

Oklahoma's Presidential Fitness Act Resource

OKLAHOMA Education

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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.

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 experiences with fitness from an early age, the aim is to ensure students grow into adults who feel capable and confident in their ability to be active. Oklahoma's 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 by Summer 2027.

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

Fitness testing is required in all school districts **(70 O.S. § 11-103.9c)**. The assessments provide valuable insight into students' current fitness levels and can help teachers make informed decisions about instruction and how to support student growth. Parents or guardians have the right to opt their student out of participation in the fitness assessment. Schools should communicate local procedures for submitting an opt-out request. Students who opt-out of fitness testing should continue to engage in physical education learning activities as appropriate.

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. It is recommended that all students enrolled in physical education class complete both a pre-test and posttest each year. Research demonstrates that individuals respond differently, 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 be individualized and must never be used to grade students or evaluate teacher effectiveness.

Fitness Testing Exemption Guidelines

Students may be excused from participating in all or part of fitness testing when a disability, medical condition, injury, illness, or other documented circumstance significantly impacts their ability to safely or accurately complete the assessment.

Eligible Reasons for Exemption

A student may qualify for a full or partial exemption if they:

- Have an Individualized Education Program (IEP) or Section 504 Plan that identifies limitations affecting participation in fitness testing.
- Have a temporary or permanent medical condition that restricts physical activity.
- Are recovering from an injury, surgery, or illness.

- Have a physician's note or medical documentation recommending modified activity or exemption.
- Experience other circumstances, as determined by the school administration or health services staff, that make participation unsafe or inappropriate.

Types of Exemptions

Full Exemption

- Student is excused from all fitness testing components.
- No fitness score will be recorded for the exempted testing period.

Partial Exemption

- Student participates only in assessment components that can be completed safely.
- Alternative assessments or modified testing procedures may be used when appropriate.

Accommodations and Modifications

When appropriate, students should be provided accommodations or modifications before considering an exemption. Examples may include:

- Extended time
- Modified equipment
- Alternative activities
- Rest breaks as needed
- Adapted testing procedures outlined in an IEP, 504 Plan, or medical documentation

Documentation Requirements

- Requests for exemptions should be submitted in writing by a parent/guardian, healthcare provider, or appropriate school personnel.
- Documentation should clearly identify any restrictions and, when applicable, the duration of the exemption.
- School administrators, school nurses, special education staff, and PE teachers may collaborate to determine appropriate accommodations or exemptions.

Non-Participation

Students who are exempt from fitness testing may be provided with alternative educational activities related to health, wellness, or physical education, as determined by the teacher.

Review of Exemptions

Temporary exemptions will be reviewed periodically and may be revised when the student's condition improves or restrictions are lifted.

How to conduct the fitness assessments

Training for Personnel Administering the Fitness Test

To ensure consistency, reliability, and proper administration of fitness assessments, it is recommended that all personnel responsible for conducting fitness testing should complete approved training prior to administering any test components.

Training Requirements

Personnel administering the fitness test should be trained in:

- Test administration protocols and procedures.
- Proper use of testing equipment.
- Student safety considerations and risk management practices.
- Appropriate accommodations and modifications for students with disabilities and medical conditions.
- Accurate scoring, data collection, and reporting procedures.
- Maintaining a positive testing environment.

Training Opportunities

The Oklahoma State Department of Education (OSDE) will provide training opportunities for educators responsible for administering fitness assessments.

- **Asynchronous online training,** called Presidential Fitness Assessment, will be available through **OSDE Connect** beginning **January 2027**.
- **In-person regional training sessions** will be offered beginning **February 2027 through September 2027**.
- Training schedules, registration information, and additional resources will be posted on the **OSDE's Physical Education Resources webpage.**

Local District Responsibilities

School districts are encouraged to ensure that all physical education teachers and other designated testing personnel complete the available training prior to administering fitness assessments. Districts may also provide supplemental training to address local procedures, testing logistics, and data reporting requirements.

Refresher Training

Personnel should review training materials annually and participate in updates provided by the OSDE whenever significant changes occur.

Fitness Assessment Protocols

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.

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.

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 sit-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, stopwatch/timer.
How to Score: Record the number of push-ups done correctly in 1 minute or until they can no longer continue.

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 2 consecutive form corrections are made, student fails to continue, or the 1-miute time has ended.

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.

Sit-ups
Equipment Needed: mat, timer/stopwatch, cadence/metronome, if using the FitnessGram testing procedure outlined below, 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 sit-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 sit-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 sit-ups according to the hand placement and movement of your selected test. Sit-up until the designated contact point is reached, then slowly lower back down until your shoulders/ shoulder blades make contact with the mat/floor. This is one sit-up.
   a. Presidential = Sit-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.

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.

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 in the 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.

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
	  ◦ Starting 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.

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

Example: Fitness Assessment Opt-out Form

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, _____, 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 (**OSDE Physical Education Resources**)	Page 19
20M Beep Test Score Card	Page 20
Presidential Fitness Award (White House)	Page 21

OKLAHOMA Education

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.		
					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
	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)*									

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

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