

THE FITNESSGRAM PACER TEST INFORMATION

FITNESSGRAM PACER is a fitness test battery used in many schools in the United States and throughout the world. Fitnessgram has been adopted as the national assessment program for both the President's Council on Fitness, Sports, and Nutrition (PCFSN) and the Society of Health and Physical Educators (SHAPE America).

Purpose: THIS WORLDWIDE TEST that assesses cardiorespiratory endurance and can be used to estimate aerobic capacity. Using laps as the students score allows students to easily test themselves to see how they improve over time. This method of scoring provides students with a good indicator of their cardiorespiratory endurance, which is a measure of functional fitness—their ability to function effectively in daily living. The overall goal is to be able to select appropriate tests (self-assessments: fitnessgram tests that assess all 5 components of health-related physical fitness: body composition, cardiorespiratory endurance, flexibility, muscular endurance, and muscular strength).

At Holt Elementary School we will perform the PACER test **ONCE** an month. Possible concern from students and parents may be due to confusion about what the PACER test is, so let's clear it up:

- 1. P.E. Teachers DO NOT FORCE students to complete an assigned number of laps**
- 2. STUDENTS ARE ALLOWED TO STOP AT ANY TIME.**
- 3. Students SHOULD NOT run until they are SICK or WHEEZING; they ARE ALLOWED to STOP at any time.**
- 4. There is NOT a PENALTY for running under an assigned number of laps (the students goal is to get into the healthy fitness zone).**
- 5. Students should ALWAYS strive to do their best.**
- 6. Students with asthma MUST bring their inhaler to school/PE.**
- 7. The PACER TEST IS NOT A RACE**
- 8. START OUT AT A FAST POWER WALK OR SLOW JOGGING PACE DON'T SPRINT.**

WHAT IS THE FITNESSGRAM PACER

We will be doing the PACER test once month throughout the academic school year . The PACER TEST WILL TAKE PLACS ON THE 2ND WEEK OF EACH MONTH ON TUESDAY, WEDNESDAY, THURSDAY AND/OR FRIDAY.

THE PACER: is a 15-20 m lap itest of cardiovascular fitness or aerobic capacity, by taking this test the student can see whether he or she meets the national health-related cardiovascular fitness standard (if the number of pacer laps/score falls into the healthy fitness zone [HFZ]).

K-2 run width of the gym from red line to red line (the side lines) and 3rd-5th run the length of the basketball court (red line to red line).

- The minimum amount of PACER laps to get into the healthy fitness zone (HFZ) for 8-9 years olds is 7- 17 laps.**

- **The minimum amount of PACER laps to get into the healthy fitness zone (HFZ) for 10 years olds is 17 laps for both males and females; for 11 years old is 20 laps for both males and females.**

* **the calculated scores if las are influenced by age and gender.**

The 20-meter PACER test, or the FITNESSGRAM PACER Test, is a multi-stage aerobic capacity test that slowly gets more difficult as the test progresses through faster and faster levels. Each level is approximately one minute long. It has 21 levels, and is 247 laps long.

Each runner has to run between two lines set 20 meters apart, and must run in synchronization with signal beeps. The signal beeps gradually get closer together as the test continues, forcing runners to run faster.

The second time that a runner fails to complete a lap, their test is over. However, the test continues for other people who are still running. The 20-meter PACER test was created by Fitnessgram and the Cooper Institute. An audio voice-over announces each lap in the test and also signifies the beginning of each faster level. The test is set to background music.

The acronym "PACER" stands for

- **Progressive**
- **Aerobic**
- **Cardiovascular**
- **Endurance**
- **Run**

Objective of Fitnessgram Pacer

Objective is to run back and forth across a 20-meter distance as many times as you can.

Purpose: THIS WORLDWIDE TEST that assesses cardiorespiratory endurance and can be used to estimate aerobic capacity. Using laps as the students score allows students to easily test themselves to see how they improve over time. This method of scoring provides students with a good indicator of their cardiorespiratory endurance, which is a measure of functional fitness—their ability to function effectively in daily living. The overall goal is to be able to select appropriate tests (self-assessments: fitnessgram tests that asses all 5 components of health-related physical fitness: body composition, cardiorespiratory endurance, flexibility, muscular endurance, and muscular strength).

How the pacer test is performed

1. When you hear the beep, run across the 20-meter area and touch the line before the tape beeps again. Turn around and face the direction you just came from.

2. At the sound of the next beep, run back across to the other side. **(YOU MUST WAIT FOR THE BEEP BEFORE RUNNING TO THE OPPOSITE DIRECTION)**. The beeps will come faster and faster. The test is finished when you once fail to reach the opposite side before the beep.

3. Your score is the number of times you can run back (1 lap) and forth (2 laps) across the 20-meter distance before your test is finished (Your score is the number of laps you ran = the number of times you ran the 20-meter distance from one line to the other) before your test was finished.

4. Rather than have the whole class run at the same time, students pair up and tally for their partner on this sheet. One partner lines up at the starting line, while the other partner sits at the side of the gym and puts a line through each number as laps are completed.

5. Using laps as your score allows you to easily test yourself to see how you improve over time. This method of scoring provides you with a good indicator of your cardiorespiratory endurance, which is a measure of functional fitness—your ability to function effectively in daily living.

PHYSICAL EDUCATION FITNESSGRAM PACER

Purpose: To assess cardiorespiratory endurance and can be used to estimate aerobic capacity.

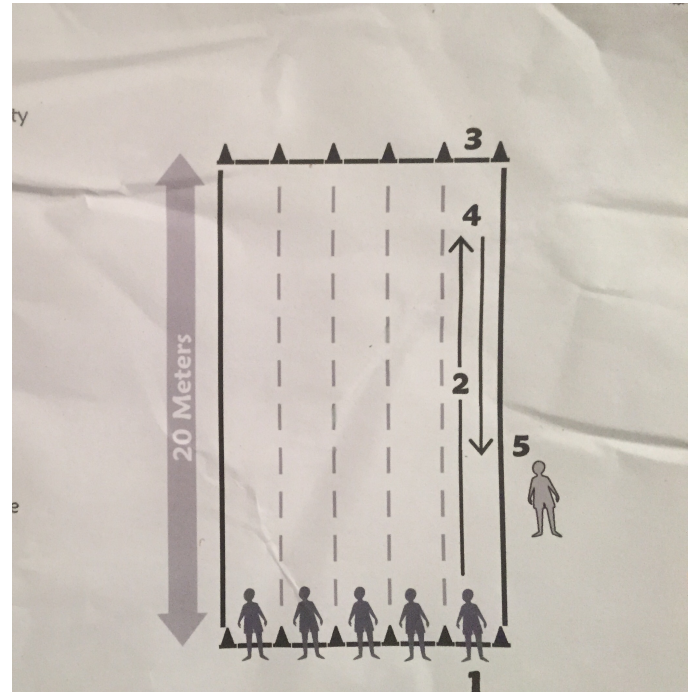
Use of pacer fitness test cadence music with current music in background

CUES

- 1. Start on initial ‘Beep’**
- 2. Pace yourself**
- 3. Reach opposite endline before next ‘Beep’**
- 4. Turn around on each ‘Beep’**
- 5. Stop on 1st missed ‘Beep’**
- 6. STOP WHEN YOU NEED TO!!**

How you improve

- Do aerobic activities often**
- Add multiple activities**
- Increase the time and distance**
- Work out in target heart rate zone**



FITT Guidelines

- Frequency: 3X per week**
- Intensity: 50%-60% of Max. HR**
- Time: 30 minutes**
- Type: Aerobic Capacity**

If you would like to hear the exam for yourself, feel free to access the audio recording at:

<http://www.youtube.com/watch?v=pP4eIcwgQbk>

Please feel free to contact your student’s PE teacher (Allie Franz) if you have further questions or concerns.

Email: franz_a@4j.lane.edu

STATE STANDARDS/BENCHMARKS:

KINDERGARTEN GRADE-LEVEL OUTCOMES

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.K.3: Recognizes that when you move fast, your heart beats faster and you breathe faster.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PE.5.K.1: Recognizes that physical activity is important for good health.
- PE.5.K.2: Acknowledges that some physical activities are challenging/difficult.
- PE.5.K.3: Identifies physical activities that are enjoyable.

GRADE ONE GRADE-LEVEL OUTCOMES

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.1.1: Discusses the benefits of being active and exercising and/ or playing.
- PE 3.1.2: Actively engages in physical education class.
- PE.3.1.3: Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. .

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PE.5.1.1: Identifies physical activity as a component of good health.
- PE.5.1.2: Recognizes that challenge in physical activities can lead to success.
- PE.5.1.3: Describes positive feelings that result from participating in physical activities.
- PE.5.1.4: Discusses personal reasons (i.e., the “why”) for enjoying physical activities.

GRADE TWO GRADE-LEVEL OUTCOMES

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.2.1: Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).
- PE.3.2.2: Actively engages in physical education class in response to instruction and practice.
- PE.3.2.3: Uses own body as resistance (e.g., holds body in plank position, animal walks)¹ for developing strength. . .

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PE.5.2.1: Recognizes the value of “good health balance” (good nutrition with physical activity).
- PE.5.2.2: Identify physical activities that bring confidence and challenge.

GRADE THREE GRADE-LEVEL OUTCOMES

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.3.2: Identifies physical activity benefits as a way to become healthier.
- PE.3.3.3: Engages in the activities of physical education class without teacher prompting.
- PE.3.3.4: Identifies the components of health-related physical fitness.²
- PE.3.3.5: Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.
- PE.3.3.6: Completes health-related physical fitness assessments (pre and post) with teacher direction.³

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PE.5.3.1: Discusses the relationship between physical activity and good health.
- PE.5.3.2: Discusses the challenge that comes from learning a new physical activity.
- PE.5.3.3: Reflects on the reasons for enjoying selected physical activities.
- PE.5.3.4: Describes the positive social inter-actions that come when engaged with others in physical activity.

GRADE FOUR GRADE-LEVEL OUTCOMES

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.4.3: Identifies the health related components of physical fitness and provides examples of physical activities to enhance those components.
- PE.3.4.4: Demonstrates warm-up & cool-down relative to the cardiovascular fitness assessment.
- PE.3.4.5: Completes health-related physical fitness assessments (pre- & post-).
- PE.3.4.6: Identifies areas of needed remediation from personal health-related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- PE.4.4.4: Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PE.5.4.1: Examines the health benefits of participating in physical activity.

GRADE FIVE GRADE-LEVEL OUTCOMES

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.5.1: Charts and analyzes physical activity out-side physical education class for fitness benefits of activities.
- PE.3.5.2: Actively engages in all the activities of physical education.
- PE.3.5.3: Identify and assess the health-related components of fitness.
- PE.3.5.4: Identifies the need for warm-up & cool-down relative to various physical activities.
- PE.3.5.5: Applies the following skills in general situations: Completes health-related physical fitness assessments (pre- & post-) and identifies areas of needed remediation from personal health-related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- PE.4.5.6: Applies skills of safety, rules, procedures, and etiquette in general physical activities.
- PE.4.5.7: Applies safety principles with age-appropriate physical activities.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- PE.5.5.1: Compares the health benefits of participating in selected physical activities.

- PE.5.5.2: Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
- PE.5.5.3: Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).