

Guidance: Oklahoma's Fitness Assessment

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Oklahoma's Vision for Fitness Assessment

Oklahoma's vision for fitness assessment is to create an experience that honors each student's unique movement journey while building confidence, strengthening competence, and inspiring a lifelong love of physical activity. Grounded in the principles of physical literacy and health literacy, this vision supports students in developing the motivation, skills, and knowledge needed to make healthy, active choices throughout their lives.

Physical literacy emphasizes that every student can grow their ability, confidence, and desire to be active, not just in school, but as part of a healthy lifestyle. Health literacy ensures students learn to interpret information about their own bodies, understand how movement supports well-being, and make informed decisions that contribute to lifelong wellness. Together, health and physical literacy can help shape fitness assessment into a meaningful learning experience rather than a performance test.

We believe fitness assessments should be reasonable, encouraging, and developmentally appropriate for all learners. The purpose of fitness assessments is not to compare students to one another or highlight limitations, but to celebrate progress, provide supportive feedback, and create opportunities for personal goal-setting. When used thoughtfully, assessments empower students to recognize their strengths, identify areas for growth, and take ownership of their wellness journey at a pace that feels relevant and achievable.

By nurturing meaningful, joy-filled experiences with fitness from an early age, we aim to ensure students grow into adults who feel capable and confident in their ability to be active. Our commitment is to help every learner develop the tools, mindset, and motivation to embrace physical activity as a lifelong source of health, strength, and personal well-being.

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Fitness Assessment Guide

This guide is designed to help educators understand the new state fitness assessment requirements and provide practical tools for safe, supportive implementation in Oklahoma schools.

In 2026, the Oklahoma Legislature passed the **President Donald J. Trump Physical Fitness Act (70 O.S. § 11-103.9c)** which requires school districts to begin fitness testing starting **November 1, 2026**. This guide outlines the fitness assessments districts may implement and offers support for meeting the needs of all students.

The Oklahoma State Department of Education (OSDE) is developing modifications and adaptations for each test to ensure that every student can participate successfully, no matter where they are in their physical literacy journey. Further guidance on those modifications and adaptations will be provided throughout the coming year.

What is fitness testing?

Fitness testing is a valuable part of a comprehensive physical education curriculum when integrated appropriately. Each assessment measures one of the five components of health-related fitness:

- **Cardiorespiratory endurance:** The ability to perform large-muscle, whole-body exercise at a moderate to high intensity for an extended period of time.
- **Muscular strength:** The ability of a muscle or muscle group to exert maximal force against resistance one time through the full range of motion.
- **Muscular endurance:** The ability of a muscle or muscle group to exert a submaximal force repeatedly over time.
- **Flexibility:** The ability of a joint or series of joints to move through an available range of motion.
- **Body composition:** The proportion of lean body mass compared with body fat.

The assessments for each of these components align with Standard Three of the **Oklahoma Academic Standards for Physical Education (OAS-PE)** and help students understand their personal fitness levels as part of developing lifelong physical activity habits. Student scores should not be used to grade students or to evaluate physical education teachers.

Why do fitness assessments?

Integrating fitness assessment into the physical education curriculum helps students understand the importance of being physically active and provides them with tools to set personal fitness goals. When paired with instruction and reflection, fitness assessment supports students in developing self-awareness, tracking their progress, and building habits that promote lifelong physical activity.

Who participates in fitness testing?

Students in grades 2 and below should focus on learning proper form and testing protocols but should not participate in formal fitness testing. Research also shows that individuals respond differently, both physically and psychologically, to the same training protocols (Astorina & Schubert, 2014; Rankinen & Bouchard, 2011; Swift et al., 2013). Because of these differences, fitness testing should meet each student's needs and should never be used to grade students or evaluate teacher effectiveness.

Targeted Benchmark Testing
Students in grades 3, 5, 6, 8, 9, and 11 will participate in targeted benchmark fitness testing, and will complete both a pre- and post-test annually. This approach identifies specific grade levels for assessment while providing opportunities to monitor student progress at key instructional benchmarks. It is also recommended that at least 2 student progress check-ins occur between pre- and post-testing using the **My Fitness Plan** document to help support student goal setting, reflection, and progress towards individual goals.

Secondary students who are enrolled in a physical education class or participate in an OSSAA sanctioned activity (e.g., athletics, marching band, dance, cheer, JROTC, etc.) during the school day are required to participate in the fitness assessment. For students participating in these activities, fitness assessment provides valuable information about their current fitness levels and can help teachers and activity sponsors make informed decisions about instruction, strength and conditioning, and injury prevention.

How to conduct the fitness assessments?

Below is a brief description of how to complete and score the assessments used to measure each of the five components of health-related fitness. Teachers should select the assessment option that best meets the needs, safety, and developmental readiness of their students. Video demonstrations and print resources will be added as they become available.

Cardiorespiratory Endurance: This component is measured by completing either the 20M Beep Test or the 1 Mile Run/Walk.

20M Beep Test

Equipment Needed: cadence, score sheet (located in the Appendix), cones to mark lines.
How to Score: The final number of laps completed after two misses.

1. Start behind one of the lines facing the second line.
2. Begin running when instructed by the recording. The speed at the start is slow and gets faster after every minute.
3. If the line is reached before the signal sounds, stop and wait for the beep before continuing this pattern.
4. If the line is not reached before the beep sounds, the student must turn and try to catch up with the pace.
5. The student is given a warning the first time they fail to reach the line and must stop after the second incomplete lap.

1 Mile Run/Walk

Equipment Needed: timer/stopwatch, flat and level surface, recording sheet (located in the Appendix)
How to Score: Record the time it took to complete the 1 Mile Run/Walk

1. Students must complete one mile in the fastest possible time.
2. Test starts when the teacher says 'Ready? Go!'.
3. Walking may be interspersed with running, but the goal is to cover the distance in as short a time as possible.

Video Demonstration (coming soon)
Visual Aid (coming soon)

Muscular Strength and Endurance: This component may be measured by completing right-angle (90-degree) push-ups or pull-ups for upper body strength and endurance and curl-ups or plank hold for core strength and endurance.

Right-Angle Push-ups

Equipment Needed: recording sheet (located in the Appendix), mat can be used but not required, yoga block or another soft object to indicate stop point.
How to Score: Record the number of push-ups done correctly without rest.

1. Begin with hands and toes touching the floor, body and legs in a straight line, feet slightly apart, arms shoulder-width apart, extended and with elbows tucked toward the body.
2. Keeping the back and knees straight, lower the body until elbow is at a 90-degree angle.
3. Return back to the starting position with the arms extended.
4. This action is repeated without rest, and the test continues until exhaustion.

Pull-ups

Equipment Needed: pull-up bar, recording sheet (located in the Appendix)
How to Score: Record the number of pull-ups done correctly without rest.

1. Grasp the bar using either an overhand grip (palms facing away from body) or underhand grip (palms facing toward body) with arms fully extended.
2. Raise the body until the chin clears the top of the bar, then lower again to start position with the arms fully extended.
3. The pull-ups should be done in a smooth motion. Jerky motions, swinging the body, and kicking or bending the legs are not permitted.

Curl-ups

Equipment Needed: mat, timer/stopwatch, cadence/metronome (FitnessGram), recording sheet (located in the Appendix)
How to Score: Teachers may administer either the Presidential Fitness Test or FitnessGram curl-up test. Both options use the same general movement pattern described below; however, hand placement differs between the two versions. Record the number of curl-ups done correctly in 60 seconds.

1. Lie with back on mat, knees bent, and feet flat on the floor with hand placement based on selected test. Partner observes and counts the correct curl-ups completed but does not touch the participant or hold their feet.
    a. Presidential = Place arms crossed over the chest with hands resting on the opposite shoulders.
    b. FitnessGram = Place arms extended alongside the body with fingertips touching the top of the measuring strip.
2. On the start signal, perform curl-ups according to the hand placement and movement of your selected test. Curl-up until the designated contact point is reached, then slowly lower back down until your shoulders/ shoulder blade makes contact with the mat/floor. This is one curl-up.
    a. Presidential = Curl-up until the elbows touch the thighs.
    b. FitnessGram = Curl–up until fingertips reach the second line.

3. Count and score only the repetitions performed with proper continuous form, within the 60-second time frame.

Plank Hold
Equipment Needed: mat, timer/stopwatch, recording sheet (located in the Appendix)
How to Score: Record the time that the plank position was held correctly.

1. Start with the upper body supported off the ground by the elbows and forearms, and legs straight.
2. Hips are lifted off the floor creating a straight line from head to toe. Head is facing/looking down, not forward.
3. As soon as the student is in the correct position, time starts.
4. The test is over when the student is unable to hold the back straight and the hips are lowered.

Video Demonstration (coming soon)
Visual Aid (coming soon)

Flexibility: This component may be measured using the back-saver sit-and-reach and the trunk lift.

Sit-and-Reach
Equipment Needed: sit & reach box, recording sheet (located in the Appendix)
How to Score: Record where the front of the marker is on the box. Max Score is 12 inches per leg.

1. Remove shoes, sit on the floor with one leg out straight, foot flush against the box, & the other leg with knee bent and foot flat on the floor.
2. Place hands on top of each other with palms facing down.
3. Reach forward slowly while keeping the leg on the floor and knee up pushing the guide each time.
4. After three reaches, the fourth reach is held for at least one second while the distance is recorded in inches.
5. The subject may repeat the test three times and the best score taken.
6. Switch and repeat to measure the other leg.

Trunk Lift
Equipment Needed: Mat, Score Sheet, Ruler, and Spot/Marker
How to Score: Measure the distance from the chin to the floor in inches. Max score is 12 inches.

1. On the mat, lay face down on stomach with toes pointed back behind the body, arms straight, & hands placed under the thighs.
2. Place a marker on the floor in line with the eyes to help maintain focus on throughout the movement.
3. Upper body is lifted off the floor, in a slow & controlled manner. The head should be in alignment with the spine (eyes looking down at the marker); feet remain in contact with the floor.
4. The position must be held long enough for a measurement to be made of the distance - from the floor to the chin – in inches.
5. Once the measurement has been made, the participant returns to the starting position. Two trials are allowed, with the best score recorded.

Video Demonstration (coming soon)
Visual Aid (coming soon)

Body Composition

Body composition refers to the proportion of lean body mass compared with body fat. According to SHAPE America's *Appropriate and Inappropriate Practices related to Fitness Testing (2017)*, assessing body composition is one of the most sensitive aspects of fitness testing. In schools, it is typically measured using a student's height, weight, and age to calculate Body Mass Index (BMI).

It is important to note that BMI, like the other tests, is not a diagnostic tool for identifying health risks. In a school setting, BMI serves as a simple screening tool that may indicate when a follow-up with a healthcare provider is recommended.

Because of its sensitive nature, educators must take extra precautions when collecting height and weight data. Students should be taught why body composition is measured, and measurements must always be taken privately to help students feel safe, respected, and comfortable.

Height:
Equipment Needed: height rod or measuring tape on a flat level surface or wall, recording sheet (located int eh Appendix)
How to Score: measure in inches at the crown or top of the head.

1. Remove shoes and look straight ahead.
2. Use a flat and rigid ruler to form a right angle with the wall & lower it until it touches the crown or top of the head.
3. Record the measurement (bottom of the right angle) in inches.

Weight:

Equipment Needed: digital scale, flat and level surface, recording sheet (located in the Appendix)

How to Score: Cover the digital screen where students cannot see it, but you can. Record the measurement to the whole number (e.g., 95.6 lbs. = 96 lbs.).

1. Use a digital scale & place it on firm flooring.
2. Remove shoes and jackets/sweaters.
3. Have them stand on the scale backwards with both feet in the center of the scale looking straight ahead.
4. Record the measurement.

Video Demonstration (coming soon)

Visual Aid (coming soon)

Using Fitness Data to Improve Instruction and Students' Skills

Every Student Can Grow Stronger

Fitness scores are not just numbers. They help teachers understand what students need, what to teach next, and how to help each student grow. The activities on this page are designed to support students at their current fitness levels and help strengthen those fitness components identified as "needing improvement" during the pre- and post-assessments. The time between those assessments, teachers can use the activities as stations or warm-ups to develop and strengthen skills over time. These activities do not replace any required fitness assessments used for data collection.

1. Plan What to Teach Next: Let the Data Serve as a Guide

After the first fitness test, look at the class results. Ask yourself: What do most students need help with? Use that answer to guide your lessons.

Cardiorespiratory Endurance (Heart & Lungs)	
Students get out of breath quickly.	**Try this:** • Short activity bursts with breaks • Track progress so students can see improvement • Disguise fitness activities through stations and/or tag activities.
Muscular Strength & Endurance (Muscles)	

Students struggle with push-ups or curl-ups.	**Try this:**
	• Offer easier and harder versions of exercises
	• Curl-Up Progression
	  • Initial Position (One Leg Out): Lie on back, one leg bent (foot flat), the other leg straight, & lift up.
	  • Controlled Curl-Up: Slowly lift head and shoulders a few inches off the ground. Hold for 10 seconds.
	  • Elbows Raised: Lift the elbows off the floor & lift the shoulders.
	  • Full Curl-Up
	• Push-Up Progression
	  • Wall push-up
	  • Modified push-up
	  • Plank or Plank Hockey
	  • Push-up

Flexibility (Stretching & Movement)	
Students have tight muscles.	**Try this:** • Add daily stretching & make it part of the routine.

2. Help Students Set Goals: Turn Scores into Personal Plans

Once students see their scores, help them set **one goal**. Use **SMART goals**:

- **S – Specific:** What will I improve?
- **M – Measurable:** How will I track it?
- **A – Achievable:** Can I really do this?
- **R – Relevant:** Why does this matter to me?
- **T – Time-bound:** When will I reach my goal?

Example Goal: "Improve my Cardiorespiratory Endurance Run (20M Beep Test) score from 20 to 30 laps by May, so I can play soccer."

Tips for Teachers:

- Focus on **one goal at a time,**
- Use the student's **real score,**
- Connect the goal to something they **care about, and**
- Check in on goals during the year
    - Integrate the **My Fitness Plan (Link)** as a Quarterly Progress Check between pre- and post-fitness testing. This transforms the data from a static score into a living document for student self-regulation.

Quarterly Milestones

- Q1 (Initial): Set baseline S.M.A.R.T. goals using pre-test data.
- Q2 & Q3 (The Pulse Check): Log current stats to monitor growth and identify specific barriers (e.g., time, equipment, or motivation).
- Q4 (Final Review): Compare year-long trends to the post-test to celebrate improvements.

Data-Driven: Provides a clear narrative of a student's fitness journey beyond the tests.

3. Ask Yourself:

- Which students need the most help?
- Are the same students struggling each year?
- Are there outside factors (e.g., less play time or physical activity)?

4. Remember: Data only matters if you use it.

- Find what students need.
- Adjust your teaching.
- Help each student set a goal and provide some type of award such as a "**Goal Getter**" Award to recognize their effort (see attached for an example).
- Give them chances to improve and provide some type of award such as an "**On the Rise**" Award (see attached for an example).

Physical Education for All Students

Physical education should help **every student feel successful and included**. Start by learning about your students and giving them ways to participate.

1. Start by Listening: Ask Students What They Can Do

Before testing, talk with students. **Ask questions** like:

- “What activities feel good for you?”
- "Which activities feel hard right now?"

Let students share their thoughts and feelings. Students often know their abilities best. Listening helps you make better choices.

2. Make Changes When Needed: Adjust Activities So Everyone Can Join

Not every student needs to do the same thing the same way. The goal is **participation and progress**, not perfection. You can:

- Shorten distances
- Lower the number of repetitions
- Change how an activity starts
- Use different equipment or space

3. Know Your Students Well: Look at the Whole Child

A quick plan or paper does not tell the full story. **Build** strong **relationships** first, because this helps you make safe and smart decisions. Take time to learn:

- What each student can do,
- What they are comfortable trying, and
- What support they may need.

4. Remember

Physical education is for **everyone**. Every student should feel included, have a chance to try, and be able to succeed in their own way.

APPENDICES

Appendix A: Student Handout

Every Student Stronger: Making Fitness Meaningful & Personally Relevant

Fitness testing should not just be about a number on a page. It is a tool to help students grow and improve. Here is how students, parents, and others can look at fitness in a common-sense way.

1. Know Your "Why"

It is important to understand why fitness assessments are required. This is not a grade for the report card. Think of it like a quick photo of how your body is doing right now in four main ways:

- **Cardiorespiratory Endurance:** How well the heart and lungs work together when you move.
- **Muscular Strength:** How much power your muscles have.
- **Muscular Endurance:** How long your muscles can keep going without getting tired.
- **Flexibility:** How easily your body can stretch and move.

This information belongs to **you**. It helps you understand your own body.

2. Connect to Real Life

Think about the things you love to do (e.g., playing tag with friends, climbing trees, or playing your favorite sport). Fitness is what helps you perform at your best or join in on the fun. If you find some things hard to do, these tests help you see where you can get stronger so you can play even more or perform at your highest level.

3. Focus on Getting Better

Do not worry about "passing" or "failing". The only thing that matters is where you started and where you are now. When we check again in the spring, we can celebrate how much you have improved since the fall. Your progress is your own story.

4. Fitness for a Happy Life

Being fit is not just about being an athlete. It is about having the energy to enjoy your life and stay healthy. When your body is active, it helps you stay focused in school, feel happier, and get along better with others. **The goal is to find an activity you love, whether you run it, climb it, or play it, and make it yours!**

Appendix B: Parent Opt-out Form

Fitness Assessment Opt-out Form (School Name)

Please return this completed form to the school's front office at least two weeks prior to the start of the scheduled fitness test.

Student Information

First and Last Name:	Date of Birth:
Teacher/Class:	Grade:

Parent/Guardian Information

Name:	Relation to student:
Phone Number:	Email Address:

Opt-Out Declaration

I, the undersigned, request that my child NOT participate in the statewide physical fitness test administered by the school district during the _____ school year (e.g., 2026–2027).

This opt-out form applies to the Presidential Fitness Test, or any equivalent fitness assessment administered in compliance with Oklahoma law.

Acknowledgment

I understand by opting out, my child will be excused from participating in the physical fitness test during the scheduled administration period. I understand this does NOT exclude my child from physical education or other school wellness activities. I understand I may request this opt-out each academic year.

Parent/Guardian Signature: _____ Date: _____

SCHOOL USE ONLY (To be completed by school staff)

Received By (name & title):	Date Received:
Student marked OPTED OUT in fitness test records	YES NO
Copy of form provided to parent/guardian	YES NO

Appendix C: Fitness Assessment Resources

This table provides clickable links for each of the resources found in this Appendix. There are also full-page visuals you can copy and use as needed.

Fitness Assessment Resource Table	
Fitness Testing Data Collection Sheet **(Excel, Google Sheets, PDF)**	Page 17
20M Beep Test Score Card	Page 18
Presidential Fitness Award (White House)	Page 19

Testing Dates (MM/DD/YY - MM/DD/YY):					Grade Level:		Classroom Teacher:						
Student Name	Date of Birth	Gender	Height	Weight	**Cardiorespiratory Endurance** Select one of the tests to complete for this component.		**Core/Abdominal Strength** Select one of the tests to complete for this component.		**Upper Body Strength** Select one of the tests to complete for this component.		**Flexibility** Complete both tests with a max score of 12" on each.		
	MM.DD.YYYY (EX: 10.01.2010)	*M or F*	**Height should be listed in inches only*	**Rounded up or down (EX: 85.5 = 86)*	**1 Mile Run/Walk** Time Completed	**20M Beep Test** # of laps completed	**Curl-ups** # of reps in 1 min	**Plank Hold** # of seconds held	**Right Angle Push-ups** # of reps completed	**Pull-ups** # of reps completed	**Trunk Lift**	**Right Leg - Sit & Reach**	**Left Leg - Sit & Reach**

20M Beep Test Scorecard

Student Name: _____ **Date:** _____

1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45
46	47	48	49	50	51	52	53	54

OKLAHOMA Education

PRESIDENTIAL PHYSICAL FITNESS TEST

PRESIDENTIAL PHYSICAL FITNESS AWARD (MUST MEET BENCHMARKS IN ALL THREE CATEGORIES)

		Core & Abdominal Strength *(STUDENT MAY PICK ONE)*		**Cardiorespiratory Fitness** *(STUDENT MAY PICK ONE)*		**Upper Body Strength** *(STUDENT MAY PICK ONE)*	
Sex	**Age**	**Curl-ups** (in 1 min)	**Plank** (sec)	**One Mile Run** (min:sec)	**20m Beep Test** (# laps)	**Rt. Angle Push-ups** (#)	**Pull-ups** (#)
BOYS	6	33	73	10:15	27	9	2
	7	36	90	9:22	32	14	4
	8	40	95	8:48	39	17	5
	9	41	109	8:31	47	18	5
	10	45	119	7:57	55	22	6
	11	47	119	7:32	60	27	6
	12	50	127	7:11	65	31	7
	13	53	134	6:50	70	39	7
	14	56	134	6:26	75	40	10
	15	57	156	6:20	81	42	11
	16	57	156	6:08	84	44	11
	17+	57	156	6:06	84	53	13
GIRLS	6	32	71	11:20	22	9	2
	7	34	92	10:36	25	14	2
	8	38	92	10:02	29	17	2
	9	39	105	9:30	35	18	2
	10	40	105	9:19	41	20	3
	11	42	105	9:02	46	20	3
	12	45	127	8:23	49	20	3
	13	46	127	8:13	50	21	3
	14	47	134	7:59	50	21	3
	15	48	145	7:59	50	21	3
	16	48	145	7:59	50	24	3
	17+	48	145	7:59	50	25	3