



Hilliard City Schools

Physical Education 1

Course Proficiency Study Guide

I. Course Proficiency Purpose:

The purpose of this study guide is to aid the students who wish to take the proficiency assessment for the credit flex option. Items that the student will be required to know for proficiency will be administered in two portions. The first part of the assessment is a two hour written exam. The second part is a two hour physical fitness test.

II. Description of the Assessment Format:

- a. Written Exam – 150 questions worth one point each
 - i. True/False
 - ii. Multiple Choice
 - iii. Matching
 - iv. Fill in the Blank
- b. Fitness Test – 150 points
 - i. 1 mile run – 50 points
 - ii. Sit and Reach – 25 points
 - iii. Shuttle Run – 25 points
 - iv. Sit –Ups – 25 points
 - v. Push –Ups – 25 points

**Instructions for all sections are stated on page 3 of study guide*

III. Proficiency Content:

- a. The content of the written exam is:

*Basketball

*Floor Hockey

*Football

*Soccer

*Softball

*Tennis

*Volleyball

*Weight Lifting

**see information in section IV below to access links to study guides*

- b. Fitness Testing Instructions

- i. Mile Run

1. Objective – To measure heart/lung endurance by fastest time to cover a designated distance
2. Testing – On a certified track, students begin running on the count "Ready? Go!" Walking may occur, but the students are encouraged to cover the distance in as short a time as possible.
3. Scoring – Refer to rubric for qualifying standards.

ii. Sit and Reach

1. Objective – To measure flexibility of lower back and hamstrings
2. Testing – Using the sit and reach box, students remove shoes and sit on the floor with knees fully extended, feet shoulder-width apart, and soles of their feet held flat against the end of the box. With hands on top of each other, palms down, and hands held flat, the student reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded.
3. Scoring – Legs must remain straight, soles of the feet flat against the box, and fingertips of both hands should reach evenly along measuring line. Scores are recorded to the nearest centimeter. See rubric for scoring standards.

iii. Shuttle Run

1. Objective – To measure speed and agility
2. Testing – Mark two lines 30 feet apart and place two erasers behind one of the lines. Students start behind opposite line. On the signal "Ready? Go!" the students run to the erasers, pick one up, runs back to the starting line, places the eraser behind the line, runs back and picks up the second eraser and runs back across the starting line.
3. Scoring – Erasers should not be thrown across the lines. Scores are recorded to the nearest tenth of a second. See the rubric for qualifying standards.

iv. Sit-Ups

1. Objective – To measure abdominal strength/endurance by maximum number of sit-ups performed in one minute.
2. Testing – Have students lie on a cushioned, clean surface with knees flexed and feet 12 inches from the buttocks. Partner holds feet. Arms crossed with hands placed on opposite shoulders and elbows held close to chest. Keeping this arm position, student raises the trunk, curling up to touch the outside of forearms and elbows to thighs and then lowers the back to the floor so that the shoulder blades touch the floor, for one curl-up. To start, a timer calls out the signal "Ready? Go!" and begins timing student for one minute. The student stops on the word "stop."
3. Scoring – "Bouncing" off the floor is not permitted. The curl-up should be counted only if performed correctly. See rubric for qualifying standards.

v. Push-Ups

1. Objectives – To measure upper body strength/endurance by maximum number of push ups completed.
2. Testing – The student starts in push-up position with hands under shoulders, arms straight, fingers pointed forward, and legs straight, parallel, and slightly apart with toes supporting the feet. Keeping the back and knees straight, the student then lowers the body until there is a 90-degree angle formed

at the elbows with upper arms parallel to the floor. A partner holds his/her hands at the point of the 90-degree angle so that the student being tested goes down only until his/her shoulders touch the partner's hands, then back up. The push-ups are done to a metronome with one complete push-up every three seconds, and are continued until the student can do no more at the required pace. The student shall remain in motion during the entire three second interval.

3. Scoring – Record only those push-ups done with proper form and rhythm. See rubric for qualifying standards.

IV. Suggested Resources:

Hilliard City Schools: www.hilliardschools.org

Select: classroom webpages

Go to: Davidson High School

Teacher: Jim A Smith

Fitness website: www.Presidentschallenge.org