

Individual Fitness Assessment Development (IFA)

Purpose

The purpose of this document is to record the development process of the IFA for future reporting and when medical exemption requests are necessary.

Steps to Develop an IFA:

The IFA development should start in the fall of the testing grade, the student's VTPEA team should consider both what the student can and cannot do along with what is safe and beneficial for each student. Within these constraints the team should use the following seven steps to help design activities to assess the student's health-related fitness in the four domains of fitness of the VTPEA.

Aerobic Capacity

1. Explain why the student can or can't demonstrate their Aerobic Capacity with FitnessGram (FG) or Brockport Physical Fitness Test (BPFT)

2. Describe what the student can do to demonstrate aerobic fitness

Start by considering FG or BPFT tasks with custom goals. Alternatively, brainstorm alternate tasks that may meet the student's unique characteristics.

Task idea:

Contact Information:

If you have questions about this document or would like additional information, please contact: Gabriel McGann at gabriel.mcgann@vermont.gov

Answer the following questions for each task idea:

Yes/No	Does the task idea measure the identified domain?
Yes/No	Does the task idea measure a skill/ability that leads to life-long health-related fitness?
Yes/No	Can we assure the student's safety while doing the task?
Yes/No	Is the task sensitive to the student's feelings and self-esteem?
Yes/No	Do we have the necessary resources to support the use of the task? (Staff, Facilities, Equipment)

3. **If you answered YES to all of the above:** determine a specific and measurable goal that will indicate the at the student is within a healthy fitness level for their specific context.

Goal:

4. **If you answered NO to ANY of the above:** consider another task.
5. **If you have run out of ideas, apply for a medical exemption for that domain.**

Upper Body Muscular Strength and Endurance

1. **Explain why the student can or can't demonstrate their Upper Body Muscular Strength and Endurance with FitnessGram (FG) or Brockport Physical Fitness Test (BPFT).**

2. **Describe what the student can do to demonstrate aerobic fitness**

Start by considering FG or BPFT tasks with custom goals. Alternatively, brainstorm alternate tasks that may meet the student's unique characteristics.

Task idea:

Answer the following questions for each task idea:

Yes/No	Does the task idea measure the identified domain?
Yes/No	Does the task idea measure a skill/ability that leads to life-long health-related fitness?
Yes/No	Can we assure the student's safety while doing the task?
Yes/No	Is the task sensitive to the student's feelings and self-esteem?
Yes/No	Do we have the necessary resources to support the use of the task? (Staff, Facilities, Equipment)

3. **If you answered YES to all of the above:** determine a specific and measurable goal that will indicate the at the student is within a healthy fitness level for their specific context.

Goal:

4. **If you answered NO to ANY of the above:** consider another task.
5. **If you have run out of ideas, apply for a medical exemption for that domain.**

Abdominal Muscular Strength and Endurance

1. **Explain why the student can or can't demonstrate their Abdominal Muscular Strength and Endurance with FitnessGram (FG) or Brockport Physical Fitness Test (BPFT)**

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2. **Describe what the student can do to demonstrate aerobic fitness**

Start by considering FG or BPFT tasks with custom goals. Alternatively, brainstorm alternate tasks that may meet the student's unique characteristics.

Task idea:

Answer the following questions for each task idea:

Yes/No	Does the task idea measure the identified domain?
Yes/No	Does the task idea measure a skill/ability that leads to life-long health-related fitness?
Yes/No	Can we assure the student's safety while doing the task?
Yes/No	Is the task sensitive to the student's feelings and self-esteem?
Yes/No	Do we have the necessary resources to support the use of the task? (Staff, Facilities, Equipment)

3. **If you answered YES to all of the above:** determine a specific and measurable goal that will indicate the at the student is within a healthy fitness level for their specific context.

Goal:

4. **If you answered NO to ANY of the above:** consider another task.
5. **If you have run out of ideas, apply for a medical exemption for that domain.**

Flexibility

1. **Explain why the student can or can't demonstrate their Flexibility with FitnessGram (FG) or Brockport Physical Fitness Test (BPFT)**

2. **Describe what the student can do to demonstrate aerobic fitness**

Start by considering FG or BPFT tasks with custom goals. Alternatively, brainstorm alternate tasks that may meet the student's unique characteristics.

Task idea:

Answer the following questions for each task idea:

Yes/No	Does the task idea measure the identified domain?
Yes/No	Does the task idea measure a skill/ability that leads to life-long health-related fitness?
Yes/No	Can we assure the student's safety while doing the task?
Yes/No	Is the task sensitive to the student's feelings and self-esteem?
Yes/No	Do we have the necessary resources to support the use of the task? (Staff, Facilities, Equipment)

3. **If you answered YES to all of the above:** determine a specific and measurable goal that will indicate the at the student is within a healthy fitness level for their specific context.

Goal:

4. **If you answered NO to ANY of the above:** consider another task.
5. **If you have run out of ideas, apply for a medical exemption for that domain.**