District-Determined Measure Example

Implementing a Personal Fitness Plan

Content Area and Grade Range: Physical Education, grades 9-12
DDM Summary: This DDM assesses growth in high school students’ ability to develop, implement, monitor, and adjust a personal fitness plan. It is designed as a portfolio project and includes pre- and post-test components, as well as fitness plan development and analysis components
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Pilot Districts: Canton Public Schools, Holliston Public Schools
Date updated: June 2015

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Introduction

Description of the Measure & Rationale
This DDM is a direct measure of growth in high school students’ ability to apply components of movement and physical fitness to a personal fitness plan. More specifically, students are asked to demonstrate knowledge of the core components of physical fitness through a written quiz. They are also asked to explain the steps and strategies of their personal fitness plan and analyze their progress over time through two written essays.

The goal of this DDM is for students to understand basic fitness components and principles. They should also be able to evaluate growth and improvement during and after their wellness class through implementing a personal fitness plan that promotes lifelong fitness. This DDM will also enable users to evaluate the strengths and weaknesses of their physical education programs and further develop the curriculum, as needed. The developers decided to design a portfolio measure based on current and successful assessment processes already in use in their physical education classes and a commitment to engaging students in developing and monitoring their individual personal fitness, both during and beyond the high school years.

Target Audience
This DDM is designed for physical education teachers to use with students in grades 9-12 who are enrolled in, and able to meet the physical requirements of, a regular high school physical education program. This DDM is not designed for those students who are enrolled in an adaptive physical education program.

The developers currently use similar portfolios with their high school students, so expect this DDM to be useful and feasible in varied high school contexts. Although it requires some organization, preparation, and ongoing monitoring and feedback to students, the developers have seen value in this approach for high school students.

Description of the Development Process
This DDM was developed during October 2014 – June 2015 under a DDM Leadership Grant (FC-217) awarded to The Education Collaborative (TEC) by the Massachusetts Department of Elementary and Secondary Education (ESE). In partnership with the Learning Innovations Program at WestEd (Woburn, MA), the Collaborative convened nine administrators and teacher leaders representing grades K-12 and the districts of Canton, Holliston, Needham, Walpole, and Westwood. Participants worked in smaller teams of three to four physical education educators or administrators to strengthen and apply their assessment literacy toward the development of several direct measures of
Participants grew their expertise over six sessions by engaging in a guided DDM development process framed by a series of questions, including: (1) What is most important to measure? (2) How shall we measure what’s most important? (3) How can we strengthen and refine our measure? (4) How can we prepare our measure for broader use? (5) What do we want to gain from the pilot? and (6) What did we learn from the pilot?

Throughout, participants engaged in large group discussion and critique, as well as team collaboration and problem solving. In addition to refinements made during these sessions, each measure was also strengthened based on feedback from an ESE review team. Measures were then piloted from April to June 2015. The group then analyzed data collected during the pilot phase, which informed final revisions, as described in the closing pages of this document.

**Next Steps**

Districts in and beyond The Education Collaborative now have the opportunity to decide if they would like to implement or modify the attached assessment for use as a District Determined Measure for physical education teachers. Because this is a newly developed measure, it is important that districts engage physical education teachers in examining results from the first year of implementation and identifying, over time, any revisions or refinements that may further strengthen the quality of the assessment, scoring tools, administration protocol, and/or growth parameters to suit the circumstances and realities of each district’s local context.

**Content Alignment**

This measure is aligned to the following Core Course Objective (CCO)\(^1\):

*Students properly identify components of physical fitness, explain the steps and strategies in a personal fitness plan, and analyze their fitness plan progress over time.*

This CCO draws from the Physical Activity and Fitness Strand of the MA Comprehensive Health Curriculum Framework, Standard 2, which states that students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and apply the concept of wellness to their lives. Specifically, this measure is aligned with:

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\(^1\) A CCO is a statement that describes core, essential, or high priority content (knowledge, skills, or abilities), identified by those who designed the assessment, which is drawn, synthesized, or composed from a larger set of curriculum or professional standards.
• Indicator 2.21: Students identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of life cycle.
• Indicator 2.22: Students conduct a personally-developed physical activity program.
• Indicator 2.24: Students identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to meet personal wellness, monitor progress, and revise plans.

This DDM content is also aligned with the National Association of Sport and Physical Education Standards 2, 3 and 5, including sub-standards:
• S2.H2.L1: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
• S3.H10.L1: Students calculate target heart rate and applies HR (heart rate) information to personal fitness plan.
• S3.H11.L2: Students develop and maintain a fitness portfolio, e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, and timeline for improvement.
• S5.H1.L1 Students analyze the health benefits of a self-selected physical activity.

We selected these specific content standards because they help reinforce our essential understandings in physical education and answer our essential questions:

**Essential Understandings**
• Every day I make choices that affect my health.
• We make decisions/plans that affect our level of fitness that can be assessed with fitness assessments.
• Fitness is a sport for life. You don’t have to be an athlete to be fit. Everybody is athletic.
• Exercise requires movement and coordination.
• Lifelong fitness has a positive effect on cardiovascular, respiratory, and mental health.
• There are various ways to improve your health and skill-related components of fitness.

**Essential Questions**
• What determines fitness?
• How does one achieve life-long wellness?
• What forms of fitness work best for me?
The following chart summarizes the extent to which these core content standards are weighted in the design of this DDM. Overall, the student’s ability to explain his or her fitness goals and analyze progress over time receives the greatest weight in this DDM – these are the higher-level transfer skills that are most important to ensuring students’ life-long health and wellness.
<table>
<thead>
<tr>
<th>Content (Standard)</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>CCO: Students properly identify components of physical fitness</strong></td>
<td>40% of the measure</td>
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<tr>
<td>• <strong>Quiz:</strong> Student demonstrates knowledge of fitness concepts</td>
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<tr>
<td><strong>MA Frameworks Standard 2: Physical Activity and Fitness</strong></td>
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<tr>
<td>• 2.21 Identify the components of physical fitness and the factors involved in</td>
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<td>planning and evaluating fitness programs for individuals at different stages of</td>
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<td>life cycle.</td>
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<tr>
<td>**NASPE Standard 3 Demonstrates the knowledge and skills to achieve a health-</td>
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<tr>
<td>enhancing level of physical activity and fitness**</td>
<td></td>
</tr>
<tr>
<td>• S3.H10.L1 Calculates target heart rate and applies HR information to personal</td>
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<td>fitness plan.</td>
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<tr>
<td>**CCO: Students explain the steps and strategies in their personal fitness plan</td>
<td>60% of the measure</td>
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<td>and analyze their progress over time**</td>
<td></td>
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<tr>
<td>• <strong>Essay</strong> (pre- and post-test)</td>
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<tr>
<td><strong>MA Frameworks Standard 2: Physical Activity and Fitness</strong></td>
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<tr>
<td>• 2.22 Conduct a personally developed physical activity program.</td>
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<tr>
<td>• 2.24 Identify life-management skills and protective factors that contribute to</td>
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<td>achieving personal wellness health goals, including researching, evaluating, and</td>
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<td>implementing strategies to meet personal wellness, monitor progress, and revise</td>
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<td>plans.</td>
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<tr>
<td>**NASPE Standard 2: Applies knowledge of concepts, principles, strategies, and</td>
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<td>tactics related to movement and performance (Movement Concepts, Principles, and</td>
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<tr>
<td>Knowledge)**</td>
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<tr>
<td>• S2.H2.L1: Uses movement concepts and principles (e.g., force, motion, rotation)</td>
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<tr>
<td>to analyze and improve performance of self and/or others in a selected skill.</td>
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<tr>
<td>**NASPE Standard 3: Demonstrates the knowledge and skills to achieve a health-</td>
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<tr>
<td>enhancing level of physical activity and fitness – Assessment and Program</td>
<td></td>
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<tr>
<td>Planning and Fitness Knowledge)</td>
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<tr>
<td>• S3.H11.L2: Develops and maintains a fitness portfolio.</td>
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<tr>
<td>**NASPE Standard 5: Recognizes the value of physical activity for health,</td>
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<td>enjoyment, challenge, self-expression, and/or social interaction (Health)**</td>
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<tr>
<td>• S5.H1.L1 Analyzes the health benefits of a self-selected physical activity.</td>
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Instrument

<table>
<thead>
<tr>
<th>Student Tools</th>
<th>Teacher Tools</th>
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<tr>
<td>Portfolio Project Description</td>
<td>Portfolio Project Rubric</td>
</tr>
<tr>
<td>Fitness Concepts Quiz</td>
<td>Fitness Concepts Quiz – Answer Key</td>
</tr>
<tr>
<td>Fitness Study Guide</td>
<td></td>
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<tr>
<td>Fitness Plan Essay Sheet</td>
<td></td>
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<tr>
<td>Fitness Log</td>
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<tr>
<td>Fitness Plan Analysis</td>
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**Assessment Components**

The Fitness Portfolio consists of the following components, all of which are described in this DDM and provided in the Appendix; **only the three components shown in bold (#3, #7, #9), however, are formally evaluated for this DDM, resulting in student growth scores:**

1. **Fitness Plan Portfolio Project Description** (for students)
   A 1-page description of the learning objectives and five components of the portfolio project

2. **Portfolio Project Rubric** (for teachers)
   A two-page rubric providing evaluative descriptors for four levels of performance for each of the core components of the portfolio project

3. **Fitness Concepts Quiz** (pre- and post-test for students)
   A three-page quiz to assess students’ knowledge of the 11 components of fitness, how fitness tests provide information about fitness components, fitness and primary muscle terms, fitness benefits, and how to determine a target heart rate

4. **Fitness Concepts Quiz – Answer Key** (for teachers)
   A teacher guide for evaluating and scoring students’ Fitness Concepts Quiz

5. **Fitness Concepts Study Guide** (for students)
   A student study guide providing all key terms and definitions assessed in the Fitness Concepts Quiz

6. **Fitness Pre-Test** (for students)
Description of four fitness tests, which students need to complete and record results; results are recorded on the top section of the Fitness Plan Essay. (See next component.)

7. **Fitness Plan Essay (pre-test for students)**
   a. A student sheet for recording fitness goals and test results and directions for an essay describing short- and long-terms goals and how these will be achieved

8. **Fitness Logs** (for students)
   a. An ongoing student log of a set of muscular and cardiovascular exercise results.

9. **Fitness Plan Analysis – Essay** (post-test for students)
   a. Student directions for analyzing Personal Fitness Plan progress and integrating supportive evidence and appropriate use of core vocabulary and concepts

Note that the baseline Fitness Plan Essay does not measure precisely the same skills as the post-test Fitness Plan Analysis Essay. The first asks students to describe their short- and long-term fitness goals using FITT principles (frequency, intensity, type of activity, and time required); the second essay asks students to make a claim about their fitness progress citing evidence from their fitness logs and experiences. Both essays, however, ask students to apply FITT principles and fitness concepts and vocabulary and both are centered on explaining aspects of their fitness plans. Therefore, the developers propose that they are close enough in scope that they can be treated as pre- and post-measures. Further piloting will determine if this is a reasonable approach to evaluating students’ growth.

**Administration Protocol**

The Administration Protocol addresses how the measure is intended to be implemented to best support a common conversation about student growth across classrooms. At a minimum the Administration Protocol should address the following questions:

*When is the measure administered?*

This DDM is a portfolio that captures evidence of each student’s fitness knowledge and accomplishments during the course. Although all components are described below, only three components of the portfolio are formally evaluated for this DDM: (1) a Fitness Concepts Quiz (written knowledge pre- and post-assessment); (2) development of a
personal fitness plan, which is formally explained in a Fitness Plan Essay; and (3) analysis and explanation of fitness plan progress in a final Fitness Plan Analysis Essay.

**Administration Dates – Start-of-Course**

*Week 1:* Teachers begin by reviewing the Portfolio Project Description with students within the first week of the course. Teachers also have a Portfolio Project Rubric to guide the evaluation and scoring of students’ portfolios. It is recommended that teachers share this rubric with students to support their understanding of how their portfolio work will be evaluated. The Fitness Concepts Quiz is administered during the first week of the course, followed by the Fitness Pre-Test (not evaluated for this DDM).

*Week 2:* Teachers provide instruction about how to set achievable goals within the time-frame of the fitness course. Students develop short- and long-term fitness goals based on their Fitness Pre-Test results from Week 1. These goals are recorded in the top section of the Fitness Plan Essay.

*Week 3:* Students complete their initial Fitness Log entries (not evaluated) and the write their Fitness Plan Essay.

**Portfolio Project Rubric-Pre-Test Results** for each student and calculate students’ baseline scores. Teachers also discuss and students then review the Fitness Study Guide, which presents key terms, definitions, and concepts to be used throughout the course.

**Administration Dates – Mid-Course**

*Subsequent Weeks:* Students maintain their ongoing Fitness Logs to track their progress through to a class-wide, mid-course review.

**Administration Dates – End-of-Course**

*Two-Three Weeks Prior to End-of-Course:* Students again complete the major components of the portfolio, beginning with the Fitness Test (not evaluated) and Fitness Concepts Quiz. They then review the Fitness Study Guide and write a final Fitness Plan Analysis Essay.

At this point, teachers complete the Portfolio Project Rubric-Post-Test Results for each student and calculate students’ end-of-course scores. These scores will be compared with students’ baseline scores to determine students’ growth in the targeted skills, as described in the Scoring Guidance section, below.
How is each portfolio component administered?

**Fitness Concepts Quiz (evaluated)**
The first component of the portfolio is a Fitness Concepts Quiz, which students take at the start of the course to establish their baseline knowledge of fitness concepts. They complete the same quiz at mid-course (not evaluated) and at end-of-course to provide information about growth in students’ fitness knowledge over time. The Fitness Concepts Quiz is closely aligned with content in the Fitness Concepts Study Guide, which teachers provide to students after the first quiz so they may study and review these concepts throughout the course. Note that the content of the study guide and quiz is the same, but the order in which the information is presented is changed. Teachers must forewarn students that they need to master the content – in any order – and definitions of terms must be learned verbatim, as students cannot earn credit for providing approximations or guesses of definitions on the Fitness Concepts Quiz.

Teachers provide students with clipboards, pencils, and copies of the Fitness Concepts Quiz. Teachers must direct students to sit apart from each other to ensure that responses represent students’ own knowledge and not that of their peers.

Teachers evaluate the results of the student quizzes using the Fitness Concepts Quiz Answer Key and tally the total number of points earned.

Finally, teachers complete the Fitness Concepts Quiz row (row one) of the Portfolio Project Rubric-Pre-Test Results for each student.

**Fitness Pre-Test (not evaluated)**
Students first record their desired results at the top of their Fitness Plan Essay sheet prior to completing each fitness test.

Students then complete four fitness skills in the Fitness Pre-Test: (1) the Mile Test (or Pacer Test); (2) the Push-ups Test (or Pull-ups Test or Arm-Hang Test); (3) the 1-Minute Sit-ups Test, and (4) the Sit and Reach Test.

Following each fitness test, students record their actual results in the space provided on their Fitness Plan Essay sheet. (This information will be used in the next segment when students develop their personal fitness plan and describe it in their Fitness Plan Essay.)

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2 Note that the Massachusetts Association for Health, Physical Education, Recreation, and Dance (MAHPERD) strongly recommends against using FITNESSGRAM® results as a measure of teacher effectiveness in District-Determined Measures. For further information, see: [http://www.ma-hperd.org/Be Smart About Writing Your Smart Goals.pdf](http://www.ma-hperd.org/Be Smart About Writing Your Smart Goals.pdf)
Teachers set up stations for each of the fitness tests and rotate among them to observe the extent to which students properly perform the tested movement concepts and strategies. Teachers provide cues or reminders to students if students are not performing a fitness skill correctly.

Materials for Station Set-up

1. The Mile Test (or Pacer Test if using FITNESSGRAM®)
A stopwatch for the mile where the objective is to demonstrate cardiovascular endurance by running the distance at the fastest pace possible, or CD or computer if administering the Pacer Test through FITNESSGRAM® where the objective is to complete as many laps of 20 meters using the appropriate rhythmic pace. If administering the Pacer Test outside, the teacher will need to measure out the 20 meters. For the mile, teachers should be able to use 4 laps around the track of a football field.

2. The Push-ups Test (or Pull-ups Test or Arm-Hang Test)
A mat for the push-ups (which may require a CD or computer to administer the appropriate timing if using FITNESSGRAM®) where the objective is to demonstrate muscle strength by completing as many push-ups as possible at a rhythmic pace, or a pull-up bar and stopwatch, i.e., for either pull-ups, where the objective is to demonstrate muscle strength by completing as many as possible with hands facing out or an arm-hang, where the objective is to keep their chin over the bar for as long as possible.

3. The 1-Minutes Sit-ups Test
A mat and stopwatch for sit-ups where the objective is to demonstrate muscular endurance by measuring how many can be completed in one minute with a partner holding the feet

4. The Sit and Reach Test
A sit and reach box or ruler for the sit & reach where the objective is to demonstrate flexibility by reaching the maximum distance on the right and left sides of the body while keeping the knee flat against the floor.

Fitness Plan Essay (pre-test) (evaluated)
The second component of the portfolio is the Fitness Plan Essay, which serves as an evaluated pre-test for this DDM. During Week 2, students first consult their desired and actual fitness test results, which they recorded on their Fitness Plan Essay sheets during Week 1. Teachers then provide instruction on how to set fitness goals that are achievable within the time frame of the fitness course. Teachers may provide examples
of SMART goals and solicit response from students about whether they are achievable in the time of the course and may provide a visual map or calendar showing the number of class sessions in the course.

In the next class period, students use the fitness pre-test results to develop and record both short- and long-term SMART fitness goals, meaning they are specific, measurable, achievable, realistic within the time frame of the course, and time stamped. Then, in Week 3, students write a brief essay that describes the rationale for the steps they will take to achieve their fitness goals. Plans should address the FITT principle (frequency, intensity, type, and time required) for each SMART goal and incorporate fitness concepts and vocabulary into their essay in ways that demonstrate understanding, as described in the student directions.

Teachers provide students with access to computers (or provide clipboards and pencils) and their Fitness Plan Essay sheets, which include directions.

Teachers evaluate students’ essays prior to providing any feedback to students about areas that require correction, clarification, or modification. To evaluate, teachers refer to the Fitness Plan Essay row of the Portfolio Project Rubric-Pre-Test Results for each student and determine which level of performance best describes the various elements of the student’s essay.

Once evaluated, teachers then provide specific feedback to students regarding any parts of their personal fitness plans that need further specification or modification. Teachers follow through with students until the plans are ready for use during the course.

**Fitness Log (not evaluated)**

The third component of the portfolio is the Fitness Log, a record that students are expected to maintain by noting their fitness progress throughout the course. Teachers provide students with clipboards and pencils and copies of the Fitness Log template.

Although the fitness log is not evaluated as part of the DDM scoring, the log is used as data collection for students’ use to help them develop their goals, fitness plan, and essay. A teacher may opt to grade the log as a separate score to be used outside of this DDM. Teachers should provide feedback to students throughout the course regarding the clarity, accuracy, and completion of fitness log results. In addition, teachers may share the final Fitness Plan Analysis Essay task with students so they are aware of the need to use these evidence-based results in their final, evaluated portfolio task.
Fitness Plan Analysis Essay (post-test) (evaluated)

The fourth and final component of the portfolio is a Fitness Plan Analysis Essay. In this final essay, students analyze their progress toward the goals they identified in their initial Fitness Plan Essay. They explain how well they implemented their fitness plan, any adjustments or changes they made to their plans, and how their fitness choices are impacting their level of fitness and overall wellness. Students refer to FITT principles when describing adjustments to their fitness plans. They also cite specific evidence from their Fitness Logs and classroom experiences and incorporate relevant fitness concepts and vocabulary throughout.

Teachers provide students with access to computers and copies of their original Fitness Plan Essays and Fitness Logs for students’ reference during this task.

Teachers evaluate students’ essays by referring to the Fitness Plan Analysis Essay row of the Portfolio Project Rubric – Post-Test Results for each student and determining which level of performance best describes the various elements of the student’s final essay.

How are modifications and accommodations provided?

Suggested modifications/assists for ALL students, including students with disabilities and English learners, may include:

General Modifications
- Present information in small chunks.
- Put key tasks and dates in bold on instruction sheets.
- Be generous with white space on instruction sheets.
- On instruction sheets, refrain from trying to make text fit on one sheet by reverting to very small font.
- Provide supplemental information explaining key aspects of each assignment.
- Prepare the assignments in advance for students who need the assignment delivered in an alternate delivery mode, such as converted to Braille or read orally through a text to speech reader.
- Use programs, such as Google Translate, to provide information and instructions to students receiving ELL services.
- Go over the instructions orally in class.
- Make the instructions and supplemental material accessible in multiple formats, such as PowerPoint, video, or audio.
- Explain how the assignment goals and objectives fit into overall course goals.
• Explain the assessment process for the assignment when the instructions are distributed.

For the Quiz:
• Provide a word bank and/or study guide/graphic organizer for students (as provided by the Fitness Concepts Study Guide).
• Provide time in class to review material prior to the quiz day.
• Quiz can be untimed within a single day (to avoid students studying specific content seen on the quiz).
• Quiz can be given in segments, not all at once, over a few class periods, provided that the student only sees the portion of the quiz being tested, rather than the entire quiz.
• Quiz can be provided in translation using iTranslator or a similar tool, or can be administered orally.

For Fitness Plan Essay (Pre-Test)
• Provide students with multiple and varied completed examples of Fitness Plan Essays. Choose examples of varying length and focus that show different approaches to the assignment to help students avoid the temptation to think there is only one way to complete the task successfully.
• Provide students with a graphic organizer to help create goals and fitness plans.
• Provide students with a graphic organizer to help organize core sections of the essay.
• Provide students with examples of well-written SMART goals.
• Use visuals within the classroom that diagram parts of a well-written SMART goal and the FITT principle.
• Provide opportunities for English learners to verbally rehearse and discuss their fitness plan goals and steps for achievement with a peer on a day prior to the essay writing.
• Check in with their English learners to make sure they are appropriately recording their information. Teachers may scribe verbatim, if necessary, but may not provide coaching or other assistance.

For the Fitness Plan Analysis Essay (Post-Test)
• Provide students with multiple and varied completed examples of the Fitness Plan Analysis Essay. Choose several examples of varying length that show different approaches to the assignment to help students avoid the temptation to think there is only one way to complete the task successfully.
• Discuss and provide students with a graphic organizer to help organize core sections of the essay.
• Use visuals within the classroom that diagram parts of a well-written SMART goal and the FITT principle; these models may not relate or apply directly to skills that students may develop for their personal fitness plans.
• Provide opportunities for English learners to verbally rehearse and discuss their fitness plan analysis with a peer on a day prior to the essay writing.
• Check in with English learners to make sure they are appropriately recording their information. Teachers may scribe verbatim, if necessary, but may not provide coaching or other assistance.

For the Fitness Plan Portfolio
• Provide students with clearly organized folders and checklists and an accessible area within the classroom/gym to store their portfolio materials.
• Provide visuals – e.g., posters, white/blackboards – noting each assignment and associated due dates.
• Review student folders periodically to monitor individual progress and provide feedback on clarity, accuracy, and completeness of the portfolio products.
• To support English learners, use iTranslator to print the rubric in students’ native language and use pictures and visual demonstrations when applicable.

Accommodations for students who are in the first tier of language development should include first language translation of the Fitness Concepts Quiz, Fitness Plan Essay, and Fitness Plan Analysis Essay direction sheets, e.g., via use of tools such as iTranslator. Accommodations may also include the addition of word banks, and/or verbal administration of the assessment to reduce the language load of this assessment and increase the likelihood that students can demonstrate what they know. Teachers should also adhere to accommodations specified in students’ Individualized Education or 504 Plans.

Teachers are also allowed to post visuals in the physical education space or provide demonstrations to illustrate the correct approach to performing the fitness test skills. These visual aids provide non-language-based information to support students’ application of these skills. Similarly, teachers may post a model of a SMART goal and FITT principle. These models, however, may not relate or apply directly to skills that students may develop for their personal fitness plans.

All provided accommodations must be recorded on the Portfolio Project Rubrics (pre- and post-test rubrics) in the space provided and must note the name of each student who received special accommodations, the accommodations provided, and the rationale for providing them.
How are deviations to protocols addressed?
Just as when a student is absent during a written exam in any other subject, time will
need to be provided for students to make up any missed testing. Students who enter the
course after pre-testing has been completed can have timelines and SMART goals
adjusted to reflect the adjusted time for completion. Students who miss the written exam
can take it as soon as possible upon returning to school. Students can start working on
meeting stated fitness goals while they await the scheduled make-up exam.

Scoring Guide

What is the scoring process?
The scoring process for the Portfolio Project occurs at two points during the course –
during the third week of the course when the teacher scores the Portfolio Project
Rubric-Pre-Test Results for each student, and again during the final weeks of the
course when the teacher scores the Portfolio Project Rubric-Post-Test Results (or at an
end-of-course time if the course runs only for a semester). The first rubric serves as a
baseline and the second rubric highlights the student’s gains (or lack thereof) in the
evaluated portfolio tasks since the start of the year. Thus, this portfolio is constructed on
a pre-test / post-test model.

Who should score the assessment?
The physical education teachers should assess all student portfolios. This person has
the knowledge and expertise to interpret students’ work and performances during class.

How should scorers prepare for scoring?
It is recommended that physical education teachers collaborate with role-alike
colleagues in the district to calibrate their scoring of the various components of the
Fitness Portfolio Project. Calibration strengthens the likelihood that observations and
scoring will be conducted in a consistent and reliable manner over time and across
classes and schools. A sample calibration protocol can be found at the Rhode Island
Department of Education website:
http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-
Excellent-Educators/Educator-Evaluation/Online-
Modules/Calibration_Protocol_for_Scaling_Student_Work.pdf.

This protocol can be modified for use with this DDM in a couple of ways. First, a
calibration exercise can be completed by photocopying a set of five student quizzes and
having a team of high school PE teachers score the same set of work, then comparing
score results. When results differ, teachers identify why there was a discrepancy and
come to agreement about modifications to the scoring rubric and/or processes in order
to avoid future discrepancies. This calibration is particularly important when scoring
student essays since there is much more room for teacher interpretation and bias compared with the Fitness Concepts Quiz. In particular, teachers should work to identify an undisputable set of student papers that reflect each level, or particular descriptors, included in the Portfolio Project Rubrics. Such exemplars provide important reference points to teachers while scoring and increase the likelihood that teachers may evaluate the same piece of work in the same way and across time.

FITNESSGRAM® provides additional guidance on gaining reliable and valid results from fitness assessments. Their guidance notes, “The key to good test data is preparation. The instructor giving the test should carefully read and practice the test administration guidelines prior to any involvement with the students. Any equipment needed should be gathered and checked to be sure it is exactly what is called for and functioning properly. A testing plan should be devised and diagrammed to maximize efficiency and student involvement.

“Students should be instructed on proper techniques for each item. Emphasize slow controlled movements. The instructor should explain to students what each test is intended to measure and why that matters to them now. Students should practice each item and demonstrate proper form before the actual testing. For example, the curl-up without the feet being held may require a lot of practice for students to learn the technique. If several items are available, try to guide students into selecting the most appropriate choice for success. If students are self-testing or testing each other, allow additional time for practice or do practice testing as part of the learning process. Guide students as to what to look for in order to count only those repetitions that are done properly. Provide an atmosphere that motivates each student to do his/her best.”

FITNESSGRAM® provides further guidance, noting that when students are first recording their own test results, they may not be totally accurate. With practice, self-testing skills improve and become more useful in program planning. They note, “Students self-testing on a regular basis begin to really understand that the testing helps them know where they are and see that working on their fitness can lead to improvement. Self-testing results, as all testing results, are considered personal and should generally be kept private if a student so desires.

An exception is when FITNESSGRAM® reports are printed and used to report results to parents and teachers. If self-testing results are reported to parents, especially by beginning self-testers, parents should be aware that the results might be less accurate than results of more formal testing. Repeated self-testing allows students to be responsible for their own data, and soon it becomes apparent that working to ensure accurate data is in their own best interest. Over time students learn to accurately assess their own fitness and enjoy the process.”
**How should student gain scores be calculated?**

Once the teacher has completed the two Project Portfolio Rubrics for each student (Fall and Spring, or course end), each student’s gain or growth during the course can be calculated by subtracting the initial score (baseline) from the final score (end-of-course).

For example, in the Fall, a student may earn:

- 1 point on the Fitness Concepts Quiz, and
- 10 points on the Fitness Plan Essay (pre-test)

This would provide a baseline total of 11 points out of a total possible score of 50 points.

In the Spring, the same student may earn:

- 13 points on the Fitness Concepts Quiz, and
- 20 points on the Fitness Plan Analysis Essay

This would provide an end-of-year total of 33 points out of a total possible score of 50 points.

The student’s *gain* during the year would be 33 points (end-of-course) minus the baseline score of 11 points, or *22 points gained*.

It is important to note that an overall gain score may mask gains or lack of gains in particular components of the assessment. For example, it is possible that a student might actually demonstrate a lack of growth on the Fitness Concepts Quiz, but show notable growth with the Fitness Plan Analysis Essay, such that the total gain score shows growth even though the student did not demonstrate growth in all areas. As a result, it is important for physical education teachers to track and monitor changes across each of the portfolio components during the year and to adjust instructional strategies to support students’ growth in all areas.

**Measuring Growth and Settings Parameters**

The following Student Growth Parameters describe *estimated* growth bands based on students’ varied levels of initial skills and knowledge. Parameters are based on the developers’ previous experience with high school students; districts should revisit and refine these estimates, however, based on careful review of data collected across classes during the first years of administration until historical trends can be established and used to inform and refine these initial estimated parameters.
In physical education, students may range from physically challenged (e.g., physical disabilities or challenges with coordination) to physically adept (e.g., frequent and multiple extra-curricular sports). As a result, we propose differentiated growth parameters that are based on students’ initial performance scores at the start of the course, as shown in the following Student Growth Parameters chart:

<table>
<thead>
<tr>
<th>Initial Fitness Portfolio Rubric Score (start-of-course)</th>
<th>Low Growth Point Gain</th>
<th>Moderate Growth Point Gain</th>
<th>High Growth Point Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-10 points</td>
<td>&lt; 19 pt gain</td>
<td>19-32 pt gain</td>
<td>&gt; 32 pt gain</td>
</tr>
<tr>
<td>11-22 points</td>
<td>&lt;15 pt gain</td>
<td>15-21 pt gain</td>
<td>&gt; 21 pt gain</td>
</tr>
<tr>
<td>23-33 points</td>
<td>&lt;10 pt gain</td>
<td>10-16 pt gain</td>
<td>&gt; 16 pt gain</td>
</tr>
</tbody>
</table>

Note that on the Portfolio Project Rubric, the lowest possible score a student can receive is 2 points and the highest possible score is 50 points.

Using the student example above, where the student earned 11 points on the initial (baseline) Portfolio Project Rubric, this student’s gains during the year would be assessed along the start-of-course row marked “11-22 points.” After the year’s work, this student was described as gaining 22 points. According to these growth parameters, this would constitute high growth because this represents more than a 21-point gain.

Piloting

Part 1: Our Pilot Plan
Our DDM was piloted in the Canton Public Schools and Holliston Public Schools from February to May, 2015, and investigated three questions:

1) How clear and complete are each of the sections of the DDM to teachers who were not part of the development?
   - We conducted cognitive interviews to learn how those not part of the development team understood the full text of the DDM.
2) Is the assessment feasible? Can we realistically assess students’ physical skills in the manner we have designed?
• We collected participant feedback from those who administered the DDM to learn whether they felt the administration and scoring protocols were clear and feasible.

3) What scores do 9th and 10th grade students achieve on the written and motor assessments in late May?

• We administered both the written quiz and motor skills pre-assessments in Holliston and Canton. We compiled low and high scores for each group of students that participated, and calculated each group’s mean scores.

Five teachers and 168 students in grades 9-12 participated in the pilot, with most students in grade 10, as shown in the table below:

Table: Pilot Sample

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student Sample Size</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 9</td>
<td>Grade 10</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Teacher 2</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Teacher 3</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Teacher 4</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Part 2: Pilot Results & DDM Revisions

We analyzed the data we collected on the three questions noted above to identify cross-cutting strengths of our DDM, as well as concerns or issues that indicated a need for DDM revisions.

From Question 1, we learned the following: the directions for the teacher are relatively clear; all instruments were supplied (e.g., study guide, quiz, scoring key); and the color-coding on the test key was helpful. We also identified the following top three concerns:

1. The Growth Parameters chart, specifically the point values, were difficult to understand and teachers needed to gain a strong grasp of its use. An explanation of how these relate needs to be added.
2. Because the fitness log was not an evaluated component, teachers did not understand how the fitness log fit into the DDM.
3. The content presented in the written quiz answer key and in the study guide is not presented in the same order, but the directions for how the test is administered clarifies this issue for the teacher.

These learnings led us to the following DDM revisions:

• We added further explanation about the growth parameters chart.
• We added the following explanation to the section on the fitness log: “The log is used as data collection for students’ use to help them develop their goals, fitness plan, and essay. A teacher may opt to grade the log as a separate score to be used outside of this DDM.”

• We revised the answer key to the quiz by underlining the red font to highlight the key words essential to scoring correct student responses for those who print the answer key in black and white.

From **Question 2**, we learned the following: student expectations for success are clear; students who have prior knowledge of fitness testing reduced required teaching time for correct fitness moves; the fitness logs were student-friendly; and students expressed an ownership of and responsibility for their individual fitness plans. We also identified the following two issues:

1. Students have varied amounts of time in physical education classes across our pilot districts. Prior to students setting their short- and long-term fitness goals, teachers need to provide instruction to students regarding how to set achievable goals within the available time frames of their particular courses.

2. Some teachers noted the biggest stumbling block is that some students do not take responsibility for their own lifestyle choices. They recommended that this be incorporated into the essay prompt.

This led us to making the following revisions:

• We added explanation to the teacher’s administration protocol to work with students prior to fitness goal setting to help students understand the time frame of the fitness course and consider what is achievable within that time frame.

• We added a prompt to the essay writing directions (e.g., the Fitness Plan Analysis Essay prompted student to explain, “How does your lifestyle choices and actions are impacting your personal level of fitness and overall wellness?”) We also added related descriptors in the scoring rubrics.

The following table summarizes student score results for **Question 3**. Due to inadequate time to conduct a pilot with all evaluated components of this DDM, pilot teachers administered just two components:

1. **Fitness Concepts Quiz (pre-test)**
   Students could earn a total of 70 points; these are interpreted, however, in the Portfolio Project Rubric by performance levels (Below Standard = 0-25 points; Developing = 26-40 points; Proficient = 41-55 points; Exemplary = 56-70 points). In the table below, only the total points are shown, rather than the performance levels.

2. **Observation/Motor Assessment (pre-test)**

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Teachers were asked to observe students during each of the four fitness tests and to evaluate the extent to which they were able to complete these with correct form. (This was not a fitness test, but a test of correct form.) Students' performance is interpreted by the performance level on previous version of the Portfolio Project Rubric (Below Standard = 1 point; Developing = 4 points; Proficient = 7 points, Exemplary = 10 points). This component is no longer included in the final DDM, for reasons explained below. Results for this component are shown by performance level, as the development team found this easier to interpret for gauging the reasonableness of this single DDM component in isolation from the rest of the portfolio components.

The table below shows what pilot teachers considered being pre-test results – students were not explicitly taught all of the content addressed in this DDM, nor were they provided the associated tools for study.

<table>
<thead>
<tr>
<th>Teacher &amp; Grade</th>
<th>Written Assessment</th>
<th>Observation / Motor Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Written</td>
<td>Distribution of Scores</td>
</tr>
<tr>
<td></td>
<td>Assessments</td>
<td>70 possible pts</td>
</tr>
<tr>
<td></td>
<td>Completed</td>
<td>Low Score</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Gr. 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 5</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Gr. 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 4</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Gr. 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 2</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>Gr. 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 1</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>Gr. 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher 4</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Gr. 11/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We learned from Question 3 that the pre-test scores (primarily from grade 10 students) on the written pre-test were relatively low and consistent across teachers. All students tested would have fallen in the Below Standard or Developing performance levels, leaving plenty of room for student growth during the year after students are explicitly taught the knowledge and skills on the quiz. On average, the students in grades 11/12 scored slightly higher than their lower-grade peers, which we might expect by the time students are in the upper grades. We are satisfied with the quality of the written test and the distribution of scores.
When reviewing the results on the Observation / Motor Assessment, we identified the following concern:

- Because of the high number of students receiving an exemplary score on the pre-fitness student observation, there would not be room for growth for the vast majority of students on their post-fitness student observation. Score results suggested that most students may enter the high school grades already knowing how to perform these fitness tests with correct form, although our small sample of grades 11/12 students seemed to perform a little worse on this test than their lower-grade peers.

This issue led us to make the following revision:

- We removed the fitness test observation / motor assessment entirely from this DDM. The total score on the DDM is now 50 points instead of 60 points. We made adjustments throughout the DDM to accommodate this change, including adjustments to the estimated growth parameters.

We originally estimated our growth parameters for what we would expect for student growth over the course of a school year. Our pilot only occurred, however, at the end of the 2014-15 school year. It will be important for any school district that adopts or modifies this DDM to collect its own student data for the entire school year and then further examine whether these growth parameters are appropriate and reflective of students in the local context.

**Assessment Blueprint**

The assessment blueprint is an elaboration of the content table included in the introduction. It serves two purposes: (1) it is a roadmap for the assessment development team to ensure balanced coverage of the most important content, and (2) it is a key for other potential users of the assessment by concisely indicating what content the assessment is designed to measure and the level of rigor with which the content is covered. (See pages 12 and 29 of ESE Technical Guide A for more information.)
### Assessment Blueprint - Direct Measure

**Step 1:** Enter the total # of points you want to include in the assessment.  
50 points

**Step 2:** Enter the relative weight you want to assign to covered content.

<table>
<thead>
<tr>
<th>Content (Standard)</th>
<th>Weight (% of Overall Measure)</th>
<th># of allotted points</th>
<th>Cognitive Complexity</th>
<th>Item Difficulty</th>
<th># of items in content area</th>
<th>average points per item</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCO: Students properly identify components of physical fitness</td>
<td>40%</td>
<td>20</td>
<td>29</td>
<td>6</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Quiz: Students demonstrate knowledge of fitness concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| CCO: Students properly identify and perform components of physical fitness, explain the steps and strategies in a personal fitness plan, and analyze their progress over time.  
Student Essay: Student provides explanation of personal fitness plan and steps to achieve short- and long-term goals and analysis of progress. | 60% | 30 | 1 | 4 | 1 | 2 | 2 | 5 | 6 |
| Totals | 100% | 50 points | 30 items | 10 items | 11 items | 21 items | 8 items | 40 items |

**Step 3:** Confirm point allotments.

**Step 4:** Describe the types of items you want to develop in terms of cognitive complexity and item difficulty. The corresponding number of items and points per item will be determined.

**Step 5:** Confirm number of items and average points per item.

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edit password: EDIT
Fitness Plan

Portfolio Project Description

This project is designed to help you evaluate your current level of fitness, set fitness goals, and develop and implement a fitness plan that will help you achieve those goals.

The **learning objectives** for this project are as follows:

- You will demonstrate knowledge of fitness concepts, including the 11 components of fitness, fitness benefits, primary muscle chart, the FITT model, and pertinent fitness terms.
- You will set short- and long-term SMART goal(s) to increase your fitness.
- You will create, explain, and implement a reasonable fitness plan.
- You will analyze your completed fitness plan with claim(s) supported by evidence from pre-and post-fitness testing, your SMART goals, and your fitness log.

You will be **evaluated** on the completion of your fitness portfolio, which includes 4 Key Components:

1. Completed Fitness Concepts Quiz, pre- and post-test (40% of your final portfolio score)
2. Completed Fitness Plan Essays (60% of your final portfolio score)
   a. Pre-Test Essay includes:
      i. Rationale for your short- and long-term SMART fitness goals
      ii. Application of FITT principle (frequency, intensity, type, time)
      iii. Explanation of the steps you will take to accomplish these goals
      iv. Integration of appropriate fitness concepts and vocabulary
   b. Post-Test Essay includes:
      i. A claim about your overall fitness plan progress
      ii. Explanation of the steps you took and any factors related to your ability to achieve your short- and long-term fitness goals
      iii. Use of multiple forms of relevant evidence to support your claim
      iv. Integration of appropriate fitness concepts and vocabulary
## Portfolio Project Rubric – PRE-TEST RESULTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fitness Concepts</strong> (Quiz)</td>
<td>• Student demonstrates <em>little understanding</em> of tested fitness concepts. 0-25 points on quiz</td>
<td>• Student demonstrates <em>some understanding</em> of tested fitness concepts. 26-40 points on quiz</td>
<td>• Student demonstrates a <em>good understanding</em> of tested fitness concepts. 41-55 points on quiz</td>
<td>• Student demonstrates <em>mastery</em> of tested fitness concepts. 56-70 points on quiz</td>
</tr>
<tr>
<td>40% of total score</td>
<td>1 pts</td>
<td>7 pts</td>
<td>13 pts</td>
<td>20 pts</td>
</tr>
<tr>
<td><strong>Fitness Plan Essay</strong></td>
<td>Plan shows most of these:</td>
<td>Plan shows most of these:</td>
<td>Plan shows most of these:</td>
<td>Plan shows most of these:</td>
</tr>
<tr>
<td>Score INITIAL DRAFT prior to providing student feedback (pre-test)</td>
<td>• Student sets short- OR long-term fitness goals</td>
<td>• Student sets short- AND long-term fitness goals, but they are not clearly differentiated</td>
<td>• Student sets clearly differentiated short- AND long-term goals</td>
<td>• Student sets clearly differentiated short- and long-term fitness goals</td>
</tr>
<tr>
<td>1.Goal Setting</td>
<td>• Student’s FITT plan only <em>minimally</em> addresses frequency, intensity, type, and time required for each short- &amp; long-term goal</td>
<td>• Some goals are SMART</td>
<td>• Most goals are SMART</td>
<td>• All goals are SMART</td>
</tr>
<tr>
<td>Short &amp; long-term</td>
<td>• Student does not mention lifestyle factors</td>
<td>• Student’s FITT plan <em>somewhat</em> addresses frequency, intensity, type, and time required for each short- &amp; long-term goal</td>
<td>• Student mentions and makes connections to lifestyle factors that will impact lifestyle goals</td>
<td>• Student fully explains and makes concrete connections to lifestyle factors</td>
</tr>
<tr>
<td>2. SMART Goals</td>
<td>• Student <em>does not integrate</em> any fitness vocabulary into essay or uses terms inaccurately or inappropriately</td>
<td>• Student integrates <em>some</em> fitness vocabulary terms into essay, but <em>not always accurately or appropriately</em></td>
<td>• Student integrates <em>many</em> fitness vocabulary terms into essay, <em>often accurately and appropriately</em></td>
<td>• Student integrates <em>many</em> fitness vocabulary terms into essay, <em>always accurately and appropriately</em></td>
</tr>
<tr>
<td>3. FITT Plan</td>
<td>1 pts</td>
<td>10 pts</td>
<td>20 pts</td>
<td>30 pts</td>
</tr>
<tr>
<td>60% of total score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Special Accommodations Provided

Rationale for Providing

The Education Cooperative – DDM – Personal Fitness Plan  
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# Portfolio Project Rubric – POST-TEST RESULTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fitness Concepts (Quiz)</strong></td>
<td>• Student demonstrates little understanding of tested fitness concepts. 0-25 points on quiz</td>
<td>• Student demonstrates some understanding of tested fitness concepts. 26-40 points on quiz</td>
<td>• Student demonstrates a good understanding of tested fitness concepts. 41-55 points on quiz</td>
<td>• Student demonstrates mastery of tested fitness concepts. 56-70 points on quiz</td>
<td><strong>PTS</strong></td>
</tr>
<tr>
<td>40% of total score</td>
<td><strong>1 pts</strong></td>
<td><strong>7 pts</strong></td>
<td><strong>13 pts</strong></td>
<td><strong>20 pts</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Fitness Plan Analysis Essay (Final Draft)** | Fitness Plan Analysis shows most of the following:  
• Student does not include a claim, or states unclear claim, about fitness progress  
• None of the goals student uses are SMART  
• Student provides minimal explanation; does not refer to FITT  
• Student does not include examples of relevant, specific evidence to support his/her claim  
• Student does not mention lifestyle factors  
• Student does not integrate fitness vocabulary into analysis                                                                                                  | Fitness Plan Analysis shows most of the following:  
• Student states a generic claim about fitness progress  
• Some goals used are SMART  
• Student provides some explanation, refers minimally to FITT  
• Student includes few examples of relevant, specific evidence to support his/her claim  
• Student makes passing mention but does not explain lifestyle factors  
• Student integrates some fitness vocabulary terms into analysis, but not always accurately or appropriately                                                                                                      | Fitness Plan Analysis shows most of the following:  
• Student states a specific claim about fitness progress  
• Student uses clearly differentiated short- AND long-term SMART goals  
• Student provides full explanation; uses FITT to explain  
• Student includes multiple examples of relevant, specific evidence to support his/her claim  
• Student makes explicit connections to lifestyle factors  
• Student integrates many fitness vocabulary terms into analysis, often accurately and appropriately                                                                                     | Fitness Plan Analysis shows most of the following:  
• Student states a specific claim about fitness progress  
• All goals used are SMART  
• Student provides comprehensive and compelling explanation; uses FITT to explain  
• Student consistently includes many examples of relevant, specific, and persuasive evidence to support his/her claim  
• Student fully explains and makes concrete connections to lifestyle factors  
• Student integrates many fitness vocabulary terms into analysis, always accurately and appropriately                                                                                      |             |
| 60% of final score              | **1 pts**                                                                                                                                                                                                  | **10 pts**                                                                                                                                                                                                  | **20 pts**                                                                                                                                                                                                   | **30 pts**                                                                                                                                                                                                   |             |

Special Accommodations Provided  
Rationale for Providing  

The Education Cooperative – DDM – Personal Fitness Plan

27
Fitness Concepts Quiz

Name:______________________________  Period:__________________  Date:___________

11 COMPONENTS OF FITNESS

Record the 5 missing fitness components (1 point each)  Score: _____ / 5

Health-related:                                             Skill-related:
1. Cardio-respiratory Endurance                              6. Agility
2. Muscular Endurance                                       7. Coordination
3. Healthy Body Composition                                 8. Reaction Time
4.                                                          9.              
5.                                                          10.             
11.                                                         

FITNESS ASSESSMENTS  Score: _____/20

Explain how each fitness test provides information about a specific Fitness Component
(5 points each – 2 points for associating the test with the appropriate fitness component; 3 points for clear explanation of how the test provides information about the fitness component)

1. The Mile Run or The Pacer Test

2. The Push-Up, Pull-Up, or Arm-Hang Test

3. The 1-Minute Sit-up Test

4. The Sit & Reach Test
FITNESS TERMS

Define the following terms (2 points each)   Score: _____ / 10

1. Fitness:

2. Power:

3. Weight/Resistance Training:

4. Training Zone:

5. FITT Formula for how to obtain fitness benefits
   F -
   I -
   T -
   T -

FITNESS BENEFITS

Record five benefits from each of the following types of endurance (2 points each).   Score: _____ / 20

Name 5 benefits of cardiorespiratory endurance.
1.
2.
3.
4.
5.

Name 5 benefits of muscular strength and endurance.
1.
2.
3.
4.
5.
PRIMARY MUSCLE CHART

Record the missing proper or common muscle name (1 point each).  Score: _____ / 10

<table>
<thead>
<tr>
<th>Proper Name</th>
<th>Common Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Neck/upper back</td>
</tr>
<tr>
<td>Deltoid (Delts)</td>
<td></td>
</tr>
<tr>
<td>Pectorals (Pecs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper arm (front side)</td>
</tr>
<tr>
<td>Triceps</td>
<td></td>
</tr>
<tr>
<td>Abdominals (Abs)</td>
<td>Stomach (center)</td>
</tr>
<tr>
<td></td>
<td>Side Abs</td>
</tr>
<tr>
<td>Latissimus Dorsi (Lats)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Leg (front side)</td>
</tr>
<tr>
<td></td>
<td>Upper Leg (back side)</td>
</tr>
<tr>
<td>Gluteus Maximus (Glutes)</td>
<td></td>
</tr>
<tr>
<td>Gastrocnemius (Gastroc)</td>
<td>Calf (upper)</td>
</tr>
<tr>
<td>Soleus</td>
<td>Calf (lower)</td>
</tr>
</tbody>
</table>

DETERMINING YOUR TARGET HEART RATE

Use the Karvonen Formula to calculate Connie’s target heart rate (5 points).  Score: _____ / 5
You may use a calculator for this problem.

Connie is 18 years old. According to the Karvonen Formula, what is her target heart rate (HR)? Show steps & calculations.

<table>
<thead>
<tr>
<th>Karvonen Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Find Max HR</td>
</tr>
<tr>
<td>Step 2: Determine Target HR</td>
</tr>
</tbody>
</table>

TOTAL SCORE _______ / 70 points
Fitness Concepts Quiz - Answer Key

Name:______________________________  Period:__________________  Date:___________

11 COMPONENTS OF FITNESS

Record the 5 missing fitness components (1 point each) Answers must be verbatim.  Score: _____ / 5

Health-related:  Skill-related:
1. Cardio-respiratory Endurance  6. Agility
2. Muscular Endurance  7. Coordination
3. Healthy Body Composition  8. Reaction Time
5. Flexibility  10. Power
11. Speed

FITNESS ASSESSMENTS  Score: ____/20

Explain how each fitness test provides information about a specific Fitness Component.  (5 points each – 2 points for associating the test with the appropriate fitness component; 3 points for clear explanation of how the test provides information about the fitness component.) In order to receive credit for each answer the words in red must be included in the student’s response. Therefore answers do not need to be verbatim; important terms within each definition, however, must be included.

1. The Mile Run or The Pacer Test
Tests Cardiovascular Endurance; this tests provides information about the heart’s ability to sustain an elevated rate during physical activity.

2. The Push-Up, Pull-Up, or Arm-hang Test
Tests Muscle Strength and Endurance; all of these tests require students to complete as many as possible for as long as possible, which provides an indication of muscle strength/endurance in the arms, in particular.

3. The 1-Minute Sit-up Test
Tests Muscular Endurance; provides information of muscle strength by requiring sustained use of muscles in the abdomen for one minute.

4. The Sit & Reach Test
Tests Flexibility; provides information about the extent of flexibility in leg and back muscles by requiring stretch in a sitting position with legs out front and knees flat to the floor.
FITNESS TERMS

**Define** the following terms (2 points each)  
**Score: _____ / 10**

_In order to receive credit for each answer the words in red must be included in the student's response. Therefore answers do not need to be verbatim; however, important terms within each definition are acknowledged: no partial credit._

1. Fitness: The ability to **perform physical activities and meet demands of daily living** while being **energetic** and alert

2. Power: The ability to combine **speed and strength**

3. Weight/Resistance Training: Conditioning program to **enhance muscular strength and endurance**

4. Training Zone: Exercising at **60%-85% of your maximum heart rate**

5. FITT Formula for how to obtain fitness benefits

**Explain** what FITT stands for and what each element means

- **F** – **Frequency.** How **often** you work out
- **I** – **Intensity.** How **hard** you work out (training zone)
- **T** – **Type.** What **type of exercise** it is (cardio/strength)
- **T** – **Time.** How **long** you work out

FITNESS BENEFITS

**Record** five benefits from each of the following types of endurance (2 points each).  
**Score: _____ / 20**

*Answers must be verbatim.*

Name 5 benefits of cardiorespiratory endurance. **Any 5 of the following:**

- Helps your heart and lungs function more efficiently.
- Improves metabolic rate.
- Promotes healthful aging.
- Improves insulin sensitivity.
- Reduces harmful effect of the alarm stage in the General Adaptation Syndrome.
- Improves the muscles’ ability to use lactic acid.
- Increases number of high-density lipoproteins and decreases number of low density lipoproteins.
- Improves function of the immune system.
- Protects against some types of cancer.
- Improves psychological well-being.

Name 5 benefits of muscular strength and endurance. **Any 5 of the following:**

- Helps you perform everyday tasks involving lifting, carrying, climbing.
- Helps maintain correct posture.
- Reduces risk of low back pain.
- Reduces risk of injury.
- Allows enjoyment of physical activities without tiring.
- Improves body composition by increasing muscle mass.
- Improves self-image because your muscles are toned.
- Keeps bones dense and strong.
- Makes the surface of joints less susceptible to injury.

**PRIMARY MUSCLE CHART** *Answers must be verbatim.*

*Record the missing proper or common muscle name (1 point each)*  

<table>
<thead>
<tr>
<th>Proper Name:</th>
<th>Common Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trapezius</strong> (traps)</td>
<td>Neck/upper back</td>
</tr>
<tr>
<td>Deltoid (Dels)</td>
<td><strong>Shoulder</strong></td>
</tr>
<tr>
<td>Pectorals (Pecs)</td>
<td>Chest</td>
</tr>
<tr>
<td><strong>Biceps</strong></td>
<td>Upper arm (front side)</td>
</tr>
<tr>
<td>Triceps</td>
<td><strong>Upper arm (back side)</strong></td>
</tr>
<tr>
<td>Abdominals (Abs)</td>
<td>Stomach (center)</td>
</tr>
<tr>
<td><strong>Obliques</strong></td>
<td>Side Abs</td>
</tr>
<tr>
<td>Latissimus Dorsi (Lats)</td>
<td><strong>Back</strong></td>
</tr>
<tr>
<td><strong>Quadriceps</strong> (quads)</td>
<td>Upper Leg (front side)</td>
</tr>
<tr>
<td><strong>Hamstrings (Hams)</strong></td>
<td>Upper Leg (back side)</td>
</tr>
<tr>
<td>Gluteus Maximus (Glutes)</td>
<td><strong>Buttocks</strong></td>
</tr>
<tr>
<td>Gastrocnemius (Gastroc)</td>
<td>Calf (upper)</td>
</tr>
<tr>
<td>Soleus</td>
<td>Calf (lower)</td>
</tr>
</tbody>
</table>

**DETERMINING YOUR TARGET HEART RATE**

*Use the Karvonen Formula to calculate Connie’s target heart rate (5 points). You may use a calculator for this problem.*

Connie is 18 years old. According to the Karvonen Formula, what is her target heart rate (HR)? *Show steps & calculations. Answer must be verbatim.*

\[
\begin{align*}
220 - 18 &= 202 \\
202 \times 0.65 &= 131 \\
202 \times 0.85 &= 172 \\
\text{Target Heart Rate is 131 - 172}
\end{align*}
\]

**TOTAL SCORE _______ / 70 points**
11 FITNESS COMPONENTS:

Health-related:  
1. Cardio-respiratory Endurance  
2. Muscular Strength  
3. Muscular Endurance  
4. Flexibility  
5. Healthy Body Composition

Skill-related:  
6. Agility  
7. Balance  
8. Coordination  
9. Power  
10. Reaction Time  
11. Speed

FITNESS ASSESSMENTS:

1. Mile or Pacer Test (test of cardiovascular endurance)  
2. Push-Ups Test, Pull-Ups or Arm-Hang Test (test of muscle strength)  
3. 1-Minute Sit-up Test (test of muscular endurance)  
4. Sit and Reach Test (test of flexibility)

FITNESS TERMS

1. Fitness. The ability to perform physical activities and meet demands of daily living while being energetic and alert.

2. Cardio. Type of exercise in which your heart rate is elevated for sustained period of time, such as running, or biking.

3. Power. The ability to combine speed and strength

4. Weight/Resistance Training. Conditioning program to enhance muscular strength and endurance

5. Training Zone. Exercising at 60-85% of your max heart rate

6. Karvonen Formula. A formula designed to find your target heart rate

Step 1: Find Max HR = 220-age  
Step 2: 65-85% of Max HR  
Max HR x .65-.85  
Example: Joe is 20 years old.  
- Max HR = 200  
- Target HR range = 130 at 65% of Max HR (200 x .65)  
170 at 85% of Max HR (200 x .85)

7. FITT Formula. Formula for how to obtain fitness benefits
   F-Frequency = how often you work out  
   I-Intensity = how hard you work out (training zone)  
   T-Type = what type of exercise (cardio/strength)  
   T-Time = how long do you work out
FITNESS BENEFITS

Cardio-Respiratory Endurance Benefits:
1. Helps your heart and lungs function more efficiently.
2. Improves metabolic rate.
3. Promotes healthful aging.
4. Improves insulin sensitivity.
5. Reduces harmful effects of the alarm stage in the General Adaptation Syndrome.
6. Improves the muscles’ ability to use lactic acid.
7. Increases number of high-density lipoproteins and decreases number of low density lipoproteins.
8. Improves function of the immune system.
9. Protects against some types of cancer.
10. Improves psychological well-being.

Muscular Strength and Endurance Benefits
1. Helps you perform everyday tasks involving lifting, carrying, climbing.
2. Helps maintain correct posture.
3. Reduces risk of low back pain.
4. Reduces risk of injury.
5. Allows enjoyment of physical activities without tiring.
6. Improves body composition by increasing muscle mass.
7. Improves self-image because your muscles are toned.
8. Keeps bone dense and strong.
9. Makes the surface of joints less susceptible to injury.

<table>
<thead>
<tr>
<th>PRIMARY MUSCLE CHART</th>
<th>PROPER NAME</th>
<th>COMMON NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trapezius (traps)</td>
<td>Neck/upper back</td>
<td></td>
</tr>
<tr>
<td>Deltoid (Delts)</td>
<td>Shoulder</td>
<td></td>
</tr>
<tr>
<td>Pectorals (Pecs)</td>
<td>Chest</td>
<td></td>
</tr>
<tr>
<td>Biceps</td>
<td>Upper arm (front side)</td>
<td></td>
</tr>
<tr>
<td>Triceps</td>
<td>Upper arm (back side)</td>
<td></td>
</tr>
<tr>
<td>Abdominals (Abs)</td>
<td>Stomach (center)</td>
<td></td>
</tr>
<tr>
<td>Obliques</td>
<td>Side Abs</td>
<td></td>
</tr>
<tr>
<td>Latissimus Dorsi (Lats)</td>
<td>Back</td>
<td></td>
</tr>
<tr>
<td>Quadriceps (quads)</td>
<td>Upper Leg (front side)</td>
<td></td>
</tr>
<tr>
<td>Hamstrings (Hams)</td>
<td>Upper Leg (back side)</td>
<td></td>
</tr>
<tr>
<td>Gluteus Maximus (Glutes)</td>
<td>Buttocks</td>
<td></td>
</tr>
<tr>
<td>Gastrocnemius (Gastroc)</td>
<td>Calf (upper)</td>
<td></td>
</tr>
<tr>
<td>Soleus</td>
<td>Calf (lower)</td>
<td></td>
</tr>
</tbody>
</table>
Fitness Plan Essay (Pre-Test)

Name____________________________________ Period ______________ Date ___________________________

FITNESS GOALS & RESULTS
Using the results from your Fitness Pre-Test (below), develop fitness goals that you hope to accomplish during this course.

<table>
<thead>
<tr>
<th>Test</th>
<th>Desired Result (start-of-course)</th>
<th>Pre-Test Results (start-of-course)</th>
<th>Desired Result (end-of-course)</th>
<th>Post-Test Results (end-of-course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MILE or PACER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUSH-UPS or PULL-UPS or ARM-HANG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIT-UPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIT &amp; REACH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect on the results of your different fitness assessments. How did you do? Do your fitness scores accurately represent your current level of fitness? Why or why not?
What short-term and long-term fitness goals will you aim to accomplish in this course?

Short-Term SMART Goals to achieve by mid-point of this course:

A.  

B.  

Long-Term SMART Goals to achieve by the end of this course:

A.  

B.  

Double-check! Are these short- and long-term SMART goals achievable?

ESSAY

Write an essay explaining:

• Why you targeted these particular short- and long-term fitness SMART goals  
• What steps you will take to achieve each of your short- and long-term SMART goals  
• How does your lifestyle outside of school contribute to or inhibit your ability to achieve your fitness goals

Address the FITT principle throughout your essay by explaining the frequency, intensity, and type of exercise, as well as the time required to accomplish each of your goals.

Use multiple core concepts and vocabulary terms in your essay in ways that demonstrate your understanding. (Don’t use terms if you do not yet know what they mean.)

• See next page for ideas.
Your Fitness Plan Essay must be clearly organized and typed. After your teacher evaluates and scores your plan, you will receive specific feedback about issues you may need to correct or address before proceeding with your Fitness Portfolio.

### FITNESS CONCEPTS & VOCABULARY

#### 11 COMPONENTS of FITNESS

<table>
<thead>
<tr>
<th>Health-related:</th>
<th>Skill-related:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cardio-respiratory Endurance</td>
<td>6. Agility</td>
</tr>
<tr>
<td>3. Muscular Endurance</td>
<td>8. Coordination</td>
</tr>
<tr>
<td>4. Flexibility</td>
<td>9. Power</td>
</tr>
<tr>
<td>5. Healthy Body Composition</td>
<td>10. Reaction Time</td>
</tr>
<tr>
<td></td>
<td>11. Speed</td>
</tr>
</tbody>
</table>

#### FITNESS ASSESSMENTS

1. Mile Run  
2. PACER (Beep) Test  
3. 1 minute Sit-up Test  
4. 1 minute Push-up Test

#### FITNESS TERMS

1. Fitness  
2. Cardio  
3. Power  
4. Weight / Resistance Training  
5. Training Zone  
6. Karvonen Formula  
7. FITT Formula

#### MUSCLE TERMS

1. Trapezius (Traps)  
2. Deltoid (Delts)  
3. Biceps  
4. Obliques  
5. Quadriceps (Quads)  
6. Gluteus Maximus (Glutes)  
7. Abdominals (Abs)  
8. Pectorals (Pecs)  
9. Triceps  
10. Latissimus Dorsi (Lats)  
11. Hamstrings (Hams)  
12. Gastrocnemius (Gastroc)  
13. Soleus
Why is it important to work out and stay fit?

1. Cardio-Respiratory Endurance Benefits
2. Muscular Strength & Endurance Benefits
## FITNESS LOG (available as Excel sheet)

<table>
<thead>
<tr>
<th>MUSCLE GROUP</th>
<th>SAMPLE EXERCISES</th>
<th>Date: /</th>
<th>Date: /</th>
<th>Date: /</th>
<th>Date: /</th>
<th>Date: /</th>
<th>Date: /</th>
<th>Date: /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biceps (arms)</td>
<td>curl/dumbbells, bar, or machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triceps (arms)</td>
<td>dumbbells or machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latissimus Dorsi</td>
<td>Lat pulldowns (machine), rows</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back</td>
<td>rows, machine dumbbells</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trapezius (shoulder)</td>
<td>stretches, machine or dumbbells</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deltoids (shoulder)</td>
<td>dumbbells, bar: presses, raises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pectorals (chest)</td>
<td>bench press, fly: machine/dumbbells</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdominals (stomach)</td>
<td>crunches, knee/leg raises, machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oblique (side abs)</td>
<td>rotary tones, spider abs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quadriceps (legs)</td>
<td>leg press, lunges, squats, leg ext.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glutes (buttocks)</td>
<td>squats, leg press, lunges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calf (lower legs)</td>
<td>raises (sitting/standing) machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamstrings (legs)</td>
<td>leg curl, leg press, squats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cardiiovascular
- Spin Bike
- Treadmill
- Stationary Bike
- Elliptical
- Cross Trainer
- Mountain Climber
- Jump Rope

### NOTES
Fitness Plan Analysis Essay (Post-Test)

Write an essay that analyzes your progress on your Personal Fitness Plan. First, state a specific claim about your overall progress, then provide multiple examples of relevant evidence to support your claim. Be sure to incorporate and demonstrate your understanding of the core concepts and vocabulary you learned in class.

**ESSAY**

**State a claim** about your overall success with the short- and long-term goals in your Fitness Plan.

**Explain** to the reader:
- How well you have implemented your fitness plan
- Adjustments and/or changes you made to your fitness plan over time—refer specifically to FITT principles (frequency, intensity, type of exercise, and time required)
- How your lifestyle choices and actions are impacting your personal level of fitness and overall wellness

**Provide multiple examples of relevant and specific evidence** throughout your essay to support your claim and explanation, including:
- Your initial, mid-course, and/or end-of-course fitness test results
- In-class factors (physical activity during class, observations of physical effects)
- External factors (e.g., food choices, physical activity outside of class, your health, other demands on your time)

**Use multiple core concepts and vocabulary terms in your explanation in ways that demonstrate your understanding.**
- See next page for ideas.

**Conclude** your essay.
## 11 COMPONENTS of FITNESS

### Health-related:
- 1. Cardio-respiratory Endurance
- 2. Muscular Strength
- 3. Muscular Endurance
- 4. Flexibility
- 5. Healthy Body Composition

### Skill-related:
- 6. Agility
- 7. Balance
- 8. Coordination
- 9. Power
- 10. Reaction Time
- 11. Speed

## FITNESS ASSESSMENTS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Fitness Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mile Run</td>
<td>1. Fitness</td>
</tr>
<tr>
<td>2. PACER (Beep) Test</td>
<td>2. Cardio</td>
</tr>
<tr>
<td>3. 1 minute Sit-up Test</td>
<td>3. Power</td>
</tr>
<tr>
<td>4. 1 minute Push-up Test</td>
<td>4. Weight / Resistance Training</td>
</tr>
</tbody>
</table>

## FITNESS TERMS

- 5. Training Zone
- 6. Karvonen Formula
- 7. FITT Formula

## MUSCLE TERMS

<table>
<thead>
<tr>
<th>Muscle</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trapezius (traps)</td>
<td>1</td>
</tr>
<tr>
<td>Deltoid (Delts)</td>
<td>2</td>
</tr>
<tr>
<td>Biceps</td>
<td>3</td>
</tr>
<tr>
<td>Obliques</td>
<td>4</td>
</tr>
<tr>
<td>Quadriceps (quads)</td>
<td>5</td>
</tr>
<tr>
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<td>6</td>
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</tr>
<tr>
<td>Soleus</td>
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</tr>
</tbody>
</table>

## Why is it important to work out and stay fit?

1. Cardio-Respiratory Endurance Benefits
2. Muscular Strength & Endurance Benefits