sections.*
* *There are concerns about it not being a fair account for physical fitness.*
* *Six or seven years ago, when I was teaching at a private school, I had a few girls refuse to take height/weight measurements, even though measurements were not viewable by others. The same year a parent scheduled a conference to dispute/disagree with the chart findings on their child.*
* *The major focus of some schools and specific teachers is grading the student based on score rather than teaching the concept of personal goal setting and monitoring self-improvement.*
* *Students don't like it, and they shut down.*
* *I had a few girls say the BMI was body shaming, so we discussed the importance of BMI and how it relates to your health.*
* *Some students have expressed frustration or concerns about aspects of the PFT testing.*
* *What is the purpose?*
* *In previous years parents have shared concerns about their student being uncomfortable doing some of the parts of the tests with other students. Students have also shared concerns about doing the parts of the test they do not feel proficient in.*
* *Takes too much time. Inaccurate. Poor tests. Warmups vs no warmups. Invasion of privacy. How is the information used?*
* *Parents have reported concerns over their students not passing the test even though they are athletic, involved in sports, and have good reports from physicians. Some students have not passed the test due to lower body weight. That has caused concerns.*
* *Everything that I've commented on above, as well as the data entry/tracking.*
* *Complaints that it was not fair.*
* *Students that were dealing with body image issues were triggered when taking the body composition test. Parents asked for their child to not participate in such a test.*
* *Not a valid test because school schedules and testing timelines in spring don't match up with when kids are in P.E. classes. Also, the students in Fresh P.E. generally had little to no P.E. before arriving in high school. The testing results were not returned to school sites quickly. Usually, a year after and those students were no longer in P.E. classes.*
* *Parents cannot understand the BMI.*
* *I have had parents decide to opt out of having a child/student tested.*
* *Students and parents believed that collecting weight was none of our business.*
* *Elementary teachers don’t understand why we have to do these tests. We teach sportsmanship, cooperation etc... not strength and fitness.*
* *Students express a dislike for running the mile. Sometimes parents question why we are doing it.*
* *Every year students are concerned about the amount of time it takes to administer the tests. Students are very self-conscious about performing some of the tests in front of their peers. Parents sometimes ask why the test has not changed since they were in school. Teachers are concerned about the validity of the tests and taking valuable class time for something they don't see as valuable.*
* *Complaints about it being unfair to heavier students.*
* *Parents are concerned for their child and why this test is still done. It doesn't help anyone and only hurts their already fragile self-esteem.*
* *The correlation between BMI and passing mile times does not make any sense. For example, a student who is rather slim has 12:59 to pass but a student who is overweight has 6 min. This could be very discouraging and defeating.*
* *In the past 25 years of administering these tests I have had less than a handful of students request to be tested in private. This isn’t possible since it violates our policies and good practice of never being alone with a student.*
* *I have had parents not wanting their child’s body weight measured because they did not want their child teased. After explaining our procedures in keeping things confidential, most parents are ok with us testing their child in that area.*
* *Most parents feel this adds to student stress and anxiety.*
* *BMI is an antiquated unit to measure.*
* *They were surprised that certain tests in the past are not part of it anymore, i.e., holding chin above bar, chin ups.*
* *I have had concerns with it taking time away from instructional blocks. In addition, many parents have asked that their child opt out. and it is extremely difficult to administer to 30 kids if every test and score needs to be kept private. Kids can easily see their friends’ performing push-ups and sit-ups next to them, can see when they fail, and it's embarrassing for many.*
* *Concerns with students pushing too hard, specifically asthmatics, parents wanting permission to opt child out of test.*
* *P.E. teachers pushing kids too hard. It is traumatizing and/or embarrassing for students who may struggle with body identity or with issues regarding weight and health.*
* *Health issues or learning disabilities.*
* *If the data of weight and height is a target for shame among students and teachers, why is that data being gathered?*
* *It is very difficult/unreasonable/irrelevant to assess children who have significant cognitive, communicative, and physical disabilities.*
* *P.E. teachers or teachers administering the PFT are not consistently trained which skews the results.*
* *Heavy set students (by nature or because of their eating habits) may be able to pass all the components of the physical fitness test if they practice enough and build the strength but because of their composition would not pass the body fat comp and the cardio (mile run). Therefore, they just stop trying. However, some of these students were great athletes as they grew up. Parents were upset that their student would never pass the assessment because of their body comp and their speed on the mile.*
* *Students consistently stress about the PFT. They are afraid that it will keep them from moving to the next grade level.*
* *Yes, I have had students, parents and teachers concerned about what would happen if the student didn't pass the assessments.*
* *Students say they can't complete certain tests; unfair.*
* *Parents of students with body composition that made it difficult to assess often wrote notes excusing their students from participating. They questioned our weekly schedule.*
* *Mostly from students. Concerned with privacy.*
* *Students were very anxious about the weight and height portion.*
* *Concerns have been shared with me regarding BMI and weighing students as well as how the cardio test is run. It is embarrassing for students to be weighed by a staff member or to have to share their weight. All students in a class see who comes in at the end of the mile run test - it is not a confidential test.*
* *BMI was considered unfair as a measurement and how it was tied into the run.*
* *General questions about the tests and why administered.*
* *Parents don’t think the HFZ is realistic in many areas especially the mile/PACER and BMI/VO2Max.*
* *Body comp. and timed mile evaluation practices need to change.*
* *Parents and students wanted results and how the fitness plans willhelp the child improve. Unfortunately, that is additional licensed software schools or districts need to purchase. It would be helpful if that was automatically generated by the PFT as part of administering the test. It would be helpful to have the ability for a state PFT organized database for inputting, etc.*
* *Needing to use a proprietary system to get the results.*
* *Injured, ill or overweight kids do not complete the assessment. Either absent or do not show up for make-up assessment. Also, some athletic coaches are NOT administering tests.*
* *Too much class time dedicated in elementary. To train and test, takes too much.*
* *P.E. time to teach proper form, no assistance to administer test, materials not provided, too much time to measure height and weight, too much input time.*
* *That height and weight should not be a factor.*
* *Students and staff feel uncomfortable with certain exercises, especially if students are not appropriately dressed. Another area of discomfort is with getting weighed, especially if a student is overweight.*
* *When doing the push-up and or curl-up test students preferred to not be seen doing the exercises/test.*
* *Questioning why it is necessary.*
* *Feedback mostly from parents. Parents are concerned about weighing their child. Weight was done by P.E. teacher having students step onto a scale with their back to the teacher, the teacher writes the weight down, and doesn't tell the student. Parents still felt that this was a shameful experience for their child. When I was principal of one of our middle schools, I would get around 3 parent complaints each school year in a school of 600 students. Another complaint I received was about the anxiety this test in general gave their child. Their child was dealing with body image issues and an eating disorder and by having to participate in this test, their child experienced heightened anxiety contributing to their already existing condition. Each year we'd also have students either refuse to participate or have their parents excuse them. Only a few each year, but often these were students who were transgender or students questioning their gender identity.*
* *The type of tests, and what the students need to do. For example, the mile test. Many parents find it a waste of time and it does not prove that their child is in or out of shape.*
* *Weighing students has always been an issue for parents and students. It is a delicate subject.*
* *Many parents with overweight children struggled knowing they would not pass. Often parents blamed teachers, but it stemmed from the house. Mostly they struggled with the mile times that were given by the state. That is it.*
* *Weight, height, body comp tests and gender issues.*
* *They feel that the test is not necessary and would like it not to be given.*
* *We tried to use scores as a reason a student should take another year of P.E. Parents fought this and the district gave in.*
* *The fact that students are weighed has been disturbing to some students. The students also naturally compare their performance to others, which perpetuates body shaming.*
* *Disadvantage for healthy students with muscle that cannot gain weight-height and weight are not an accurate way to determine athletic bodies-students with eating disorders, gender/identity.*
* *Often parents did not like the mile walk/jog, or PACER laps.*
* *Yes, students usually have concern about doing push-ups or sit-ups with other students watching. Even with a patrician wall or only 2 students being in the area still had some students concerned.*
* *Students have disliked the comparison aspect of the test, and the fact that other students were necessary in the administration of it (counting push-ups and curl- ups, line judge for PACER, etc.). Parents have expressed concerns regarding the body composition test.*
* *Again, this is about weight and body composition. Parents have sent in notes so their child didn't participate in the testing.*
* *The PFT as designed is problematic for students as it doesn't measure progress- for students who have a higher BMI, their target time on the mile is less than lighter students... it's an unreachable goal. Our P.E. staff and leaders would like to see a way to measure progress to meet the criteria versus one target goal that can't be reached.*
* *I have concerns. I feel like height and weight even done in private still has a negative impact on the students’ self-esteem. Also using BMI makes the tests still not accurate enough to be usable.*
* *Several have stated it is a bit outdated and lacks some accuracy.*
* *Weighing students creates self-esteem concerns. The test is demotivating for students who are heavier and are trying to improve their overall fitness, it leaves these students feeling inadequate. I've noticed that most students who are heavier tend to come from lower income families who struggle with living in a food desert or they do not have access to the funds necessary to feed their children healthy food. There's no sensitivity towards families and children living in these conditions. Parents have requested the ability to opt out of testing for students who have diagnosed eating disorders, are participating in self harm related behavior, or are struggling with mental health concerns/issues.*
* *Many in all categories expressed concerns of irrelevance and did not buy into why we do it.*
* *Students would tell parents false info and we would be contacted to let parents know exactly how tests were conducted.*
* *Concerns about body image, male teachers administering the assessment to female students, students whose gender identity differed from gender assigned at birth.*
* *Some students are uncomfortable performing the tests. Students do not want to be weighed. Large classes make it difficult to administer.*
* *In general, just wonderings around the validity of some of the measures in terms of assessing students' true level of fitness; also, concerns that the 5th grade physical education program becomes overly focused on preparing for and completing the assessment.*
* *Students don't like it and parents feel it is not a school assessment.*
* *Parents have complained about having their children weighed.*
* *Seems unnecessary.*
* *Both the BMI and the curl-up test have caused angst in our community. Curl-ups were seen as bad for the back and BMI just makes students uncomfortable even in private. Other students badger others for their height and weight and create peer pressure, even when we explicitly ask them to not discuss.*
* *Concerned about not passing the PFT- especially college bound students who were on track to take other courses and feared they would have to take P.E. instead.*
* *It is incredibly uncomfortable (primarily for girls) to be weighed and evaluated on their weight. It puts an emphasis on the number rather than overall health.*
* *Certain teachers do it differently and don't seem to take students’ feelings into account. Announcing scores/weights or having other students do it. It is very time consuming to administer the test correctly and privately for the class sizes we have.*
* *See above about BMI.*
* *Considerate of religious beliefs/customs.*
* *They don’t like doing parts of the test in front of other students.*
* *Teachers have expressed how time-consuming the preparation is and that it takes away from other curricular areas.*
* *There are usually a few students who don't want to have their weight taken, even when I tell them I am the only one seeing the number. They get uncomfortable about it.*
* *Not concerns from parents, but students often feel the PFT does not adequately test their fitness and in many cases, they express general embarrassment or stress.*
* *Having to complete tests in front of class/other students.*
* *Students are embarrassed of their scores or they choose to not participate because they know they will not be able to perform the test.*
* *The height and weight portion can be a time of anxiety. We keep it very private.*
* *Students expressed it is discouraging.*
* *Students reporting their own scores but having 47 kids to 1 teacher would be impossible to get done in a timely fashion. Therefore, cutting into state standard time and lessons.*
* *Aside from body composition, it is impractical to test students separately. Therefore, students watch one another, which again can be damaging to the self- esteem of students who struggle.*
* *It hasn't been clear why this test is important and how it would be used in the future to improve students.*
* *More questions of why and how then the parents were fine.*
* *Parents and students - concerns about privacy when students are tested for all the activities that need to be tested Students are concerned when they cannot do the various tests. The test examiners feel that the students need to be better prepared for the PFT.*
* *Body composition results have often been problematic with parents.*
* *Students say it is humiliating if they do not pass.*
* *Time consuming and not relevant to fitness levels. The information is not used at the site level.*
* *In the 25 years of teaching, there are just too many to list but sufficient to say, it has been an ongoing issue with parents and students. If I had my choice, I would scrap the test altogether. We do not need to prove we are of value and relevant, which is what I feel this test is all about.*
* *Some parents opted out of the testing. They did not want their daughter to experience it.*
* *Some parents (and students) do not like that they need to be weighed.*
* *I have received concerns from parents that the PFT does not give an accurate picture of the overall health of their children or that the BMI measurements are not accurate for certain groups of children, resulting in them coping with feelings of poor body image during and after the test.*
* *One parent was very concerned about how weight was being administered and the necessity of it.*
* *Scores/results don't match what they think.*
* *Time and support to administer the test to a whole class with consistency.*
* *Parents are unhappy when their children feel uncomfortable.*
* *Gender, students of short stature, fairness, validity/reliability.*
* *Just questions on privacy. They were assured of privacy.*
* *5th grade Fitness testing had been administered at [HIGH SCHOOL NAME]. All [DISTRICT NAME] 5th grade students were tested by volunteers or P.E. teachers. Now each school and P.E. teacher administers the test and it takes a lot of time. Students need to assist in this model of testing, and I fear that skills are being performed incorrectly and accuracy of scores may be negatively affected.*
* *They do not understand the reason or the relevance of the assessment.*
* *The weighing portion has been a concern although we weigh each student separately away from others. It does make many students uncomfortable.*
* *Discussions with students and other colleagues on how to be more efficient.*
* *Parents do not like the weight component.*
* *Teachers report concerns around test administration time and some of the activities being "dated." These individuals indicated that some of the activities are not sports-science current based on the stretching or technique being recommended by the administration videos.*
* *Some parents do not appreciate their student being weighed.*
* *Parents were concerned that there could be a possibility of other students seeing PFT scores.*
* *As a multiple-subject teacher I do not have the time nor the support to administer it, especially the ones that are individual and that I need to make sure it is done correctly, such as push-ups.*
* *I would be asked to test a student not in my class. I would then give results to administrators for input. Parents would be angry at me because the student did not pass. Yet I would not know because I did not input the data. So, a circle of confusion was invented.*
* *One parent accused me of weighing her student in front of others and telling her student she was overweight. False accusations.*
* *They don’t like the weight checks.*
* *Families do not find it relevant, and it cuts into instructional time.*
* *Unnecessary*
* *More strategies/structure needed to support students with disabilities.*
* *Student* [*sic*] *who identifies transgender have complained that the PFT is not inclusive.*
* *Staff and families have concerns about gender and body issues.*
* *As a department chair, I have dealt with numerous concerns and complaints from colleagues in my department directly as well as parents of students in our department.*
* *It is a cumbersome process that requires a lot of data entry from our teachers. They have to test hundreds of students out in the field then spend days manually entering data from their records.*
* *A portion of kids feel judged and thus embarrassed to be tested even though their results are not made public.*
* *Teachers needed to report to the LEA PFT coordinator how testing was done and when.*
* *Timing was an issue. I often tested students during lunch, recess, or during VAPA as an option for those students who preferred to be tested privately. Again, this was an option and students were not required to test during those times.*
* *BMI scores are not taken well.*
* *Yes, they are unhappy with how BMI is calculated.*
* *Some parents have opted not to participate in the testing.*
* *All my students complain about the PFT tests. They say the test is made to fail or belittle students. My students run and stretch every day and work on curl-ups and push-ups 2 -3 times a week, but it is still not enough.*
* *One student was very upset about the BMI test. She was recovering from an eating disorder and part of it was not knowing her weight.*
* *Yes, BMI isn’t accurate and should be done away with as a test.*
* *One parent refused to let her daughter be weighed. She wrote a note to both me and our principal that her daughter would not participate in that. Her daughter was overweight.*
* *A parent was concerned about the weighing portion of the test. She refused to have the child weighed.*
* *Parents expressed that their child did not want to be weighed.*
* *Some students thought that their outcomes would count in the grading for their P.E. class; I had to reassure them that their scores did not factor in; but their participation was the only thing that counted for class each day (like it normally does).*
* *Parents didn't feel like it was a useful measurement of their child's physical fitness.*
* *Parents have felt it is unfair for their children.*
* *Kids with significant special needs cannot complete the entirety of the test.*
* *Over 30 years of administration of the PFT and the test does not allow for muscle weight higher than fat. The "calipers" to test body fat are highly inaccurate. When one teacher has a variety of environments to test students or there are a variety of teachers testing one group many inconsistencies occur.*
* *Fellow classroom teacher who had problems at another school with their daughter. Questions that I answered. Any student that wanted to test individually was accommodated.*
* *Concerns regarding weight. Students express to their parents how they do not want to be weighed. Concerns also about flexibility and how it's a real challenge to assess but also more importantly it's very rare to measurably improve flexibility.*
* *Feedback around inconsistencies in testing protocol and disagreement with students' BMI being calculated.*
* *Parents do not like the BMI report, especially for kids who pass the test.*
* *It is largely not user friendly for our students who are diagnosed with moderate to severe disabilities.*
* *Teacher and parent feedback: seen as a waste of time to test students in this area. Also seen as a negative, whereas the physical health of students should be kept with the parents providing oversight as to their child's physical fitness, just as their food choices, and other healthy living habits don't belong to the state for oversight. Finally, not "passing" a fitness test does not mean a student is unfit.*
* *Concerns received include feedback about outdated metrics, body shaming, and how the results are used.*
* *Many parents are very concerned about their children succumbing to body shaming due to a student's weight or perceived weight. Our P.E. teachers have expressed concerns about weighing students privately or discreetly as we are not supposed to be alone with students. They will absolutely not use the pincer method to measure body fat as we cannot touch students. We live in a very warm climate where students are often too hot to run a mile and be safe and most schools do not have an enclosed gym. This assessment requires several adults to proctor it well and our schools do not have the extra personnel. Most of our P.E. teachers have their own assessments based on CA standards and do not use the FITNESSGRAM® data for any analysis. I share it during training each year and they roll their eyes. The current assessment does not seem to have credibility. With our increasing transgender population and students identifying as they, them, an assessment that only identifies as boy or girl is inequitable and unfair.*
* *Weight*
* *Not about how administered as much as how Body Composition is reported and that it is reported in a negative, shaming manner.*
* *Time, training required to calibrate and inform new teachers, monitoring and creating time for make-ups. Since we are still unable to mix cohorts and 3-foot social distancing is still in place, testing will take longer to administer. Ensuring*
* *P.E. teachers have appropriate devices, sufficient time to administer tests and record scores and technical training to make submitting scores possible, continues to be challenging with turnover with staff.*
* *Our students are deaf, and some are multi-handicapped. Directions must be given in ASL and cannot be done to a cadence. Some of the skills that are required, such as running, are not appropriate for those in a wheelchair.*
* *Teachers, parents and students are very concerned about the BMI, and the expectation that larger students have higher expectations in order to meet the requirement. Also, because there are so many scores, it is hard to track progress in a cumulative fashion.*
* *The biggest issue is weight. Most students don't want to participate in this one and when we've asked parents to give the info, they are reluctant to provide this information.*
* *Students want to know why we need to take their weight.*
* *Teachers have shared a need for an easier way to collect data.*
* *Student embarrassment, bullying, the practical impacts (or lack, thereof) of the assessment, issues with students with disabilities. Not sure that students do their best or take it seriously if they don't understand the "why." Some teachers may make it relevant, but others might make it a meaningless requirement.*
* *I was asked to not weigh the student with an eating disorder. A parent reported me to the principle due to testing the student with an IEP. They said their student had doctor orders to not be in the sun or exert any exercise which would inflame her medical condition.*
* *I had one kid that refused to get weighed and her mom backed her up.*
* *Each year there is a significant negative emotional impact on students that struggle to complete aspects of the test.*
* *Yes, parents are often concerned. When I explain how the tests are administered and how important they are I have never had a single follow-up complaint. Testing correctly is crucial, especially when it comes to easing the fears and nervous nature of the students and their parents.*
* *Most parents and students feel it is unnecessary and want to know what happens to the data - some asked if they would be "punished" if they do not perform good.*
* *The same tests are being used for every body type and therefore, the test feels very unrealistic for all bodies.*
* *The tests feel antiquated and feel like they don't measure actual health and fitness or consider different body types.*
* *Generally, the only feedback we get is negative. Parents and students feel that the test is unfair and has big implications for their class schedule the following year. Many don't agree with the methods of calculation.*
* *Space and timing to complete tests in a private manner.*
* *Concerns have been voiced from parents for students with high levels of anxiety.*
* *Everyone is concerned with body shaming, body image sensitivity, and just how this information serves no purpose.*
* *Ability to perform different portions differs from site to site, so data input is different. It hits at a heavy testing time period of the year. Is there a way to do in Fall.*
* *Weight is uncomfortable for students in public.*
* *Why are the girls and boys’ requirements different to be considered healthy* [*sic*]*? (Students and Parents) Why is body composition considered a component of health? (Parents)*
* *I had a parent deny access to the test due to her son being "uncomfortable" with his measurements being collected. This parent also made comments about the teacher not "needing to know her child's physical measurements."*
* *When we used the calipers, we received a lot of complaints. We do not get complaints about how we administer the test but that we have to do this test and the test itself.*
* *Personally, I have gotten positive feedback. Except for the PACER, the tests are done in a private corner of the room in small groups (3-4). Height/weight is done in a closet (with the door open so students can see me, but not the student being tested. I do not tell students their height/weight unless they ask. I had to test another teacher's student for height/weight. He was measuring them privately, but still in an open hallway.*
* *Some parents do not want their child to be weighed because they are embarrassed.*
* *Concerns with weighing students.*
* *As mentioned above, the test can be humiliating for many reasons. It also is very public (particularly the running portion), and a number of parents and students have shared concerns.*
* *Concerns were related to weight factors.*
* *Concerns around the scoring chart only being available to male and female genders. Students that identify as nonbinary do not get a score report.*
* *Concern is that it is administered and what do the results prove?*
* *Every year we receive complaints from parents of students who do not want to take the test and or have a "medical condition" prohibiting them from participating in P.E. and the PFT. We typically find it is very difficult to combat these issues. Doctors will write letters for anything the parents want.*
* *Concerns about students who identify with a gender other than their original male or female.*
* *Students, staff, and parents have expressed it promotes body shaming and socio-emotional harm. They have questioned the validity and necessity.*
* *We allow opt out - I have had a few - not many.*
* *Parents and students have expressed concerns regarding the way the mile run is calculated. The scores are in direct relation to a child's weight, which seems unfair.*
* *Religious objections as noted above, reports of bullying (rare, but did occur), parents choosing to opt out their child based on child's stated anxiety about the testing battery.*
* *It doesn't measure growth, so students do not get any reinforcement or validation for achieving personal fitness goals. They have a one-time snapshot that can look pretty bad even if they've made tremendous progress in P.E.*
* *Parents of special needs students would like to opt out. Some students cannot perform any or even attempt the exercises required. It becomes overwhelming for the parents and the students. Teachers have also expressed concern about students with special needs.*
* *Many students felt that BMI was inaccurate and causes negative body image issues. The bouncing encouraged in the leg stretch is also concerning. It's not aligned with safest practices. Why isn't it a stretch and hold?*
* *Interest holders object to having to disclose their weight.*

Open-Ended Responses for Question 12: How has the PFT data been used or shared in the past at your school or district? Other (please specify)

* *Students created trimester goals for curl-ups, push-ups and mile times and used the PFT data as their measurements.*
* *Used for Federal Grant data.*
* *In previous years, students were awarded a signed certificate at the end of the year if they were able to pass a number of the tests.*
* *To exempt students from P.E.*
* *Results not discussed. Just reported.*
* *Between instructors we discuss overall test performance, so that we can work with them to improve their scores.*
* *Printout sent home with report card.*
* *We record the results and send them in to our coordinator. Sometimes as a department we may discuss results as an overall observation of what we need to help students work on.*
* *ONLY with state testing site. Of course students* [*sic*] *know their own data.*
* *Shared with parents via the CA state testing reports only.*
* *I am new to 5th grade, so I am unsure of how the data is shared. With Covid, we didn't administer the testing.*
* *Data indicates a concerning decline in physical fitness of students.*
* *I don’t know.*
* *Site Administrator was informed if they ask.*
* *Not sure as I'm the classroom teacher; results weren't shared with me.*
* *Results are not shared... Just reported as pass/retest.*
* *Sent in via computer.*
* *Results come out way too late or not at all for teachers and students.*
* *Spoke generally on HFZ % to admin and teachers, as well as students the following year.*
* *It hasn't been used because it doesn't mean anything about the student.*
* *Reported to the correct government agencies.*
* *Students were given an award from the state indicating they passed all their requirements. Other than that, I did not receive any data.*
* *Never seen a report.*
* *Shared with only administrator.*
* *Reported to the Board and principals.*
* *I never hear about testing results.*
* *Never use it or have even known it’s available.*
* *I have never seen any follow up use of the data obtained.*
* *I don't know.*
* *Results on transcripts.*
* *I do not know.*
* *Reported on the students’ transcripts (passed or not passed).*
* *We use the data to shape of curriculum. When upper body strength lacked, we would adapt warm-ups to address the deficit. Same when flexibility was lacking, we introduced yoga type exercises... etc.*
* *I would use it as an assessment at the middle school level in conjunction with other assessments to determine placement.*
* *I am unsure how the PTA data was used or shared.*
* *On transcripts if they passed or didn't pass.*
* *We administer 5 times a school year for students to track progress and set goals.*
* *I don't know.*
* *Unsure*
* *Reporting for mandate only.*
* *Reported to PFT coordinator.*
* *It is shared[ed] as required by statute but not as a means to monitor health. It does not drive instruction nor influence food service choices.*
* *Identify needs for childhood obesity intervention.*
* *Results shared with the gen ed teachers (we are the P.E. teachers).*
* *Our students get their results in the summer from our district, which is pointless for some students moving on.*
* *I am new to the school.*
* *Shared with supervising teacher.*
* *No idea.*
* *Not aware if leadership discusses PFT data. I just test the students.*
* *The only report that I know is the individual report to the parent (being a parent myself form the district I teach in) and the information that was collected was passed on to the district-level person in charge.*
* *Shared with student.*
* *Wasn’t shared.*
* *Data is not used.*
* *Not shared with anyone--not students, parents or P.E. teachers--no follow up?*
* *Awards*
* *I have only known one time where the students were given their results by their classroom teacher (who did not administer the test). I am not sure how else the information is used or shared.*
* *We only input the data.*
* *Unknown*
* *Results requested prior to IEP meeting.*
* *None of the above.*
* *Submitted to the district.*
* *Students awarded at assemblies.*
* *WASC accreditation.*
* *Data not shared.*
* *Results submitted to our Curriculum and Assessment department.*
* *We honestly have not given much weight to this assessment nor spent much time discussing the results because it is problematic in many ways.*
* *None that I am aware of.*
* *Shared with classroom teacher and school administrator. We do not have a designated P.E. teacher.*
* *Not*
* *Information was input into the program and sent to the District Office. We never heard anything regarding these scores after this.*
* *Not shared other than superintendent.*
* *Not used.*
* *Not discussed.*
* *Test administration app only.*
* *Don't know. Last year would have been my first year giving the test, but it was suspended.*
* *If a student is not able to pass 5 out of 6 tests their 9th grade year, they are mandatorily enrolled in a physical education class 10th grade year and are not able to opt out of P.E. for a sport.*
* *Results go to district office. Students know personal scores while testing, but we do not post them for others to see. We keep results private.*
* *Unsure*
* *Principals, SARC*
* *Results submitted to our online school portal for state purposes.*
* *I don't know.*
* *SARC*
* *Data was used for Pilot Heart Rate Monitor Program.*
* *Only given to state.*
* *Students must pass in order to opt out of P.E. the following year.*
* *Only for state testing purposes.*
* *Not sure if I have ever seen the results posted anywhere.*
* *The PFT report is given to parents at the first 6th grade parent conference.*
* *I’m not sure who irnos* [*sic*] *shared with other than a certificate that is sent home if they passed all areas.*
* *None*
* *I have no idea how it is used.*
* *I cannot accurately answer the last questions due to each school site acting separately.*
* *I only turn in the results to the state of CA-and students know the outcome of healthy or not.*
* *SARC reporting, elementary P.E. teacher PLC collaboration.*
* *I have never seen the results and it has never been discussed nor analyzed.*
* *The report card has a pass/fail spot for it. The scores are not shown.*
* *We don’t typically use the data for anything.*
* *Results shared with Physical Fitness Instructional Coach annually.*
* *Results discussed at district P.E. specialist meetings.*
* *Teachers of the student.*
* *Discussed at department meetings.*
* *SARC report.*
* *Results were sent to district to send to the State.*
* *Don't know. New to collecting the data.*
* *We never look at the results of the test or use them at our site.*
* *SARC*
* *Some schools share with students.*
* *As teachers we can access the data and see results but nothing really was done at a school or district level.*
* *Don't know.*
* *State reporting.*
* *Provided in aggregates for our community partners and during our Wellness Committee meetings for planning purposes. Some of our community partners/interest holders use the aggregate data for grant writing or reporting.*
* *I pull the data and share with the sites and P.E. teachers, who then share with parents and students.*
* *Shared with the site admin.*
* *The results come back after the students have left for the summer, so it is difficult for them to remember the test happening or how they think they did. All students in grades 4-10 should be tested yearly.*
* *To identify PD needs for P.E.*
* *Only second school year with this District so have not seen how data is shared since we have not done the PFT.*
* *Results shared with Food Services.*
* *It is in our database AERIES that students, parents and staff can access. Only have access to individual student.*
* *Students that met 5 or more fitness goals were entered to win a body wash.*
* *I very rarely see results after the test scores have been reported. All students are waived to two years of P.E., regardless if they pass the PFT or not.*
* *Results shared with the local School Board.*
* *Just reported to the state. We do not use the data locally in any way.*
* *Board Meetings*
* *Scores are looked at by administration.*
* *For planning for PD.*
* *Used to help guide fitness-related instruction in P.E. We would discuss overall results as well as individual teacher experiences to try and improve students' attitudes and effort around fitness testing.*

Open-Ended Responses for Question 13: Do you have any concerns about the equitable assessment of student fitness?

* *Students use it as a competition which allows those who have opportunities to be active to dominate and the other students without resources or support to feel “less than.” I also question the learning of this test. I would rather measure learning by adding content questions (including questions about fitness) to the state standardized testing.*
* *Body type, motivation, cultural influences not taken into consideration*
* *I have seen other sites not administer the test using correct protocol.*
* *The tests aren’t administered the same across the state no matter how much we would like for them to be. We don’t even have a track.*
* *Students should not be compared to one another for these types of tests, because they are all from different shapes and sizes. Muscular and skeletal composition vary so much that these tests will not fit "all the students." Some bodies were designed to run, others to lift heavier. We should not be measuring their ability to complete these tests, but rather their progression from the beginning of the year to the end of the year, and yes that will take time, but if the students track their progress, this will work.*
* *At this time, I have not experienced any concerns but as students are advocating more for themselves, a plan is not in place (that I am aware of) to address any gender identity concerns.*
* *Some school sites have more support in administration than others. It is not uniform across the district.*
* *I would love to see the fitness tests discontinued in favor of personal score improvements.*
* *Flexibility test is strange: arm flexibility or hamstring flexibility. More research or data needs to be shared on how flexibility correlates to physical fitness. Male/Female tests will eventually be one number, might as well redesign now. If we are talking about a large healthy fitness zone then we need to put that zone in between the low female score and high male score.*
* *Maybe a personal best type of score, where the student improvement is shown as a percentage rubric. To show the percent that each individual student improved. Have a percentage rubric.*
* *Different teachers implement the tests differently, even though there are clear guidelines.*
* *Yes, because every student has a different body type, gender, physical ability, and self-esteem and all these make a difference in how fit a student is and therefore there should not be just a specific number of each element to say a person is fit.*
* *I believe that the intention is good, but the test as a whole does not determine if the student is fit or not. The BMI/cardio portion is not fair. A student that has a high BMI has almost no chance to pass their mile time.*
* *I will continue to have my students base their personal fitness assessment on where they started and how far they've come rather than on a standard that may or may not be valid for them. It's a conversation that we have frequently and do monthly check-ins to see if we are headed in the right direction. We set SMART goals and work towards them daily.*
* *Don't know how to explain why there are different healthy ranges for male than female.*
* *It is no indication of what kind of person they are or an assessment of their physical capabilities as they are still growing and changing.*
* *The test is old and doesn’t accurately measure certain areas. BMI for example is an awful indicator as it doesn’t account for muscle mass.*
* *I feel that most of the tests are too easy to achieve to be in the "healthy" range.*
* *I have concerns on how to relay information and results to students that identify with a gender other than a male or female.*
* *I think this assessment is outdated. BMI is a horrible indicator for health. Students who carry more muscle mass are automatically considered "overweight" or "unhealthy" because their BMI is high. Those with higher BMIs are also expected to run faster in the aerobic capacity test.*
* *The hard part for our school is that we have 60 to 75 students in a class at one time. So logistics of testing are difficult.*
* *The new measure needs to be inclusive of all students and their abilities, body type, and identities.*
* *As time goes on, the score requirements continue to get lower and lower. I believe we need a jump start with elementary physical education so our students are not so discouraged when they get to the high school level. When students have never done a push-up before getting to the secondary level of education, they are climbing an uphill battle. I believe our testing measures are fine but the health levels of our youth is* [*sic*] *troubling.*
* *Students should not be given a standard to achieve. Students’ progress should be measured from their starting point. Teachers need funding to help administer the test.*
* *The calibration of P.E. teachers testing students needs to be as rigid and comprehensive as the ELPAC. The ELPAC requires 4 hours webinars of calibration lessons.*
* *What about nonbinary students?*
* *I am not sure how this model fits students with physical disabilities.*
* *Exercises such as getting a correct sit-up and push-up are subjective. We use parent volunteers and not all have the same high standards.*
* *I do not think equitable is the correct term. You build a model based on science, fact and progression. Equitable should not be in the conversation.*
* *As a fifth-grade teacher, I would like to see ALL fifth-grade teachers practicing the PFT skills throughout the entire school year, so students who WANT to score well can practice these skills.*
* *Comprehensive high schools and alternative programs have very different settings and access.*
* *I don't think this is a valid test (IE someone that is very muscular, based on the height to weight ratio for BMI would be deemed overweight), and those that are overweight are required to run faster than those at a healthy or underweight category.*
* *The way the mile is used in conjunction with the students’ weight. Kids who are heavier but have muscle weight and in shape are scoring lower because they have to run a faster mile than a student who is thinner and out of shape.*
* *It is good to have physical fitness standards and P.E. activities, but the test itself creates situations of anxiety among students.*
* *Not all of our teachers are trained properly on how to administer. Lack of choices or options given... example: mile run only versus option of the PACER.*
* *I feel that the school in general should work towards these fitness goals, not just the 5th grade teacher for fitness testing. Also, having equitable equipment and training to administer.*
* *Some students don't have the same skills as others and body composition. Things that aren't always taken into consideration for testing.*
* *We need to restructure the program to be a Personal Fitness Inventory (PFI) that starts in the 3rd grade and is administered throughout the student's grades until 10th grade. This allows for a longitudinal progress record for each student. We need to remove any grading assigned by schools. We need to get a consistency across the state with a non-threatening environment.*
* *Physical fitness should be measured by improvement.*
* *Many of our 9th graders are on athletic teams and their sport is their P.E. class. The coaches, often times walk on coaches, don't care at all about the PFT, so they don't take the time to administer it correctly. At the high school level, I would say that there is a major discrepancy in how the test is administered.*
* *I would change the method of how students’ height and weight was calculated.*
* *For transgender and nonbinary students, I have concerns with sharing healthy fitness zone information with the students and families.*
* *Some schools do very limited fitness training for the PFT, and the students are not conditioned to take the PFT.*
* *Everyone is at different levels of comfort.*
* *Some students already have a negative body image. When they are not able to perform a task at the same rate as their peers, this adds to the negativity.*
* *The PFT is important! It is not to be gone away with, only to be updated and adjusted to be easier to administer, and to more accurately measure Physical Fitness of our students. Our students need to be challenged and working towards a culminating experience/exam. Good Physical Educators would never shame their students, or inappropriately share student results. The results are important though! Health is consistently taking a backseat for students and having data for them to see where they are, where they should be, and teachers to help them reach their health goals are important.*
* *The times that an overweight child must get to fall in the healthy fitness zone is not realistic. If they have a BMI that is 28 percent* [*sic*] *they have to run under an 8-minute mile. This time isn’t realistic and most of the average students can’t even do that!*
* *Now that I am entering over 20 years of fitness testing, I have always strongly felt PFT should be tested just like all the other state tests. We should have these tests administered by a trained group of people that know the test and would administer the PFT the same at every site. If we truly want to see where our State Fitness lies, these tests should be administered, collected, and data-driven by the State of California. I would like to see 30 physical educators trained, on the* [*sic*] *same page, and administering these tests to the same degree all across California to all 5th, 7th and 9th graders.*
* *I do not like how the BMI is used for larger students and mile times.*
* *Assessment must be differentiated to accommodate the ability, social and cultural background of students. 2. Assessments should be based on their own improvement rather than a comparation to a selected standard (students face a cultural disadvantage when assessing body composition) 3. Factors such as resources, social economic status, religion, cultural gender expectations, ability, genetics and other are not taken into an account when evaluating students.*
* *We should not use BMI.*
* *I think some students might need more personal/thoughtful consideration around test and support.*
* *I am concerned that the FITNESSGRAM® is so outdated and difficult to get an honest picture of student health and fitness. It takes way too much time to administer as we usually do not get the results before the end of the school year. It would be much better to get results at the beginning of the year to use as a tool for establishing personal fitness goals. Some teachers at my site do a very poor job of administering the tests. Many times, I observe students testing other students. I was under the impression that the teacher should be administering the tests.*
* *BMI is outdated and un-accurate.*
* *Would just like to have modifications that allow for some level of success for certain students, i.e., push-up, sit-ups.*
* *This is a horrible way to assess students’ fitness. This test has not changed since I was a student 30 years ago.*
* *Can't do virtual assessments. Can't do assessments that are accurate or safe with masks on.*
* *Certain body types of students, mentioned above, definitely give some advantages over others.*
* *In the past, I have had students that are overweight, make huge improvements. However, those improvements didn't help them pass certain parts of the test. In my opinion the test outcome does not do justice to the kids that made great improvements, but still do not pass the standard.*
* *I dislike how VO2Max of the mile and the student’s body weight can automatically make a student fail that portion. We have a lot of students BMI is high which automatically makes them fail this portion but run a faster time than someone with a “good” BMI, but they are penalized because of their weight. To me, that formula needs to be changed or base pass/fail strictly on time alone.*
* *It is unfair for a student to "not pass" the PFT just because they are unable to do one segment of the test, for instance, the running section. Some students are healthy, but unable to run a certain distance in a certain amount of time. I don't like that.*
* *Just having to score someone on a number of completed reps doesn’t always seem fair.*
* *If student does not pass by her second year, she is required to take a 3rd year of P.E., but when we do the test as a junior, the student does not show in the state database.*
* *There seems to be only one definition of fitness. High schoolers are all shapes and sizes, and they are still growing. We have two-sport, 4-year athletes, that fail the current exam. Not sure it is an equitable assessment.*
* *Most tests should have the capacity to modify, and tests should be a true measure of each health fitness component*
* *How some of the exercises makes the students feel about themselves. Student doesn't feel comfortable when they can't perform a fitness. Not all students were taught certain fitness, so they never tried until given the assessment.*
* *I have concerns for students who are traumatized and or embarrassed by the public nature and shaming that takes place due to physical abilities. Also, for students who are transgender.*
* *Some students with special needs cannot complete activities or do not understand them.*
* *I think this test is worthless. Schools should not have to be held accountable for student's fitness! We have P.E. that is 20 minutes daily, but the student's eating habits and overall health is not in the hands of the school. There is too much family influences on students' physical fitness.*
* *Diet is an issue with our low-income students and families, causing high BMI and low levels of physical fitness.*
* *P.E. Teachers and non-P.E. teachers need to be consistently trained prior to administering the PFT.*
* *Students come from different socio-economic backgrounds. Many do not have access to extracurricular activities, or their families cannot choose healthier foods because of the cost. These students tend to be at home more and less active.*
* *The word "equitable" is not an appropriate word to address student fitness. Either a child is physically fit, or they are not.*
* *Many athletes are inflexible due to their sport and tend to fail the box test. I do not feel that is the best means of testing flexibility.*
* *I believe some of the stretching tests, for example "touching your hands behind your back" are not a good measurement of good health.*
* *More accommodations.*
* *Separate measurements based on gender could be concerning moving forward.*
* *Some days the gyms or area was available due to other events.*
* *Not sure how accurate it is. Since students are not really given the opportunity to actually participate in P.E. at our centers or practice the test, I’m not sure if the student is set up for success on the test.*
* *Is it equitable.*
* *That it's not equitable. I mean not all students have the same opportunities for healthy lifestyles other than the short amount of time they are in P.E.*
* *As a teacher administering the FITNESSGRAM®, I was unhappy that I had to retest for an individual that was absent the week of testing. I wanted to just excuse her, and the parent would have been fine with that being that she was also excused from State Testing that same year. Otherwise, I think the test is equitable for those who take it.*
* *It's not equitable.*
* *The assessment does not take disability into consideration therefore these students do not do well on the assessment. It also uses gender to determine performance levels. Gender should not be a factor in tests. We now have non- binary gender which is not accounted for in the PFT. Gender should be eliminated. It is also biased against students who are overweight.*
* *I don't think there should be standardized fitness tests. In my opinion, the fitness tests should be based on improvement. Many of our students come in as freshmen, that will never pass most of the fitness tests and many give up because of this. Many students see the test as unattainable to begin with.*
* *Since there is no training for administration, teachers give the test differently. Tests like flexibility are very inaccurate in their measurements.*
* *For students who identify as nonbinary, will being mandated to participate cause mental health issues greater than their physical issues?*
* *I think Body Comp. and Timed Mile needs to be accounted for differently. Not fair to athletic/more muscular students that have to run faster.*
* *It is our goal to use the assessments and outcomes for planning and implementing a P.E. program that best suits the needs of the majority of the students in our community. The tests administered should be as diverse as the population of students that I work with. At our school, we use to help guide our curriculum and instruction. The activities we plan are based on fitness, skill development, and content knowledge based on the results of the assessments as a school.*
* *I have concerns about students who do not feel comfortable participating in the PFT with their peers. Some students do not have confidence about their physique and do not feel comfortable doing some of the activities included in the PFT.*
* *I think this type of test does not fairly measure a student's 5 components of fitness ability accurately.*
* *Student with disabilities may not have access to participate in this assessment.*
* *Why are waivers exempt? Should have to prove they are able to pass the fitness components just like everyone else their age.*
* *In order to provide testing privacy for students, the rest of the class doesn't receive instruction, missing out on valuable activity time, sometimes for weeks.*
* *Different test monitors cause inconsistencies.*
* *Can’t pass the test if they fail the BMI portion.*
* *If a student is disabled or unable to complete the activities, they would have little to no information to accurately inform them of their health.*
* *Equipment not always available. Instructional videos very old*
* *Wondering how to assess students who identify as transgender and how will the reporting be communicated out.*
* *Obviously not all students, and people in general, are the same when it comes to body composition, genetics, ability/disability, and levels of fitness. I think health and fitness go hand in hand and that this assessment feels very "old school" in its approach to collecting information on our students. What is the purpose of this assessment? How would you ideally want schools and districts to use this information? This is one area where instead of spending money and time on a state assessment, you should spend money and time on supporting high quality physical fitness instruction and what an ideal, realistic P.E. program looks like.*
* *BMI, special education students, newcomers.*
* *Many of the tests are subjective and depend on what test is tested and who tests the student. If two teachers at the same site were to score the same student’s fitness assessments tests scores would have deviation. PFT testing equipment at one site may not be used at any other site/s.*
* *As I mentioned previously, some students will never be able to pass it, given the time we spend on training each day.*
* *The scores that are used to compare students’ results may be past dated and new results should be in place. Especially after this pandemic year.*
* *I would just make the mile times a bit more doable for those overweight. Maybe a 10-12 min mark... for anyone overweight. The other areas were doable for all levels of student.*
* *I think the test has a negative impact on attitudes towards fitness.*
* *The cardiorespiratory endurance test (mile run) based on VO2Max makes it very difficult for heavier students to meet the standard. The heavier the student, the faster they have to run to meet the standard, which makes no sense and in practice never happens.*
* *BMI is outdated.*
* *Elementary schools in our district ([DISTRICT NAME]) do not have a P.E. teacher and score poorly. It would be equitable to have a qualified P.E. teacher in the elementary schools, as many other school districts do in our area. It is an unfair measure when students do not have access to a qualified P.E. teacher.*
* *Students do not always have a choice for activities/food based on their living situation.*
* *I don't know what equitable assessment means. Students in moderate to severe range should be allowed to test without timers, administered as much of a PFT as their condition permits, Allow the A.P.E./P.E./classroom teacher to excuse a student from testing based on individual needs or limitation(s).*
* *The BMI is a poor measurement of health overall.*
* *I'm not sure about comparing the data with other 5th graders or those in other grades. What's the purpose other than comparing it?*
* *Stretching is not Physical Fitness. Fitness is based off the condition of a person. Flexibility should not be in testing.*
* *The standardized testing, as it currently is being administered, has several tests that I think are acceptable, but others I find to be problematic. For example, the push-up assessment is difficult if a student has wrist or back issues. A push-up also involves other musculature than arm strength, like core and back strength. I have also really struggled with the assessment of students with cognitive disabilities, in helping them to understand the directions and movements required for the assessment.*
* *Students from low-income neighborhoods do not have the same opportunities for fitness related activities.*
* *Shared above-in what other assessment system is progress not given credit? None-why isn't the PFT designed to measure growth over time?*
* *I feel like this test still does not do enough to modify for different students’ needs. Students come in different shapes and sizes and BMI does not do enough to accommodate those differences.*
* *Allow parents to opt out their student WITHOUT PENALTY if their student is diagnosed by a medical professional as someone struggling with: an eating disorder; self-harm related behaviors; gender dysphoria/being transgender - at parent’s discretion depending on how it affects feelings of self-esteem/self-worth; mental illness/ mental health concerns that affect self-esteem/fuel body dysmorphia, religious reasons such as students who are fasting for Ramadan. Create a modified, equitable fitness assessment for students in the 95% for BMI - qualifying students is based on teacher discretion, as muscular students/student athletes may be in the 95% but do not need a modified test.*
* *I know within my own department there were some teachers who were not conscientious, students were watching other students, height and weight were not kept private, etc.*
* *BMI should NOT be used in correlation with the Cardiovascular fitness test.*
* *Some of the exercises on the PFT are outdated!!*
* *Yes, BMI is a terrible assessment of someone's health.*
* *Again, this is difficult to gauge during the pandemic; however, as the students evolve, the PFT test needs to evolve. Maybe bring in new technologies and student assessment criteria.*
* *I think this should be looked into to ensure that students are developing healthy body images and that they have a wider range of what it means to be healthy and what they can actually do about it - is 5th grade too young for students to begin “worrying” about their health? What message does it send to students who have little control over their environment when that may be playing a role in their health?*
* *The test is a source of embarrassment for some. The test should not be administered. Also, it is for male and female only. It is not equitable for overweight, non-athletic students. The test is outdated and need not be given anymore in a P.E. class. School nurses would provide a better setting with more privacy and access to mental health, etc. as well.*
* *The concerns are for access to all students, Quality Instruction, Equipment and Facilities.*
* *I'd like to see the assessments modernized in alignment with current research, if they continue.*
* *Top athletes don't even seem to buy in to the assessment and non-athletes don't care for it either. There is so little buy in, the data is not valid.*
* *Concerns for equity when you are using data disaggregated by gender and those are no longer clear lines for students, parents or staff.*
* *When discussing the testing with other P.E. teachers at other districts, it seems that even though there is a very definite way of administering the test with videos, it is still done differently at different schools. The importance that it is given is also very different within districts or sites.*
* *Consistent methods of being fair and subjective nature of teachers on allowing different techniques being taught at different schools.*
* *This assessment favors the more physically active. Students with disabilities are excluded. nonbinary students are excluded. Students who are less active are afraid to take it.*
* *Students who live in neighborhoods where parents feel unsafe letting them play outside and families do not have the funds for organized sports do not have the same access to exercise - which ensues with another assessment result that is below their peers.*
* *Students with severe disabilities. Calculation of cardio. Access to technology for all students and teachers. Flexibility of test--alternate scores/measurements/tests. Revised obesity standards for children and possibly different ethnic groups.*
* *Lack of consideration to religious beliefs/customs.*
* *I think we should not give this assessment if there isn’t proper funding and training and follow through.*
* *Many students do not have physical activity opportunities outside of school to help them stay healthy and in strong condition to meet the PFT passing requirements.*
* *BMI = invalid assessment*
* *I can't really explain it... I just think there must be a better way to assess fitness. I think the mile run is a waste as I would rather my students be able to maintain a minimum of 30 minutes of aerobic activity.*
* *I have had students come from middle school who have never passed or met the goals of PFT. Because of this, students have a negative attitude towards the test and believe the test a waste of time. Thus, making it very tough for P.E. teachers to convince them it is important. I believe having a modified scoring option would be very beneficial for the students who cannot pass or meet the goals but have shown improvement. Maybe doing a pretest at the beginning of the year and final test at end of the year.*
* *Options/modifications for tests.*
* *All students have different body compositions and fitness abilities. The test is outdated and needs to be re-evaluated to fit all students.*
* *Body composition. Some kids pass all of the tests in the healthy fitness zone, but do not pass body composition. Does that make sense? Not a good measure of fitness.*
* *I believe body composition should not be a factor. Recording height and weight is unnecessary. Standards for running the mile should be the same for both boys and girls.*
* *Obese students have no chance of passing. There isn't even a progressive rubric to boost their morale.*
* *This test does not take into consideration demographics, access, wealth gap and facility access.*
* *Aside from height and weight, the results of this test are highly subjective based on the observation of instructors or other students.*
* *The students that have more access to after school sports typically did better. The students from families that didn't prioritize sports (for various reasons, including financial) typically did poorer.*
* *As a district, we need to better prepare our students to be successful with all aspects of the PFT.*
* *Some teachers are not careful about keeping student info private from other students.*
* *In general, more affluent children have better access to healthy food and activities outside of school.*
* *This test does not let students with different abilities participate. This test creates anxiety in students and gives them no information that is helpful.*
* *Student BMI determines what their mile time range should be. It's inaccurate.*
* *Students do not take it seriously therefore I don’t think scores are useful or accurate.*
* *I am concerned that it is not equitable. Each year I have seen some kids excel while others did not. It has created poor attitudes in the kids who are not as adept at it.*
* *As a measurement professional I no longer have confidence in the PFT validity and reliability for assessing student health.*
* *The calculation of the mile run for some students who are larger but physical athletes who play football, makes it very challenging to pass. However, these students demonstrate physical athleticism in their sports.*
* *Students need more support to be physically active and healthy, not more testing showing them/us what we already know.*
* *Students in the US have changed. I am not sure if the tests changed with them.*
* *My concern is the time spent on fitness in the years before the test that makes students aware of how important physical activity is to their health. Physical Education cannot be an afterthought in the classroom when other subjects have been completed. This is the case with some teachers not comfortable with teaching and talking about fitness when others are comfortable. Equitable assessment of student fitness would be accountability for each student to have experience of basic fitness starting in kindergarten.*
* *Fairness, reliability, validity*
* *Gender identity related issues.*
* *Varies by instructor sometimes and their ability to stick to the test protocols.*
* *Special needs, handicapped and obese students have a negative view of this assessment or leave with a negative experience most of the time. Accommodations need to be clearly stated and provided.*
* *There is no alternative assessment, and there is no food and nutrition portion of the assessment that is part of fitness.*
* *I feel it is pretty close but needs some work.*
* *Equitable? Why can't it be based on their abilities period? Kids don't care because it does not count against them, and our results are not counted because we are so small that it skews the results of everyone else. Do it or don't, just make it equal NOT equitable.*
* *As a multiple-subject teacher I was not prepared to teach the P.E. standards as they should be taught. I also do not receive any professional development on it, nor do I have a curriculum to follow. Students who practice sports outside of school do well in P.E., but anyone who is out of shape or not active enough struggles, and it is very difficult to support them.*
* *The gender problem. Already seeing parents and students abusing the lower standards for females by saying their son feels female. Also, anatomical differences (arm length and genetic flexibility) play a major role in test results. Lastly, colleagues do NOT test the same (i.e., push-ups down to 90-degree elbow bend with back straight, allowing students to count reps for exercises, etc.) it is really quite sad.*
* *Maybe different types of tests for each grade level (elementary -5th, middle school - 7th and high school -9th).*
* *Each teacher tests differently.*
* *I do not think that students truly have an opportunity to increase their scores during the school year unless they really try and practice the categories daily.*
* *This test isn't fair for all students at the fifth-grade age.*
* *LGBTQ and students with disabilities...*
* *Students who are larger in size have expressed that the assessment fat shames them and impacts esteem.*
* *BMI does not consider all body types and can be detrimental for students, especially in middle school.*
* *Kids who don't have access to fitness activities on a regular basis struggle. Kids with more access and who play organized sports do better on PFT.*
* *BMI should no longer be used.*
* *I haven't had any concerns but for future reference, what is the protocol of testing if we have students who identify themselves as another gender? Do we honor the student's request to be tested under the gender he/she identifies themselves as?*
* *BMI index is not a good way to measure a child’s health.*
* *Our site is not using credentialed teachers, only a tech. In addition, there was a*
* *P.E. teacher who retired, and that position is not being filled, but rather the duties are just being added to the load of CORE teachers (this is at a middle school).*
* *Elementary school teachers should not be P.E. teachers unless they are specifically hired to be a P.E. teacher with valid credentials to teach physical fitness. Teachers are not fitness trainers, yet this test requires year-long training for students to feel prepared. The whole process is a stressful one for the teacher and the students.*
* *There are 8 P.E. teachers in my district. Each one uses the test differently and uses the results differently. How can you compare the results when each test is administered in a unique way.*
* *We do not offer P.E. credit, so the assessment seemed unnecessary.*
* *I think it is important to have equitable assessments... and I think having the PFT encourages more equitable P.E. experiences.*
* *Again, with my students not being very active outside of school, it does not seem like a fair assessment. I see my students for 1 hour a week. I can encourage them to run, do sit-ups or push-ups, at home, after school, etc., but not many are doing so. That is the reality. Unless they are involved with sports teams or have active family members, they just are not getting what they need to succeed.*
* *How can it be equitable when there is no common discussion by the whole district on the outcomes, training or administration of the tests. We have 4 teachers out of 13 that really know how to give these tests correctly.*
* *The nature of this assessment makes students feel like everyone is watching. We try to limit this feeling, but it causes stress for some of our students. We only give this test because it is state-mandated.*
* *I think it can be a very tough test for students with different body types and it doesn't spur children on to get more exercise.*
* *Too much emphasis is placed on the students’ results of this exam. I can't imagine making students repeat courses due to CAASPP results. Students should not have to repeat based on student fitness results.*
* *Again, the body fat correlation to passing mile times is unfair with children that are still physically developing.*
* *I believe that the PFT is not necessarily a true measure of HFZ for students as some of the indicators do not necessarily measure fairly the desired indicator.*
* *As stated above about the trunk lift.*
* *There are different types of healthy bodies. A dancer may have a great core and flexibility but not have upper body strength or cardiovascular endurance like a runner, yet that is how they are assessed.*
* *Different environments and different teachers with one group cause inconsistencies.*
* *I am experienced and do a lot of work to administer the test correctly. I know not everyone is as diligent.*
* *Fitness testing is embarrassing for a multitude of students for a variety of reasons. Some students have a higher level of exposure to movement activities than others, and muscular maturity greatly varies in adolescents, especially at the middle school level. Most kids absolutely hate fitness testing because they know that that aren’t going to do well and it’s embarrassing to perform in front of your peers.*
* *Students with disabilities should be provided with a more developmentally appropriate test.*
* *I feel these tests are intrusive and not equitable.*
* *When administered in groups, the stress of keeping up with peers or measuring up to (or down to) peers is something not often considered. The internal dialogue students may have during this testing process can be harmful, inaccurate, and lead to body dysmorphia and body shaming. Not to mention potential matter for bullies to further shame or torment a student or students based on their performance or results.*
* *Yes. With our increasing transgender population and students identifying as they, them, an assessment that only identifies as boy or girl is inequitable and unfair.*
* *No, I don't have issues but also use this along with additional assessments for their grades. We also look at goal setting and improvements as ways to raise their grade.*
* *I'm an administrator and have never given the test myself, but I would like more clarity on how the PFT will evolve to address changing cultural shifts in gender identification and body image.*
* *See comments regarding nonbinary identification. This needs to be resolved prior to the next administration of PFT.*
* *If the student is physically disabled in any way, the test doesn't seem to take that into account.*
* *The assessment has many options and even with specific training, teachers administer it and analyze the results in different ways.*
* *For a county special education placement school, the PFT is not appropriate for the majority of its students. Is there a required participation rate for the PFT? I have only been the coordinator for 4 years and 2 have been waived due to COVID. If there is, then students with severe physical disabilities (i.e., cerebral palsy) should have a method to be easily waived. Or is it a matter of having it stated in the IEP?*
* *Many students are embarrassed by their results or won't even participate knowing that they won't "measure up" to the other students (their words).*
* *Obese students will never be able to achieve their cardiovascular fitness level because the requirement is more difficult the more they weigh. Also, if the students could see a goal they have to reach to pass they would be more inclined to work towards it. If the PFT tester was able to put in a student’s height and weight before any of the other tests were performed and a goal for each area was displayed, then I think more students would work towards their goals. This could even be done at the beginning of the school year and each student can show progress. Also, if they had quarterly tests on each area to see growth that would also be beneficial for student goals and awards/progress.*
* *Not sure if the assessment actually measures health and overall fitness. Have the assessments been linked to long term health outcomes?*
* *We have a big Special Education program for moderate to severely handicapped students. I wonder if there's an alternate PFT that can be used?*
* *It's too public. Everyone can see how you perform. There could be a lot of judgement and embarrassment.*
* *Girls have harder time doing push-ups. Bodies are built differently.*
* *I think overweight people are at a disadvantage and that gender identification needs to be addressed.*
* *Class sizes are huge, and privacy cannot be avoided. Students also feel embarrassed when testing because there are small groups tested while others wait their turn.*
* *We serve students over the whole of [COUNTY NAME] County, and a big population is in remote and rural areas. Since we are based on Independent Study, we emailed/mailed the testing sheets to the parents, they conducted the tests and then sent the results back to the school or turned it in with their work and assignments to their teachers at the weekly meetings*
* *The same tests are being used for every body type and therefore, the test feels very unrealistic for all bodies. Just because someone is a bad runner doesn't mean they are bad at cardio (like biking). Not every student is very flexible based on the parameters but is strong, healthy, and can run for a long time.*
* *The tests feel antiquated and feel like they don't measure actual health and fitness or take into account different body types. I think there are better ways to measure a student's level of health and fitness. For example, a student who is heavier set or has a larger chest may find running extremely uncomfortable due to the high-impact nature of the activity, whereas they might excel at a cardiovascular fitness test that was executed on a stationary bike instead.*
* *There are several assumptions made in the calculations of fitness that are specific to gender, age, and BMI. Though the calculations, at one time, may have been normed or true to the average, in actual application, there are often students who don't fit those molds and the discrepancies can be extreme (e.g., seeing a major athlete with notable physical abilities fail multiple subtests and the PFT overall). It takes considerable time to administer, a great deal of coordination, and is subject to a great deal of potential scrutiny from the public. With the recent addition of another gender, there is no way to calculate some of the scores without very specific guidance from the state and an updated scoring model.*
* *There are limitations for students with disabilities, especially for our Mod/Sev SDC classes.*
* *Form breaks are subjective and vary slightly from proctor to proctor, as a result, testing is not equitable.*
* *I'm concerned about standards for transgender students.*
* *It does not take learner health issues into concern and uses BMI, which is not always a good indicator of fitness. It also heavily favors speed over stamina.*
* *The PFT really doesn't do much other than give the state an extremely rough estimate of how physically fit our students are. We don't teach for the PFT, it's boring. Sorry. We also don't use our results for anything other than getting the info to parents.*
* *In Jr. High (7th grade) there is no reason for gender differences. It should be a specified range for all students to be considered healthy/unhealthy. Body composition should be eliminated from the test. P.E. teachers cannot determine genetics or what the students are eating. Students can work to improve physical strength, endurance, and flexibility. They have no say in what their nutrition can be at home. We can help teach and inform them of making good nutritional choices, but at the end of the day they are going to eat whatever their parents/guardians provide for them.*
* *The test measures much more athletic physical ability rather than the importance of lifelong fitness. Students are given a range of performance ability, but it is still the pressure to be at a certain level that deters most students from participating.*
* *Not all teachers are administering the test correctly. I messed up taping lines for the PACER one year and it was closer to 19m than 20m.*
* *I do not believe it is an accurate way to assess each student's performance. It would be better to create individual goals and track improvement, eliminating weight and BMI.*
* *Concerns regarding transgendered students and students with disabilities.*
* *I believe we should have a better structure to ensure all students are tested in a timely manner, and that the data is shared out and utilized to help improve health and social and emotional wellbeing.*
* *As an online school, we are not in the same physical location as students, so they do not have opportunities to practice together. When they come for testing the students who are more naturally athletic do very well, but those who aren't are usually timid and afraid so they just do what they can to finish quickly. Their results then may not be indicative of actual ability.*
* *Several concerns. As long as BMI is an indicator the results will be skewed. BMI is nowhere near a reliable assessment. We should be measuring students' fitness levels with physical fitness assessments. P.E. teachers are not qualified to accurately determine a student's BMI or % of body fat, nor does a person’s weight and height directly relate to overall fitness... people come in all shapes and sizes... skinny doesn't mean healthy or physically fit, just as "overweight" doesn't mean out of shape or not physically fit and we should not be encouraging that type of thought with students who may be "overweight" or underweight. Also, specific funding and training for P.E. teachers are EXTREMELY limited. Much more (specific) funding and training should be provided on updating and upgrading P.E. instruction. The days of sports-based units are over, but you can still visit any P.E. program in California, and you will continue to see this stuff being taught...what does knowing how to serve a volleyball have to do with overall fitness and health? We need to support the change in how we are teaching and assessing fitness and health.*
* *Nonbinary students need a way to show they meet the HFZs.*
* *Small schools don't have the same equipment and facilities of large schools.*
* *No exact concerns, just general concerns.*
* *Stated again from above: big problems with the PFT include: does not have interrater reliability due to the protocol-heavy nature of test administration, performance has more to do with motivation to perform rather than ability to perform, fitness performance is only 1/5 of the CA Model Content Standards for*
* *P.E. but it is the only state metric that we report, and since research has shown that student time in P.E. does not impact overall fitness levels, it is not a valid measurement either. What we are measuring is parent choice and parent ability to provide opportunities for fitness outside of the school setting. This fundamentally an inequitable system. I am not advocating the elimination of a state metric for measuring student fitness or other P.E.-related knowledge and ability. But we do have to eliminate FITNESSGRAM® as it exists now and make fundamental changes to our practice in this area. If we are measuring parent choice, or the financial and personal ability of parents to choose physical fitness/activity for their child outside of the school setting, then how can this test possibly be equitable. Historically, when this data is reported state-wide in the media, we see the same pattern... children in affluent school districts from affluent neighborhoods score better on the PFT than children in poverty or from lower socioeconomic homes. Poor fitness levels as measured by this test also hit children of color disproportionately. Globally speaking, if money is the deciding factor impacting student fitness levels, then the test was inequitable before it was even administered. The children were set up to fail. There has to be a better way to collect valid, reliable health-related fitness data than what we are currently doing in CA.*
* *The BMI and weight as a measure of health are limited in their utility for instructional planning but very meaningful in a weight-conscious, fatphobic society. So, these metrics, to me, do not seem worth including.*
* *Students with special needs should not be compared to our general education students and should have the option to opt out.*
* *Students in the community I serve are more prone to a sedentary life style during the summer months and after graduation… students who do well in the PFT in 5 grade seem to struggle when they get to 7th grade, and less than one percent of the students I teach continue to pursue sports or choose to live a healthy active lifestyle even after learning why it is necessary to do so… it is very difficult for my associates and I to convince my underserved community to live a healthy life when parents are more worried about how to get the next meal on the table…*
* *BMI and puberty are problematic.*
* *The assessment does not consider students who do not identify with their gender.*
* *BMI is not accurate for all body types.*

Open-Ended Responses for Question 14: Please share any additional areas for consideration for the study and suggestions for future fitness assessments.

* *Let’s measure content knowledge and learning instead of fitness that relates only to a certain time frame. Fitness is important but in its current form this test does not promote lifelong activity, nor does it increase motivation to achieve.*
* *The fitness standards seem to be lowered every year. An example is we no longer do pull ups because some students had difficulties with them. We do not lower the standards for other subjects such as Math and English. However, Physical Education standards have been lowered greatly over the years. This is a concern with the huge increase of obesity that is sweeping through our state and nation.*
* *The test to me is not valid based on teachers allowing students to test each other and record their own results. Not all teachers test the same.*
* *Weightlifting should be implemented to help students correct lordosis from sitting down all day playing video games or watching too much TV or on their phones. If we want to help, we need to see where it that they need help, we need to change our programs, just as the "times change" our programs need to adapt to the times. Doing so will actually help them and they will feel like they are accomplishing something important, not just doing something because the P.E. teacher told them to, or more exactly because the state decided to make this irrelevant and not so useful testing mandatory.*
* *Yer gonna do what yer gonna do regardless of this survey. Cali has gone kookoo. the PFT was just fine the way it was. All this accommodation is way overthinking what is best for kids IMO.*
* *If the fitness tests are to continue is it possible for gender neutral standards based on height and/or weight?*
* *FITNESSGRAM® is very dated and some of the exercises are a joke. Curl-ups, for example, are one of the easiest things a student can do and the I've had the most out of shape students pass this without effort. I teach high school freshman and passing for girls* [*sic*] *curl-ups are 18 which most can do closer to 60 without much effort. The BMI is an absolute joke for body composition which doesn't account for muscle mass but can tell a student who is fit that they are obese. Flexibility is way too inconsistent as well because it doesn't measure true body flexibility. In my opinion, the FITNESSGRAM® model for fitness testing is too outdated and if we are really trying to measure fitness levels in teens, then something more realistic should be applied.*
* *It might be interesting to test at the beginning of the year and at end, and report on growth.*
* *Fitness assessment results should be directly mailed out from CDE to parents as the CAASPP student data is.*
* *Can we change the curl-up test... please???*
* *Hello, I would love to see some updated test created to give students the opportunity to demonstrate the health-related fitness components. The few tests of the FITNESSGRAM® make some students self-conscience about their physical wellbeing but they are totally healthy and capable kids it's just the test don't work for their bodies. There are biomechanics and sports physiology studies that prove there are better ways to test a person physical wellbeing. I hope we can create a test that is equitable for all students.*
* *I believe this is outdated and no such test should be given to students.*
* *Update tests and have new standards of what qualifies to be healthy. 7 push-ups is healthy? Or 20 sit-ups? Pretty low standards in general since the rate of obesity is rising. Being able to touch your fingers behind your back is a good test? Some of it is laughable.*
* *In other disciplines passing is beyond the 50 percentile.*
* *Remove the body fat percentage.*
* *We currently have PowerSchool (CA) and would like to have the ability to record the data from the PFT into our SIS.*
* *Overall, this whole test is outdated. The flexibility test is a joke. There needs to be another way to test that.*
* *Please take into consideration the high numbers of students we are testing with no aide to monitor the students who are not testing. We should have help on our testing days.*
* *It sounds like the state is already aware that the new test needs to be inclusive of students with disabilities and promote a healthy body image for all students*
* *The shoulder stretch and the trunk lift seem irrelevant.*
* *BMI is hard to share with a short strong girl. We are showing them that they are "overweight" and that's not accurate with different body types. This could do emotional damage to a girl.*
* *I create a fair and safe environment to test students in while also ensuring privacy. However, to do this takes a huge amount of teaching time in a situation where that time is limited. Not sure that amount of time focused on text administration is best use of time*
* *Those assessments need to continue. We need to continue monitoring our youth physical fitness levels as predicator of health.*
* *I think fitness is important, but more focus should be spent on families taking ownership of their health and their families. Schools don't have enough minutes in a day to teach standards. In addition to putting kids through a regular fitness regime. Kids who are already healthy and involved in sports are the kids who willingly participate. Those who are not interested don't participate, so the fitness goals don't seem to hit those students. More time, money, and energy should be spent on before or after school fitness programs. Not in school programs to stretch educational minutes even more.*
* *As mentioned before, the feedback I have is that as much as the PFT is made to be objective, how the teacher administers it make it subjective. I hear stories about the PFT being used to lock students into P.E. programs for years to save jobs. My biggest critique of this test is that it should be like the SBAC, where it measures a student’s skill/ability level and no matter the score, it does not lock a student into a Math or English class if they do not "pass the test." The PFT is being used as a tool to lock students into P.E. programs. This is a student's rights issue and is inequitable, especially since P.E. is not even an A-G course.*
* *I wish there were teams of assessors who would visit schools for a week each year and conduct the assessments. Results could be adjusted based on when in the school year the tests were administered. Our school has an Instructional Assistant administer the tests. Other schools use classroom teachers. This probably create a variability in the results.*
* *The state of California should supply school sites with the necessary materials for administering fitness tests. During my teaching career, at different schools in San Diego, we have had to scramble to purchase a scale to measure students (or borrow from staff's homes); measuring tapes and mats for students to lay on when doing the sit-ups. A separate budget should be given to sites for this test administration. Thank you.*
* *Personally, I have very strong feelings about consistent physical fitness for all students and I tell the students, "You can't have a healthy mind until you have a healthy body." We cannot force teachers to make physical fitness activities mandatory, but I sure wish that physical fitness was as much of a priority as classroom academics!*
* *My concern going forward would be the mental health of students that were not as physically active over the past year. They did not push themselves and going into the next school year back on campus could be a big adjustment in mental and physical health*
* *I would like to see the fitness assessment take into account progress over the course of the year and not a "one size fits all" benchmark given at just the end. I have some students, especially those who are overweight, struggle to meet the standard at the end of the year but have made significant progress over the course of the year that is not recognized with the current test. I also feel that BMI measurements are outdated and should not be included. There are many different body types and BMI is not a defining measurement of overall health and fitness, especially with growing children such as those who are still in elementary school. This can be especially detrimental to young female students.*
* *I would focus on fitness, movement, proper health, and nutrition, but not have the physical fitness test each year.*
* *There is way too much to consider. Feel free to contact me at [EMAIL ADDRESS AND TITLE].*
* *There is no way I can put all of the ideas I have about the redevelopment of the fitness testing program in this survey. I am more than happy to share more with this committee. I can be reached at [EMAIL ADDRESS].*
* *State needs to update and use improved performance.*
* *I think if there is going to be a physical fitness test, it should be done privately, and not based off of BMI. These experiences for students who are not athletic or are "overweight" is an absolute nightmare and it discourages them from participating i sports or activity in general. We need to do something to change the way we do this.*
* *I am wondering if in the middle school level if there could be an average number that is used for both genders based on the fact that each student is at different developmental periods of their life, as a result, have different levels of strength, power and endurance.*
* *The test results don't really mean anything to the students or parents. Nothing happens to a student who doesn't pass the PFT, so a lot of students don't care or try.*
* *The study might consider creating healthy fitness zone charts that are inclusive of every student, including transgender and nonbinary students.*
* *I think the BMI is inappropriate for elementary. Students grow at different rates and some of our most athletic students do not pass the assessment due to BMI.*
* *Having an online fitness program assessment has been great after so many years of paper and pencil assessments.*
* *The test needs to be more black and white. No worry about technique. Students need to be able to self-report and self-test. Data should be used as a measurement for student reflection and to enhance learning and health.*
* *Please continue to include current physical education teachers in this process. Our years of experience in the field year in and year out with countless students is very valuable.*
* *I have students from kindergarten through fifth grade. I think that they should be also tested on locomotion skills and coordination. Jumping jacks, skipping, galloping and such. Skipping rope, dribbling a basketball are things even overweight kids can do well. Kids that cannot do these basics I usually have tested for adaptive P.E.*
* *YES. Please let teachers put in the test what gender you were BORN with. Please keep it simple. During the Covid vacation, they asked you to mark what gender you were BORN with. Youth testing should not be based on feeling but scientific facts! What they are born as!!!!*
* *Some really strong athletic students have been registered as obese due to body weight. This was not accurate--they were just muscular.*
* *Access to good nutrition (information) 2. Gender 3. Social economic status 4. Ability 5. Body type (cultural) 6. Environment 7. Health fitness standards differ within each culture 8. How mental emotional health affects physical health results.*
* *When we test 9th grade PFT in high school the students have had little if any valuable P.E. in Elementary school. Testing needs to be done every other year and tracked for each student starting in 1st grade.*
* *I believe the PFT is fair and equitable.*
* *Please consider getting rid of BMI.*
* *Please see comments above regarding overall testing of students not participating in a formal daily P.E. program focused on skills being assessed.*
* *I've been administering the FITNESSGRAM® for over 25 years and feel like it's in need of an overhaul! I was at a CAHPERD conference where a fitness test was shared by Glen Young. It seemed to be much easier and more 'real world.' https://youtu.be/ZSuuY\_07Ugw I am willing to help explore possibilities for future improved fitness testing. [NAME AND SCHOOL]*
* *Absences should not be counted as failing marks.*
* *I understand why the BMI is connected to the aerobic portion of the PFT. However, I think the passing scores for the aerobic (mile run) should be the same across the board regardless of BMI.*
* *I am concerned with the mile time being based on the student’s height and weight. The heavier the student the faster they have to run, that is unfair.*
* *This test and system needs to change. I dread giving this every year. It is a waste of time. There are so many better ways of assessing fitness. As a fitness fanatic I understand we want to teach students how to live a healthy lifestyle and challenge themselves to improve but this test does the opposite.*
* *We at [MIDDLE SCHOOL NAME] take the PFT quite seriously as it is one of the few assessment measurements we have to guide our program. We consistently score 75 - 85% pass on 6/6 PFT tests! Our students all strive for improvement and as long as they show improvement, they are made to feel like they passed even if the standard says otherwise. Please don’t take away the PFT. Can it be improved yes! Please don’t throw out the baby with the bath water.*
* *Please make sure to share with all physical education teachers--plans, goals, and ideas with the whole group.*
* *Maybe a category for transgender scores.*
* *I am not sure that assessments need to be done at the 5th grade level as it is more difficult for them to understand the importance of the assessment. The 7th and 9th graders are more mature and understand the PTA.*
* *I also am not a fan of the trunk lift test. I honestly feel that overweight students perform better on average on this test because they can use their belly as a fulcrum to lift their chin higher compared to a slim student who only can rely on their trunk.*
* *I hope the test stays female data and male data and not one generic fitness zone chart. Bodies are different male to female, even if student identifies as different than what they were born. My answer to student measurements visible to other students only pertains to height. With weight students can choose to be weighed by the teacher in private if they feel more comfortable.*
* *The form that is used to document students’ data is often flawed and not user friendly.*
* *Do not do it.*
* *The PFT, especially the mile times to pass, is too easy. It should incorporate higher benchmarks.*
* *Body composition is something that needs to be addressed to family lifestyles. Young students are not doing the grocery shopping and many times do not have a choice for meals at home. Good nutrition can be taught but BMI is very difficult to improve in students in class in 10 months. It needs to start with educating families earlier.*
* *I do not feel that this assessment is necessary. Teachers should not be held accountable for the physical fitness level of their students when home life plays a greater role in how physically fit students are. In 20 a day it is virtually impossible to change students’ health when diet, sleep patterns, and additional exercise is needed to maintain or establish any progress in their overall health.*
* *The PFT has helped P.E. staff to focus on activities that benefit students in scoring better while making students aware of the need to make these choices for better living for their lifetime.*
* *Data entry is not user friendly. We have to call in tech dept to input data into state interface, would prefer direct entry of measurements/data into a database, perhaps into system that handles CAASPP, ELPAC (TOMS?) or a Google Form, one student per form... something user friendly so all staff or site coordinator can enter data directly, not reformat. Administering the test itself is manageable, but we are not tech support.*
* *I understand the importance of the PFTs and the physical assessments of the children. However, the knowledge of the nutrition side seems to be getting lost more and more.*
* *Stop the assessment! It takes too much time out of the academic core instruction time to administer for no data use of the information. The data does nothing to drive any instruction.*
* *Our very small student population (current enrollment of 8 students total K-8, with only 1-2 students per grade level) means the data is often skewed by the performance of a single student. Often, we only have one student officially tested in a school year. I don't feel that the PFT is an accurate measurement of overall student performance or ability for our district.*
* *If you are going to measure fitness in students, consider using more modern methods. But truly consider to what end is measuring the data. Considering how bodies have changed in trying to protect ourselves in the pandemic the shaming will be worse and the BMI data will be even more out of whack. Also consider changing food requirements at schools, not requiring items driven by big business such as milk and government free food that is free of nutrients. There are so many students fearful of returning to school as it is after the pandemic why would you even consider giving this test?*
* *The PFT data provides valuable data used to assess the health, fitness and wellness of children K-12 grade.*
* *I think the curl-up test is poor because it is hard to keep students from sliding forward as they perform the test. Also, it’s hard to tell if arms are fully extended. I think the push-up test should not give a score of 1 for an incomplete try. I also think the sit and reach should score beyond the standard if applicable.*
* *This test needs to be cancelled. There is no good reason for the test.*
* *Replace the sit-ups with leg lowering test, plank holds and/or rotating side plank. Add a modified push-up for the test.*
* *Physical fitness needs to be emphasized more in our public schools. There is an epidemic of obesity among our youth that results in type 2 diabetes and other health related illnesses.*
* *The run times are solid times yet only endurance athletes are passing these tests. P.E. tries to get them ready for the run tests, but students are not getting in*
* *enough moderate to vigorous endurance in per week. Parents may feel it is up to*
* *P.E. to get them in shape and with 3 weeks off for winter break and hybrid/1 day on campus with P.E. to do cardio runs, these results should not be used for P.E. program assessments. Also, students are not as in shape as in prior years.*
* *It is hot in California when we administer the running portion of the test. The only thing I would try to change is the time of year that the test is given. Cooler months for running would get students more willing to participate.*
* *Maybe have some material we can give students with basic steps on healthy diet and exercise and the benefits of them.*
* *It would be nice to have additional help, in order to perform assessments in smaller groups/individually to make students more comfortable and willing to participate fully.*
* *The fitness tests themselves I don't think are necessarily the best measure of each health-related component of fitness. Also, the way in which they are administered is often very different from site to site.*
* *I don't know if it makes a difference overall, but I do Fitness P.E. all year long along with competitive games to give the students who are not in "outside of school sports" some help in passing the test. I assign homework too, but it does not mean they do it.*
* *The PFT is not aligned to the physical education standards. There is Education Code that is based on student performance on the PFT which eliminates choices in student pathways in school. It specifies that students must stay enrolled in P.E. until they pass the PFT. It is the only California test that does this and is preventing students from accessing pathways.*
* *Update the testing components to be based on practical skills that students will continue to use into adulthood. Also, BMI is not an accurate measurement of fitness.*
* *Having a private area for height and weight worked well.*
* *I think the tests need to be re-evaluated and test administrators need training.*
* *I think there should be more categories.*
* *We are a small school with only about 20 students so we give the test so they are used to the process and as part of the state mandate, but the data does not get used at the site for any reason.*
* *It seems to me that a slightly wider "healthy fitness zone" could be applied to students regardless of gender identity. There would be just one chart for each part of the PFT, so that ALL students could participate regardless of gender identity.*
* *There must be more thought put into how large a P.E. class can be. I have taught*
* *P.E. K-12th and have had classes range from well over 100 students to as low as*
* *30. While there are modifications provided for students who need them sometimes it is difficult to administer that alternate method or you risk singling them out in front of the class. For example, if a student is unable to run the*
* *PACER or the mile they can easily be singled out if they are doing the walking test instead. I also feel that the BMI is outdated so there should be more specific data gathered to understand if a student is overweight or not. I have seen plenty of students who, based on height and weight, are considered obese but can be in great shape as their body fat percentage is actually low. While I do not feel that the entire Fitnessgram must be revamped there are minor changes that can be made to make it more efficient. The State can also consider making it mandatory for teachers to teach an actual unit on the FITNESSGRAM® to get the students better prepared and have a better understanding of why they are doing it. More often than not teachers simply do it to get it out of the way and that is detrimental to the students as they have no idea what is going on or they choose to not try because they do not want to be put in an awkward situation around their peers.*
* *Test results did not result in any particular health program to improve students’ health or aerobic capacity.*
* *I would like to see different and more accurate testing for abdominal and cardiovascular health.*
* *Take out the Curl-Up Test for the Sit-Up Test instead for students to do and be assessed.*
* *As an administrator of the test, it can be challenging to test the students in a timely way while maintaining privacy of the student, paying attention to all the various form breaks, and making sure the rest of the class is occupied. So, it's just a logistics issue that would be helpful to consider... maybe at the site level.*
* *The data collected needs to be looked at carefully. Not all students taking the test care much about the tests. The effort a student gives is not measured or considered in the results of the test.*
* *Come up with a solution that makes the PFT equitable for all students and offer an option for parents to opt out their students from participating in the PFT.*
* *I hope the PFT can be revised to meet the true fitness needs of students.*
* *This test has not changed in 25 years basically! I don't feel the test should measure a student’s overall fitness/health level. Until the state or districts adopt Physical Education for all four years of high school, then this test really does not hold true validity. Shouldn't a student’s health be the indicator?*
* *Length, and purpose of the assessment.*
* *Students must pass all components to pass the class. It carries no weight otherwise.*
* *Since body composition is so hard to change, it may affect body image, and food choices are often limited in low-income children, basing an assessment on activity levels rather than BMI/body fat percentage may be more useful for today's student population.*
* *Not a fair assessment of physical fitness.*
* *I do think there may be better tests to assess various components of fitness (see above notes about curl-ups). The push-up test is also very difficult to administer*
* *accurately because so many students do not have the body awareness and strength to have proper form. The flexibility test can be difficult to accurately measure because the bent knee gets in the way of some students' stomachs (maybe just have the bent knee flat on the ground sideways instead?).*
* *I think whatever the assessment that is chosen or developed should reflect the modern-day areas of wellbeing: mental health, nutrition/diet, in addition to physical aspects. In addition, it should somehow incorporate how all of these factors contribute to student learning.*
* *I was not thrilled with how unorganized the system was in 2019. As an administrator who is also an IS teacher, the deadlines were not realistic when considering the IS teachers' responsibility in conjunction to the PFT deadlines. EX: teachers were told that their rosters would be given to them in January but weren't told a time or date that the roster would be made available. We didn't receive the rosters until the end of week 3. Our rosters were expected to be filled out and completed by the following week (WEEK4!). I felt this was very difficult to do. Not only were we allowed a very small amount of time to get the rosters completed but clearly the dates were not taken into consideration. We, as IN teachers, have a lot of responsibilities to take care of during week 4 and even week 1 of the following month. I feel like the rosters should be made available for teachers at an earlier time. One week was not enough time to edit our rosters. Not to mention, any deadlines that are set for us should be made with consideration of the teacher's schedule.*
* *Not necessarily sure if this test needs to continue.*
* *I think there are probably better assessments.*
* *I think that the test is a valuable tool to see where students’ strengths and weaknesses are. And help show students there are ways to improve their weak areas. I feel overall that by having a benchmark to try and reach for the student, it helps motivate them.*
* *In order for the PFT to have more validity there needs to be a designated professional testing all students. This is the only way to ensure tests are given and scored the same. PFT exercise options are not scoring the same intended subset. For example, upper body flexibility is vastly different than lower body flexibility and is not comparable to overall flexibility to the individual’s body. Other such examples that are testing differently and cannot be compared would be push-ups and flex arm hang. Yes, both are upper body exercises but testing the strength in different muscular groups, a pushing test and a pulling test.*
* *Do not feel that this assessment is necessary in elementary school. It is great for middle school and or high school.*
* *Online video (YouTube?) of a student doing the fitness tests as an example to testers and students.*
* *The state of California needs to ensure that all students have access to a qualified P.E. teacher just as in middle and high Schools. It is unfair to expect*
* *elementary school teachers to take on this role when they do not hold the credentials in this area.*
* *As a classroom teacher, and not a physical fitness expert, I do not feel comfortable assessing student fitness. I would prefer that we had P.E. specialists to do the training and measuring of these tests. As a multiple subjects’ credential holder, I feel that my focus should be on skills and games and sportsmanship. Traditional P.E. has led us to this place in America where students are overly competitive and feel free to self-deprecate and body shame others. We need to focus on helping each other and encouraging all students to start from where they are and move forward. We need non-competitive, non-shaming P.E. that focuses on teamwork, collaboration, and health.*
* *Permit removal of cadence, Permit student to participate with individual modification, excusal based on IEP, parent request, excusal by P.E./A.P.E. tester. Permit a student to test on select attainable test items/area.*
* *Those who administer the test need better training or any training on administering the test to make sure data is quality and consistent during the assessments.*
* *The actual data file is tedious to upload and could lead to faulty data.*
* *The test is a little outdated.*
* *PFT is important for students to see progress and assessment. It helps them to create goals for themselves and challenge themselves to live a better, healthier life.*
* *Testing the students on their fitness can lead to a negative connotation of physical activity and fitness because they can then be seen as not good enough. Standardized testing fitness does not give enough useful information to the teacher.*
* *Allow parents to opt out their student WITHOUT PENALTY if their student is diagnosed by a medical professional as someone struggling with: an eating disorder; self-harm related behaviors; gender dysphoria/being transgender - at parents’ discretion depending on how it affects feelings of self-esteem/self-worth; mental illness/mental health concerns that affect self-esteem/fuel body dysmorphia, religious reasons such as students who are fasting for Ramadan. Create a modified, equitable fitness assessment for students in the 95% for BMI - qualifying students is based on teacher discretion, as muscular students/student athletes may be in the 95% but do not need a modified test.*
* *Provide PFT facilitators with appropriate equipment for each test. We should not have to make our own sit and reach boxes.*
* *Many kids and families don't buy into why we are doing it. There is NO accountability to the test and therefore families and students put no effort into it or its preparation.*
* *I am not a fan of the assessments chosen as I do not believe they present an appropriate evaluation of one’s physical fitness/health.*
* *It would be great for the PFT to film/release updated training videos. Additionally, since BMI is a somewhat flawed/incomplete metric of physical health and personal fitness; I wish for the sake of our students, that BMI wasn't weighted the same as aerobic capacity, upper body/core endurance, and flexibility; as something that can make-or-break a student's PFT pass/fail score if they were to fail only one other category.*
* *Yes, the height and weight of the students would traditionally NEVER be either administered in front of their peers or allow other students to see the data. Also, we would test the students in class, rather than via Zoom, or any other way where the data can be falsely fabricated.*
* *Every student is different. Each body is different. I do like that we test our students because they can see what they are capable of. I do not feel that students should be given a poor grade for not being able to get perfect scores. I feel that they should be given scores based on improvement.*
* *Maybe something should be designed that nurses could administer instead to help students better and provide a smaller setting and privacy. Also, mental health and counseling could be incorporated and coordinated by nurses.*
* *Skipping it due to covid was appreciated.*
* *Is it really necessary to have a State Summative test for Physical Fitness? Our*
* *P.E. staff collaborate regularly and have developed Common Formative Assessments which are much more actionable and accessible for students.*
* *Provide a uniform way to teach all students consistency.*
* *I think it is time we look at an assessment that assesses the whole student in social, mental and physical wellbeing. Students who struggle with being physically active are not going to start based on the PFT. It does not create better lifestyle choices for them - it relives their anxiety over the test. If we want healthy active adults - we need to look at their wellness triangle and find ways to assess those areas as a whole.*
* *I would be curious how to make the activities more natural to actual human movement. Step-ups instead of PACER? Using bands for resistance rather than push-ups? Learning how to measure heart rate and participate in a healthy range of cardio for a certain number of minutes?*
* *Continue P.E. until you pass it, no 16-year-old exemption, senior year possibly. One score for boys and girls - possibly heart rate for cardio. Alternatives for disabled. Harder standards for push-ups and curl-ups. Alternative tests - jump rope, burpees, swim, 60/100m sprint, wall push-ups, monkey bar cross (20 bars?), leg lifts, shoulder stretch combined with sit and reach or eliminated, back bend/bridge, a balance component (balance beam walk, single leg balances).*
* *It would be highly desirable to eliminate the BMI portion of the PFT. Some of my [SCHOOL NAME] students were tested individually. I would also set up times if students did not want to test away from other students. I want my students to feel comfortable about their test. I also do the weight and height at the end, and I do it individually so no one can see the results.*
* *I have never been a fan of how students can fail one part of the fitness test like the trunk lift or shoulder stretch and not pass the entire fitness gram as a whole.*
* *Sometimes things are difficult and uncomfortable, that is life. We can't make these students so soft that their feelings get hurt when you are trying to give them an honest assessment of their fitness level.*
* *I think you should add a self-assessment category. And perhaps issue PFT at 3 different times per school year to show progress/change over time.*
* *Physical fitness testing is important. Please trust that the professional physical educators will give context to the results and educate students that the PFT is not the ultimate method for measuring health and fitness.*
* *We have many students so out of shape that the tests can be discouraging. I do like the walking VO2 option.*
* *I do think it is important for students to know their height and weight yearly and what is considered healthy, but the measurement of our body composition test is inaccurate and should be eliminated from the testing results.*
* *Eliminate the reverse back lift. It serves no purpose in my opinion.*
* *Health concepts, fitness strategies, improvement. Benchmark testing.*
* *I think the test is important to monitor fitness levels of students and give them goals to achieve. They should continue to be used. Data of height and weight should be collected but not shared with other students.*
* *A different test to measure spine flexibility or the ability to bring monkey bars back so we can work on pull-ups and push-ups.*
* *What's the purpose of this assessment? Is it just another thing for students/teachers to do or is there value in it?*
* *Research and implement new testing procedures that are currently used in "real" life (physical therapy, functional training evaluations, etc.) and can be administered to large groups.*
* *It is important for future fitness assessments that districts are made aware of the equipment needed and the cost of equipment that may be needed to be purchased to support the tests for the testing itself as well as to prepare students for any fitness testing.*
* *Don't remove PFT testing in schools.*
* *More time spent combining health and P.E., so activity and habits are addressed together.*
* *We need consistency in how we test within our district.*
* *My suggestion would be accountability for grade levels to accomplish fitness standards in order to give students the experience of fitness before they are assessed in 5th grade.*
* *I feel this test should be given at the beginning of the semester or year and also at the end. We should assess student information and work on areas throughout the semester/year and look for improvement. Maybe have an "improvement" category rubric.*
* *Not all schools have all the tools required. I used to administer this test through the YMCA, and we had the CDs to help with timing the movements. At my school we don't have that.*
* *Info should be broadcast to interest holders--in the past the county office of health attended the fitness day at the high school for 5th graders and shared BMI information with us which was shocking and very informative. The reason it was shocking to me was the amount of students who were obese and what the health and costs related to that data was very informative.*
* *Life is going to be very hard for kids who can't do testing around other kids.*
* *The suggestions I have would be to change the tests themselves. Some require too many parameters, and some don't really tell us much. For example, a plank hold would be an easier measure of core fitness. The push-up form is not ideal. I could go on...*
* *If California is going to keep using the PFT, I would suggest that all teachers in grades 5, 7, 9 have their students practice all of the activities involved in the PFT on a weekly basis, I would suggest that the organization that runs the PFT puts out a circuit workout that shows all teachers and students the circuit workout with warmups, the activities and a cool down. Nutrition also needs to be discussed, and how what a person eats affects their ability to perform the PFT. The use of the FITNESSGRAM® and setting short-term and long-term goals would be beneficial as well, and that it is important to be active and healthy in order to keep a job and live a healthy life. School districts don’t take physical fitness seriously. If you are overweight, you cannot perform at work as well. Physical fitness should be as important to districts as Math and Language Arts. You can’t think if you can’t move*
* *If changes are made, consider the development of resources to train teachers in test administration and provide sample lesson resources for teachers to use in*
* *P.E. classes. A grade-span appropriate "training plan" or "instructional guide" for a new PFT would be helpful, especially for new P.E. teachers. Also, updated parent communication resources would be helpful.*
* *The PFT should be abolished.*
* *If you are going to assess 5th graders, P.E. in the elementary years needs to be given priority. Some LEAs across the state hire single-subject P.E. teachers for the elementary grades, some do not, so, how can the results be truly compared if the instruction is so different? It makes no sense.*
* *I would allow for fewer tests. Mile AND PACER. If a student can pass these two tests, we can reasonably assume the student is in good health. Also, this would allow for teachers to train students and implement running into exercises and games. This would transfer into good test results. Our classes are 60+ students. Getting them ready for AND testing them in 5 exercises is silly and time consuming. Just using both mile AND PACER can ensure transfer of daily*
* *Exercises, games, and training into these two test results. Passing both mile and PACER would ensure an acceptable student fitness level.*
* *Students dislike the PFT. It takes a long time to administer properly, and discreetly. Some do not want to test in front of others. Many cannot do push-ups and are embarrassed by it.*
* *My concern is that we take all of this time doing this testing and nothing is ever done with the results… we need follow up and intervention programs for students especially in the area of nutrition… coming out of covid, we’re now dealing with the obesity pandemic among adolescents! I’d love to chair a committee in our district to discuss the implementation of a plan to implement a follow up curriculum for these students!*
* *Something to consider is how districts will collect and report data.*
* *PFT shouldn't be an annual test for fifth graders.*
* *Again, get rid of the test completely. Let school districts allow for flexibility on how we assess students’ health and fitness unique to each school and school districts population. The one size fits all model is no longer relevant and/or appropriate.*
* *Consider creating an app/device that students/teachers can access on a secure browser and can take on the field and enter data in real time.*
* *Physical fitness should be tested/measured through a child's doctor's office. That is where true physical health can be measured. That is also where each individual child's preexisting conditions and/or limitations can be taken into consideration to get a true picture of physical fitness. That would also keep the process private instead of having the whole testing be a stressful time for the students. Although some students do very well on this test and find it even enjoyable, the majority do not. They find it something that hangs over them even when teachers try to make it as "fun" as possible. At the end of the day, fifth graders know they are being tested for their physical ability. For some, this can damage their mental health.*
* *The tests need to be updated. They are out of date. P.E. teachers also should be trained on how to administer the tests in the same way if you want to compare the results/scores.*
* *I would love to have a program that has lesson plans, worksheets, etc., to help with the PFT.*
* *Please either do away with PFT or at least the BMI part. It’s miserable and my least favorite part of the year.*
* *The sit-up is so challenging to test. I do not have access to an indoor facility, so my students are out on the blacktop. I bring out mats for them to use but they are not doing them at home! This just not seem like a fair assessment.*
* *Students’ weight data was done privately, but students’ height data was not.*
* *Physical Fitness Score are more important now than ever since Covid has impacted P.E. programs for almost 1 1/2 years. Whether the students had any hybrid learning or stayed on distance learning... the overall impact on students and their levels of fitness and development in Physical Education has taken a huge hit. Many of these students will lack confidence in their skill levels; as well as develop any interests in sport/fitness activities for years to come. Having that low confidence in P.E. will turn them off in trying new activities or sports; and will cut into the energies levels that help them get through their academic classes (studies have shown that relationship). The last thing I would add is that there is a huge problem when the BMI is factored into the mile time (that is where the BMI should be eliminated). It penalized students who are athletic and have muscle and makes it appears that they are overweight.*
* *I think children's fitness is something parents must focus on.*
* *With gender equity issues, it is difficult to reason with the difference in standards between boys and girls. I think there needs to be focus on this area of the test.*
* *Make the assessment more student-driven - giving the students more responsibility in self-checking and owning their fitness.*
* *Should consider scrapping height/weight and flexibility tests. Give more attainable and easier assessed options for muscle endurance. PACER laps are a favorite if set up/administered/explained correctly with music. I think time and energy should be spent at the state/local level on reviewing/supporting the quality (and in some places the very existence) of P.E. programs. If every student actually received 100 minutes a week of quality P.E., then we'd see a real improvement in student health and wellbeing.*
* *I’m not crazy about the trunk lift. It is a difficult test to administer. Also, kids complain about their backs-a lot.*
* *I believe that students must have a minimum minutes per day devoted to different forms of physical activity; however, I don't believe they should be required to take a test.*
* *I'm just not sure this is a measure that needs to be taken on my schools and reported out. Physical fitness requirements are in place for K-8, and schools can individually assess and change their programs as needed to meet the needs of their individual students. Education about physical fitness could take place rather than assessments, to make sure students understand how their current and future physical health can affect their bodies. Even fit people suffer from heart attacks and disease. The focus seems to be on the appearance rather than the health of students.*
* *I see the value of health and nutrition, which are taught in our health classes. Our teachers follow the standards. If an assessment must continue, please adopt one that eliminates a possibility for inequity, body shaming and bullying. This test is not healthy for our students.*
* *The criteria seem arbitrary. If a student can clasp their hands behind their back in the flexibility test doesn't seem like it could possibly be a strong indicator for health overall.*
* *Thank you for gathering first-hand information from the field!*
* *The less equipment that is needed to be accounted for and maintained in order to ensure equal access across sites is optimal. Staff training to ensure reliable results and additional paid time to record and submit scores should be taken into consideration as well. COVID 19 social distancing and no cohort mixing places new challenges on this data collection.*
* *Obese students will never be able to achieve their cardiovascular fitness level because the requirement is more difficult the more they weigh. Also, if the students could see a goal they have to reach to pass they would be more inclined to work towards it. If the PFT tester was able to put in a student’s height and weight before any of the other tests were performed and a goal for each area was displayed then I think more students would work towards their goals. This could even be done at the beginning of the school year and each student can show progress. Also, if they had quarterly tests on each area to see growth that would also be beneficial for student goals and awards/progress.*
* *Students and parents need to know where students fall in respect to healthy and unhealthy zones. There needs to be a wake-up call as far as physical fitness and how it relates to overall health. We have an epidemic of very unhealthy students. Discontinuing PFT would be a big mistake.*
* *We need charts with clear time/score goals, especially for tests of aerobic capacity, like we have had previously.*
* *I don't feel the data is helpful to the school or students. Time and resources would be better off spent on other areas.*
* *In order to keep data private, it would be nice for students to record their own data but sometimes kids are not honest and lie about their scores. It would be nice to have a scanning system that works with students’ IDs. Scan the ID, scan the fitness test category, scan their score. Upload to computer and computer data (Student Lap tracker does work like this) and then send students and parents reports.*
* *I think the assessment has greater impact when it is a part of the curriculum, integrated into daily activities and not just tested once a year and forgotten about.*
* *The PFT is crucial and could literally save lives. How it is administered is important, but we should not eliminate it just because some students feel bad about their test results. This was me. I was that kid. I had a great group of friends and teachers who encouraged me though and through it I became so much healthier as a result. Please recognize that the test itself is not bad, we just need to properly educate our students on what the results mean and how to approach them in the right light.*
* *The focus should be on growth not hitting specific parameters that don't fit every single student. In addition, measuring body composition at the middle school level can harm/traumatize a kid. There has to be a better way to measure health.*
* *I think it would be great to measure growth rather than a single test (since students take the PFT in multiple years). I also think that the body composition test/measurements can be more harmful to students’ mental wellbeing and can have lasting traumatic effects. In puberty, it's already a sensitive time for kids and body image, and we know that kids at this age carry more body fat. I think we can study what other countries do to measure physical fitness and really innovate here.*
* *It seems that simplifying the test might be more beneficial. If students can "run" they are utilizing many of their body’s physical features. Perhaps tracking run- times over several years to assess improvement of individual students would be more practical and create less of an issue. All genders could have the same expected run time cut-off for each grade level. Students unable to complete a run, could opt for alternate aerobic activity. Additionally, tracking and reporting data has been very difficult. Most P.E. classes operate outdoors and often without computers. This creates the need to track large volumes of data and then hand enter it elsewhere. Some serious thought needs to be given to selecting a scoring system that can be easily integrated into the most popular assessment platforms (Illuminate, Performance Matters, etc.) for easy scoring. Reducing the number of measures will help tremendously, but hand entering data in the "field" is prone to cause entry error, etc.*
* *Please don't "water down" fitness requirements.*
* *I would like to see the test include more selective functional movement assessments.*
* *This assessment should be abolished.*
* *Teachers should be doing their own quarterly benchmark tests and semester finals, which determine how students are improving. The PFT is a giant waste of time in my opinion. I administer it, and MANY of our students aren't even in a P.E. class who take* [*sic*] *the PFT. It's frustrating and feels unnecessary.*
* *There are no suggestions that go to families for post administration on how to help their children with physical fitness. Our teachers do this, but it would be great if there was something proactive from the State.*
* *-Should be non-gender. -Body Composition/Weight should not be a factor.*
* *I think the collection of data is valuable, but the control of the results is too much of a variant. Students feel embarrassed, pressured and vulnerable when they underperform in front of their peers. I have also found the results vary so much from year to year, class to class, that it is hard to determine proper teaching practices from these results.*
* *There truly is no reason for this assessment in schools - I am sorry but this needs to go away.*
* *Students will work harder when they know what the expectations are.*
* *Fitness does not equal health. I would personally prefer spending my time focusing on SEL (supported by HS standard 3) than preparing for a test where the results don't matter.*
* *Clarity re: more gender inclusive baseline for assessment performance.*
* *Assessment is important for student motivation and improvement. However, students should enjoy physical activity and movement. This test takes away the enjoyment of movement. We need to create a better way to measure students’ physical fitness. We should not assess students based upon their DNA and what about assessing students on their enjoyment of movement. If we want students to be lifelong movers, we need to change how they feel about physical activity. This test is not helping to motivate students to be life-long movers. Thank you!*
* *I am not sure why we give this test or how it is helpful for students or parents. In addition, it takes valuable time away from the end of the year when students are trying to finish academics.*
* *We do have concerns of the hours that it takes for the assessment. The accountability is not there for the students to be required to pass the assessment to pass the class. We have had issues with the student taking the assessment provide scores and the test comes back as not taken.*
* *A statewide curriculum should be developed to support these efforts. Teacher Ed programs should no longer be teaching sports as classes to earn P.E. degrees.*
* *An assessment based on the individual student - their own baseline and measurement of growth for just that student incorporated with feedback from teacher and student to prepare and follow a plan with goals for each individual student - with the goal of making lifelong fitness a priority not a test.*
* *As supportive as I have been of PFT assessments in the past, I think this might have run its course and is outdated.*
* *The PFT is fine. Do not need to adjust for body image. Need to assess based on biological sex at birth, nothing more nothing less.*
* *Please ensure that CAHPERD, and any other physical education experts (not fitness experts, or physical activity enthusiasts) in public schools, have a seat at the table when decisions are being made in this area. Their voice is the voice of people in the field, actually doing the work with kids every day. They know the realities. It is essential - crucial - that those experts are a part of this process. Thank you.*
* *Thank you for collecting feedback and reviewing this assessment tool. It has felt somewhat archaic for a long time, and I am glad it is being reviewed.*
* *Some of the events are difficult to accurately measure--the chin lift while lying prone, for example. I also think there are too many events to measure.*
* *I would remove the height and weight sections.*

##### Appendix B. Expert Panelists, by Organization and Areas of Expertise

Table 1 provides the list of expert panelists by their organizational affiliation and their self-identified areas of expertise or advocacy.

Table 1. Panelists and Organizational Affiliation

| **Name** | **Affiliation** | **Students with Disabilities** | **Adaptive Physical Education** | **Health and Fitness** | **Gender Identity** | **Body Image** | **Equity** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Edward Arias, M.Ed. | Jefferson Elementary School District | Yes | Yes | Yes | No | No | no |
| Joel Baum, M.S. | Gender Spectrum | No | No | No | Yes | No | Yes |
| Dareen Khatib, M.P.H. | Orange County Department of Education | No | No | Yes | Yes | Yes | Yes |
| Jihyun Lee, Ph.D. | San Jose State University | Yes | Yes | Yes | No | No | Yes |
| Frances Meyer, Ph.D. | Society of State Leaders of Health and Physical Education | Yes | Yes | Yes | Yes | Yes | Yes |
| Tonya Moore, M.Ed. | Los Angeles County Office of Education | No | Yes | Yes | Yes | No | Yes |
| Vincent Pompei, Ed.D. | California Association of School Counselors | No | No | Yes | No | Yes | Yes |
| Hannah Thompson, Ph.D., M.P.H. | UC Berkeley School of Public Health | No | No | Yes | No | No | Yes |
| Debra Patterson, Ph.D. | California State University Fullerton | Yes | Yes | Yes | Yes | Yes | Yes |
| Terry Piper, M.Ed. | Hayward Unified School District | No | No | Yes | Yes | Yes | Yes |

##### Appendix C. Feasibility Study Supplemental Documents

###### C.1—Feasibility Study PFT Coordinator Survey Tool

Below is a duplication of the survey tool used with PFT coordinators for the feasibility study.

On behalf of the California Department of Education, we need your input concerning the recommendations made by a Panel of Experts regarding the statewide student fitness test as part of a fitness assessment research study for the legislature. To ensure that the recommendations provided by the Panel of Experts are appropriate to a K-12 school environment and feasible for implementation, we would like to provide you with an opportunity to review and respond to the recommendations. You were selected as part of a random sampling of participants for the survey. The information presented in this survey is confidential and may not be discussed or shared with others. Please read the confidentiality/non-disclosure statement provided here and acknowledge your agreement to maintain the confidentiality of this information by clicking on the appropriate box.

1. **By indicating below, I am affirming that I understand and agree that the nature, content and information presented in this survey shall not be divulged to or discussed with anyone. I shall not reproduce or share any materials or information presented in this survey (written or electronic) directly or indirectly, nor reveal the nature of content of the survey items to any person for any purpose until such time that the research study report is publicly released.**
   1. I agree to maintain confidentiality
   2. I do not agree
2. **The purpose and recommendations proposed here by the panelists were derived through a series of meetings and sessions and were also informed by the results of the PFT experiences study. As part of their work, panelists were asked to consider a framework for an assessment that would be equitable and inclusive of all populations. They were encouraged to think broadly about what the purpose of a fitness assessment for students should be and what a corresponding fitness assessment might measure. They were asked not to limit their ideas to the current testing mandates and assessment constructs, but rather to draft recommendations with the expectation that resources, staffing allocations, updates to content standards, and legislative mandates would follow to support and develop the recommendations adopted by the legislature.**

In your review of the panelists’ recommendations, we ask that you do the following:

* Consider the feasibility of the recommendations under the conditions that all necessary resources to implement adopted recommendations would be provided.
* Understand that flexibility exists in the development of the assessment including how much of the assessment is administered to students at any given grade level or population. Should a new assessment be developed, a second committee will be convened to guide that work.
* Measurements (described later) will be appropriate to student ability and the grade levels assessed.
* Recognize that elements of the assessment may be adapted to ensure equity and accessibility for all students. Multiple options could exist within each of the assessment areas that provide all students with accessible and meaningful options.

You will be asked to review two major areas of recommendations—the purpose statement and the general measurement categories. The overall goal of this survey is to assess the reasonableness and appropriateness of the recommendations within a K-12 environment and with the understanding that all recommendations would be adapted or scaled to be accessible and grade-level appropriate.

* 1. I have read and understood the contextual background of the recommendations
  2. I am unclear about the contextual background and will exit the survey

1. **Approximately how many students are enrolled at your LEA or school district?**
   1. 0 to 4,999 students
   2. 5,000 to 9,999 students
   3. 10,000 to 19,999 students
   4. 20,000 students or more
2. **In which county does your LEA or school district reside?**
3. **What is the zip code of your LEA or school district?**
4. **What is your role at your LEA or school district? (Mark all that apply.)**
   1. LEA or district PFT coordinator
   2. Site level PFT coordinator
   3. Physical fitness instructor
   4. Classroom teacher
   5. Program specialist
   6. PFT test administrator
   7. Sports coach
   8. Other (please specify)
5. **Have you ever administered any fitness assessment, or parts of it, to a student?**
   1. Yes
   2. No

Purpose of a Fitness Assessment

Please read the proposed purpose for a fitness assessment then indicate your level of agreement to statements regarding the proposed purpose.

**Purpose of a Fitness Assessment:** The California fitness assessment highlights the critical importance of fitness as part of a well-rounded education and demonstrates its priority within the school environment. The fitness assessment shall:

* Be student-centered.
* Measure students’ overall health and well-being.
* Provide students’ current fitness levels and overall progress.
* Encourage students to set health and fitness goals and monitor them over time.
* Increase student understanding of how nutrition and physical and mental health work collectively to promote optimal health and well-being.
* Empower students to take ownership of their overall health and well-being
* Encourage student habits that support a lifelong commitment to health and well-being.
* Be developed in a manner that is accessible and applicable to all students regardless of socio-economic status, race or ethnicity, religion, nationality, sexual orientation, gender identity, and abilities.
* Be administered by trained educators in a safe and supportive learning environment that enables all students to demonstrate what they know and can do.
* Provide valid and reliable results at the student, school, and district levels to evaluate trends and progress in student health and identify disparities and inequities in student health outcomes.
* Provide meaningful and actionable information that can be used by students, families, educators, and policymakers to improve the overall health and well-being of communities throughout California. In addition to providing information about students’ current fitness levels and change over time, student reports shall also include information about how fitness levels are impacted by personal, social, and environmental factors; resources that help students set personal health and fitness goals and monitor progress over time; and resources that support healthy lifestyles overall.

1. **Indicate your level of agreement to statements regarding the proposed purpose**

| **Question** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| --- | --- | --- | --- | --- | --- |
| Overall, the purpose statement represents what a student fitness assessment could accomplish. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| The purpose statement supports a whole-child approach to student fitness. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| The purpose statement considers students from all backgrounds, experiences, and abilities. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| The purpose statement provides a reasonable description as to how student results might be used. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| The expectation for assessing student knowledge across various areas is reasonable. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| The purpose statement is appropriate for a K-12 environment with the understanding that elements would be adapted or scaled to be accessible and grade-level appropriate. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |

1. **What is your overall impression of the purpose statement?**
   1. I agree with it very much
   2. I generally agree with it
   3. It is adequate
   4. I disagree with several parts of it
   5. I disagree with most or all of it
2. **Please use this space to provide any feedback or comments regarding the purpose statement.** *(open-ended question)*

Measurement of a Fitness Assessment

Please read the proposed measurement areas for a fitness assessment then indicate your level of agreement to each statement regarding the proposed measurements.

**Measurements of a Fitness Assessment**: The measurements areas described below should be based on health and fitness-related content standards. The areas represent the larger categories of measures. Should recommendations be adopted, and a new assessment developed, the framework here would guide the development of the finite measures and actual assessment items.

Knowledge of Nutrition and Fitness

* Nutrition and dietary guidelines
* Relationship between nutrition, fitness, and health
* Physical fitness guidelines and charts
* Importance of movement and activity regarding prevention of disease and enhancement of health and wellness
* Understanding health-related fitness
* How to assess one’s own level of fitness
* Activities and resources

Skills and Demonstration of Fitness

* Physical performance measures (e.g., limb or core strength, endurance, flexibility)
* Physical health measures (e.g., objective measure of cardiorespiratory fitness, aerobic capacity)
* Student engagement in physical activities and movement (self-reported). Functional fitness measures (e.g., authentic measures that reflect activities that promote physical independence and activities of daily living or occupation)

Lifelong Fitness

* Understanding the importance of fitness and movement throughout life Developing a portfolio of personal ability and experiences
* Developing a fitness plan (e.g., goal setting and progress monitoring for personal improvement)
* Understanding that developmental changes occur in fitness (e.g., blood pressure, cholesterol levels, heart rate ... knowing that numbers change with age)

Mental Health and Wellness (as it relates to fitness)

This is not an assessment of mental health; it is an assessment of the understanding of how physical and mental health are connected in the following areas.

* Relationship between physical health and mental health
* Development of positive body image
* Concepts of wellness

1. **Indicate your level of agreement to each statement regarding the proposed measurements.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| With adaptations for ability and scaling by grade level, the measurement areas are appropriate for students. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| The measurements support a whole-child approach to student fitness. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |

1. **What is your overall impression of the measurement areas?** *(open-ended question)*
2. **Please use this space to share any questions or comments regarding the measurement areas.** *(open-ended question)*

Thank for you your time and feedback. If you have any questions, please contact Melissa Neuburger at [mneuburger@SCOE.net](mailto:mneuburger@SCOE.net)

###### C.2—Feasibility Study Report – PFT Coordinator Survey Open-Ended Question Responses

Feedback and comments regarding the purpose statement (N = 25)

* *"The fitness assessment shall" indicates the assessment itself is going to accomplish all of the bullets listed underneath. This is not possible to accomplish with an assessment. The bullet points listed below are instructional goals that would be part of health/physical education instruction.*
  + *Encourage students to set health and fitness goals and monitor them over time.*
  + *Increase student understanding of how nutrition and physical and mental health work collectively to promote optimal health and well-being.*
  + *Empower students to take ownership of their overall health and well-being*
  + *Encourage student habits that support a lifelong commitment to health and well-being.*
* *How results are to be used is not clearly defined.*
* *I am concerned with what is involved with students monitoring their progress over time.*
* *I appreciate the proposed statement and am hopeful a future version of the PFT will finally be able to help guide policies that improve health outcomes (e.g., funding and policies to promote structured physical activity between the school bells).*
* *I believe that this purpose statement is very strong. The survey question about the purpose statement providing "a reasonable description as to how student results might be used" is strange; the suggestions for using student result data are broad and general.*
* *I cannot possibly imagine how a PFT could seek to measure all of those areas. While I believe this purpose statement is wonderful and very supportive of students. I cannot see how alone this test can seek this data. Perhaps if it were paired with the California Healthy Kids survey or another measure, we may get closer to seeing the whole physical and emotional wellbeing picture.*
* *I feel like there should be more of an emphasis on mental health and that schools need to receive regular, annual funding for mental health programs that are integrated into the overall health education.*
* *I fundamentally disagree with a concept of assessing fitness. I don’t believe it is a good way to "demonstrate its priority within the school environment."*
* *I have noticed over many years of administrating the PFT. The students who struggled to pass parts of the test in 5th and 7th grade seemed to follow the same pattern in 9th grade. When talking to the students - achieving a passing score on test part was important information for the teacher, not for them. And, it was really tough to motivate or convince the student otherwise after receiving negative scores. I think having the PFT at the beginning of the year allows the teachers the tools and data necessary to build on success and improvement throughout the school year.*
* *I like the idea of including the students in setting personal fitness goals, which will empower them to take ownership of their health. I wonder if the actual "test" will truly test one’s fitness because the current test, in my opinion, is poorly designed. One size does not fit all when it comes to human beings. I hope the information that comes from the "fitness test" is truly usable.*
* *In theory it sounds well rounded and supportive of the whole child. It’s the practice and implementation that concerns me.*
* *It does not measure overall health and well-being. No assessment can be accessible and applicable to all students.*
* *It’s unclear what audience this is written for but the purpose that is written is WAY too ambitious unless training and support is provided to teachers on how to utilize the results.*
* *My concern is not with the statement itself, but the question implying that Physical Assessment will be K-12. Human resources are stretched thinly as it is to assess 5 and 7th graders.*
* *Not clear how the assessment would "encourage student habits that support a lifelong commitment to health and well-being." How will student attitudes toward fitness measured on the PFT? How do we imagine identifying disparities and inequities in student health outcomes when no student demographic data is captured on the tests?*
* *PFT is needed in schools.*
* *Purpose statement states critical element of ‘fitness’ but could also include ‘wellbeing’ . ‘Wellbeing’ is addressed in bullet points but not purpose statement.*
* *Testing knowledge in an area that was solely assessing physical characteristics and abilities has the potential of including more content than is within PE standards & curriculum (ex. nutrition, mental health). It also will be challenging to make sure to respect, include, and/or address the diverse cultural beliefs/values on nutrition, diet, personal health, mental health, and the medical/health field.*
* *The California fitness assessment DEMONSTRATES the critical importance of fitness as part of a well-rounded education.*
* *The last bullet point is too long, maybe separate it.*
* *The physical fitness assessment is not easy to administer to students in independent and alternative school settings.*
* *The statements achieve the "what" defined in PFT testing. It does not articulate the "how" in great detail, if at all.*
* *Though mental health plays an important role in overall health, I wonder how feasible that will be to incorporate into physical fitness testing. Some families may be concerned about the inclusion of mental health questions through a state mandated test.*
* *Too much emphasis on cultural sensitivity in CA schools on some topics. This is physical fitness for crying out loud. The statement did not include the specific actionable pieces to come from this and I also find the idea that a PE test is going to provide information about social demography to be problematic and inappropriate.*
* *We are a charter school with about 400 students K-12. We treat PFT as a "field day". We include grades 5,7, and 9 as well as other students who do it for fun. It takes about 1.5 hours and is an event people enjoy. We are glad to not be doing the BMI.*

 Questions and comments regarding the measurement areas (N = 19)

* *Again, mental health should be the primary focus here, with physical health and a lifelong understanding of maintaining good health to follow. Positive lessons in relating to others, knowing oneself and developing a strong mental core will set one up for wanting good physical health going forward.*
* *Applaud the whole-child and comprehensive approach, however I am concerned about the emphasis on nutrition and other topics that fall under the Health framework/standards. Since not all LEAs require or even teach Health, and those that do have not ever been assessed at this level, its problematic to establish a state assessment on it without also establishing more resources or supports on the instructional end to make sure all students are getting the opportunity to learn about things like nutrition or how mental health relates to physical health before they are tested on it. Outside of the requirement to provide comprehensive sexual health education, neither Health nor Nutrition is mandated.*
* *Concerned about the statement where students create a portfolio.*
* *From a K-6 perspective (we are an elementary district) many of the bullet points are subjective and would be very difficult to measure and/or monitor progress. The bullet points seem more appropriate as program/curricular objectives, not as bullet points for an assessment. I’ve pasted the bullets below that concern me from a PFT perspective:* 
  + *Knowledge of Nutrition and Fitness:*
  + *Nutrition and dietary guidelines*
  + *Relationship between nutrition, fitness, and health*
  + *Physical fitness guidelines and charts*
  + *Importance of movement and activity regarding prevention of disease and enhancement of health and wellness*
  + *Understanding health-related fitness*
  + *How to assess one’s own level of fitness*
  + *Activities and resources Skills and Demonstration of Fitness:* 
    - *Student engagement in physical activities and movement (self-reported)*
    - *Functional fitness measures (e.g., authentic measures that reflect activities that promote physical independence and activities of daily living or occupation) Lifelong Fitness*
    - *Understanding the importance of fitness and movement throughout life*
    - *Developing a portfolio of personal ability and experiences Developing a fitness plan (e.g., goal setting and progress monitoring for personal improvement)*
    - *Understanding that developmental changes occur in fitness (e.g., blood pressure, cholesterol levels, heart rate ... knowing that numbers change with age) Mental Health and Wellness (as it relates to fitness) This is not an assessment of mental health; it is an assessment of the understanding of how physical and mental health are connected in the following areas.*
    - *Relationship between physical health and mental health Development of positive body image*
    - *Concepts of wellness*
* *Generally speaking, I don’t think student need any additional testing added to the Spring testing schedule. Seems like all we do is testing in March/April/May.*
* *Have more resources to teach families to understand Mental Health and Wellness (as it relates to fitness).*
* *I agree with everything but the "skills and demonstration of fitness" portion.*
* *I appreciate the sections on Lifelong Fitness and Mental Health and Wellness. I am less comfortable with the proposal to assess students’ knowledge of Nutrition and Fitness as well as the continuing assessment of Skills/Demonstration. Assessing these latter two areas in a fixed snapshot moment of time, based on standards that can be highly variable to the individual / family / cultural norms is fraught with challenges.*
* *I really like that the mental health is being added and the importance of the relationship between mental and physical health.*
* *I think including a portfolio requirement may not be feasible or may be onerous/difficult to support.*
* *I wonder about the actual fitness measurements because there is such a wide range of fitness abilities that match fitness interests. For example, someone who runs for fitness has different physical strengths than someone who swims for fitness. Our students are not one size fits all who perform the specific tasks required to attain the physical fitness ability tested currently. Just because someone can’t touch their fingers behind their back or their toes in the very restrained method doesn’t mean they lack physical fitness.*
* *Kids don’t think too much about the future. That’s an adult thing. We should set goals of course but also focus on the joy and benefits of the ‘now’ for them.*
* *Make sure it is clear in the expectations and measurements that weight is NOT the same as health; while movement and nutrition are certainly important for fitness, it is possible to be healthy at any size and weight.*
* *My entire issue is around the Performance measures-why is this not a growth model? Wouldn’t we inspire students more if we did a fall initial assessment on the physical indicators and a spring one and students were rated on their growth over time in the school year versus a summative autopsy approach at the end? If they do poorly, it’s not inspiring lifelong health at all.*
* *Physical performance measures (e.g., limb or core strength, endurance, flexibility)*
* *Physical health measures (e.g., objective measure of cardiorespiratory fitness, aerobic capacity)*
* *My only concern in this area is the way the portfolios will be used or shared in a group/classroom environment. I would hope that sharing wouldn’t lead to bragging or comparing, as this could negatively impact some students*
* *Portfolios and Fitness Plans are academic exercises often tossed out by students regardless of grade. Self-reported activity levels are often truthfully reported by students.*
* *There doesn’t seem to be anything that addresses disabilities and how that can impact overall health and fitness, unless that is the understanding health related fitness. Not sure if that is planned in the instruction?*
* *Will these lead to changes in physical education teaching standards?*
* *Without knowing the plan for how this would unfold, it hard to agree enthusiastically. In theory all of the areas make sense depending upon the age and demands we are placing on our students.*

###### C.3—Student Fitness Test Feedback

We have been asked to help the California Department of Education think about why we administer a fitness test to students at school (currently grades 5, 7, and 9) and think about new or different ways to measure student fitness that is fair and meaningful to all students. A group of experts on students and fitness described what they think a student fitness test should door accomplish. We want to know what you think and if the purpose and intentions the experts developed seem reasonable for students. All of your responses are confidential and anonymous, and no information will be shared with student program staff. Please complete the survey by April 10. Please note, the content presented in this survey is confidential and may not be shared publicly or discussed with other people.

1. **What is your current grade level?**
   1. Grade 5 or below
   2. 6
   3. 7
   4. 8
   5. 9
   6. 10
   7. 11
   8. 12
   9. Out of high school
2. **What is your primary ethnicity or race?**
   1. Asian
   2. Black/African American
   3. American Indian
   4. Hispanic/Latino
   5. Multiracial
   6. Pacific Islander
   7. White
   8. Another Race
   9. Unknown
   10. Decline to state
3. **What is your Gender Identity?**
   1. Female
   2. Male
   3. Nonbinary/third gender
   4. Prefer to self decline
   5. Prefer not to state
4. **What city do you live in?**

Purpose of a Fitness Assessment

Please review each set of statements below and indicate whether you think they should be included in the purpose of a fitness test for students.

1. **The fitness test and measures (set 1) shall:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Yes, Include** | **Maybe** | **Not Sure** | **No, Don’t Include** | **I don’t understand this statement** |
| Be student-centered. (focused on helping students) | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Measure students ‘overall health and well-being. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Provide students’ current fitness levels and overall progress. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Encourage students to set health and fitness goals and monitor them over time | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Increase student understanding of how nutrition and physical and mental health work collectively to promote optimal health and well-being. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Empower students to take ownership of their overall health and well-being | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Encourage student habits that support a lifelong commitment to health and well-being. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |

1. **The fitness test and measures (set 2) shall:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Yes, Include** | **Maybe** | **Not Sure** | **No, Don’t Include** | **I don’t understand this statement** |
| Be developed in a manner that is accessible and applicable to all students regardless of socio-economic status, race or ethnicity, religion, nationality, sexual orientation, gender identity, and abilities. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Be administered by trained educators in a safe and supportive learning environment that enables all students to demonstrate what they know and can do. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Provide valid and reliable results at the student, school, and district levels to evaluate trends and progress in student health and identify disparities and inequities in student health outcomes. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Provide meaningful and actionable information that can be used by students, families, educators, and policymakers to improve overall health and well-being of communities throughout California. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| In addition to providing information about students’ current fitness levels and change overtime, student reports shall also include information about how fitness levels are impacted by personal, social, and environmental factors; resources that help students set personal health and fitness goals and monitor progress over time; and resources that support healthy lifestyles overall. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |

1. **Is anything missing from the purpose statements that should be included?**
   1. Nothing is missing
   2. Yes, something is missing (describe below)
2. **Please use this space to share any questions or comments regarding the purpose statement.** *(open-ended question)*
3. **Do you think students would be willing to include these areas as part of a student fitness test (part 1)?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Yes, Include** | **Maybe** | **Not Sure** | **No, Don’t Include** | **I don’t understand this statement** |
| Knowledge about nutrition and dietary guidelines | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Knowledge about the relationship between nutrition, fitness, and health | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| How to understand and use physical fitness guidelines and charts | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Understanding the importance of movement and activity regarding prevention of disease and enhancement of health and wellness | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Understanding health-related fitness | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Knowing how to measure your own level of fitness | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Learning about activities and resources to support fitness | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Physical performance measures (some examples might be limb or core strength, endurance, flexibility) | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Physical health measures (some examples might be cardio-respiratory fitness, aerobic capacity) | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Student engagement in physical activities and movement (self-reported activity levels) | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |

1. **Do you think students would be willing to include these areas as part of a student fitness test (part 2)?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Yes, Include** | **Maybe** | **Not Sure** | **No, Don’t Include** | **I don’t understand this statement** |
| Functional fitness measures (these are real measures that support physical independence or daily activities like being able to walk or manually power a wheelchair to get places) | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Understanding the importance of fitness and movement throughout life | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Developing a portfolio or collection of personal ability and experiences related to fitness | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Developing a fitness plan (some examples might be goal setting and progress monitoring for personal improvement) | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Understanding that changes occur in fitness levels as you get older such as blood pressure or heart rate. | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Understanding the relationship between physical health and mental health as it relates to fitness | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |
| Concepts and ideas about mental wellness as they relate to fitness | [radio button] | [radio button] | [radio button] | [radio button] | [radio button] |

1. **Which measures would you change?**
   1. Nothing needs changing
   2. Yes, some need changing (describe the changes below)
2. **What measures should be included that were not listed?** *(open-ended question)*
3. **What is your overall impression of the suggested measurement areas?**
   1. I like them very much
   2. I generally like them
   3. They are adequate
   4. I dislike some of them
   5. I dislike most or all of them
4. **Please use this space to share any ideas, comments, or suggestions you have about a student fitness test.** *(open-ended question)*

Thank you so much for your feedback.

1. Gender Uses in FITNESSGRAM® Position Statement from the FITNESSGRAM® Scientific Advisory Board. (2019). [↑](#footnote-ref-2)
2. Centers for Disease Control and Prevention. The association between school-based physical activity, including PE, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010, <https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf>. [↑](#footnote-ref-3)
3. Thompson, H. R., Singh, B. K., Ibarra-Castro, A., Woodward-Lopez, G., & Madsen, K. A. (2019). “Access to credentialed elementary PE teachers in California and students' cardiorespiratory fitness.” *Preventive medicine*, *121*, 62–67 - PubMed (nih.gov), <https://pubmed.ncbi.nlm.nih.gov/30763625/>. [↑](#footnote-ref-4)
4. Thompson, H.R., et al. 2019. “Access to Credentialed Elementary Physical Education Teachers in California and Students’ Cardiorespiratory Fitness.” *Preventive Medicine* 121: 62–67. [↑](#footnote-ref-5)
5. Madsen, K.A., et al. 2020. “Effect of School-Based Body Mass Index Reporting in California Public Schools: A Randomized Clinical Trial.” *JAMA Pediatr* [↑](#footnote-ref-6)
6. London RA, Castrechini S. 2011. “A Longitudinal Examination of The Link Between Youth Physical Fitness and Academic Achievement.” *J Sch Health.* Jul;81(7):400-8. doi: 10.1111/j.1746-1561.2011.00608.x. PMID: 21668880. [↑](#footnote-ref-7)
7. The FITNESSGRAM® is not owned by the California Department of Education and is a nationally used assessment. It would be unreasonable to expect that the Cooper Institute would make substantial changes to the current assessment to meet the diverse needs identified by California. [↑](#footnote-ref-8)