

ATHLETIC PLACEMENT PROCESS

PHYSICAL MATURITY CHART

Recommended Tanner Scores for the Athletic Placement Process

Approved Sports	MALES			FEMALES		
	Freshman	JV	Varsity	Freshman	JV	Varsity
Archery *	2	2	2	2	2	2
Badminton *	2	2	2	2	2	2
Baseball +	2	3	3	3	4	4
Basketball !	2	3	4	3	4	5
Bowling *	2	2	2	2	2	2
Competitive Cheerleading!	2	3	4	3	4	5
Cross-Country *	2	3	3	3	4	4
Fencing +	2	2	2	2	2	2
Field Hockey!	2	3	4	3	4	5
Football !	2	3	4	3	4	5
Golf *	2	2	2	2	2	2
Gymnastics !	2	3	3	3	4	4
Ice Hockey !	2	3	4	3	4	5
Lacrosse !	2	3	4	3	4	5
Rifle *	2	2	2	2	2	2
Skiing (Downhill) !	2	3	4	3	4	5
Soccer !	2	3	4	3	4	5
Softball +	2	3	3	3	4	4
Swim*/Diving!	2	3	3	3	4	4
Tennis *	2	3	3	3	4	4
Track & Field*	2	3	3	3	4	4
Volleyball +	2	3	3	3	4	4
Wrestling !	2	3	4	3	4	5

Classification of Sports According to Contact (AAP)

*= Non Contact
 += Limited Contact
 != Contact



ATHLETIC PLACEMENT PROCESS

PHYSICAL FITNESS TEST: INSTRUCTIONS

Curl-ups

This activity measures abdominal strength and endurance.

Curl-ups Testing

Here's what you do:

- Have the student lie on a cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. A partner holds the feet.
- Make sure the arms are crossed with hands placed on opposite shoulders and elbows held close to chest.
- Keeping this arm position, the student raises the trunk, curling up to touch elbows to thighs, and then lowers the back to the floor so that the scapulas (shoulder blades) touch the floor, for one curl-up.
- To start, a timer calls out the signal "Ready? Go!" and begins timing the student for one minute. The student stops on the word "Stop."

Curl-ups Tip

Instruct helpers to count aloud the number of repetitions.

Curl-ups Scoring

"Bouncing" off the floor is not permitted. The curl-up should be counted only if performed correctly.

Shuttle Run

This activity measures speed and agility.

Testing

Here's what you do:

- Mark two parallel lines 30 feet apart and place two blocks of wood or similar objects behind one of the lines.
- Student starts behind the opposite line. On the signal "Ready? Go!" the student runs to the blocks, picks one up, runs back to the starting line, places the block behind the line, runs back and picks up the second block, and runs back across the starting line.

Tips

Be sure the participants understand the importance of running through the finish line. Participants should perform this activity on a gym floor or other appropriate surface.

Scoring

Blocks should not be thrown across the lines. Scores are recorded to the nearest tenth of a second.

One Mile Run/Walk

This activity measures heart/lung endurance.

Testing

Here's what you do:

- On a safe, one-mile distance, students begin running on the count "Ready? Go!"
- Walking may be interspersed with running. However, the students should be encouraged to cover the distance in as short a time as possible.

Tips

Use a large enough running area so that no more than eight laps are necessary to complete a mile. Help participants learn proper pacing for the mile by having them run at the mile pace for short distances during warm-up time.

Scoring

Always review students' health status before administering this test. Give students ample instruction on how to pace themselves. Allow them to practice running this distance against time, as well as sufficient time for warming up and cooling down before and after the test. Times are recorded in minutes and seconds.

Pull-ups

This activity measures upper body strength and endurance.

Pull-ups Testing

Here's what you do:

- The student hangs from a horizontal bar at a height the student can hang from with arms fully extended and feet free from the floor, using either an overhand grip (palms facing away from body) or underhand grip (palms facing toward body). Small students may be lifted to the starting position.
- The student raises his/her body until chin clears the bar and then lowers his/her body to the full-hang starting position. The student performs as many correct pull-ups as possible.

Pull-ups Tips

Spend as little time hanging from the bar beforehand as possible because the extra time on the bar may reduce the number of pull-ups performed. Discourage any leg kicking or body swinging, as this may also decrease the number of repetitions.

Pull-ups Scoring

Pull-ups should be done in a smooth rather than jerky motion. Kicking or bending the legs is not permitted and the body must not swing during the movement.

Right Angle Push-ups Testing

Here's what you do:

- The student starts in push-up position, with hands under shoulders, arms straight, fingers pointed forward, and legs straight, parallel, and slightly apart (approximately 2-4 inches) with the 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 her/his hands at the point of the 90-degree angle so that the student being tested goes down only until her/his shoulders touch the partner's hand, then back up.
- The push-ups are done to a metronome (or audio tape, clapping, drums) with one complete push-up every three seconds, and are continued until the student can do no more at the required pace. The student should remain in motion during the entire three second interval.

Right Angle Push-ups Tip

As with the pull-up, spend as little time in the starting position beforehand in order to increase the number of repetitions. Any extra movement may also decrease the number of repetitions.

Right Angle Push-ups Scoring

Record only those push-ups done with proper form and in rhythm.

Right Angle Push-ups Rationale

Right angle push-ups are a good indicator of the range of strength/endurance found in kids, whereas some kids are unable to do any pull-ups. Pull-ups remain an option for those students at higher levels of strength/endurance.

V-sit Reach

This activity measures flexibility of the lower back and hamstrings.

V-sit Reach Testing

Here's what you do:

- A straight line two feet long is marked on the floor as the baseline.
- A measuring line four feet long is drawn perpendicular to the midpoint of the baseline, extending two feet on each side and marked off in half-inches. The point where the baseline and measuring line intersect is the "0" point.
- Student removes his/her shoes and sits on floor with measuring line between his/her legs and the soles of his/her feet placed directly behind the baseline, with the heels 8-12 inches apart.
- With hands on top of each other, palms down, the student places them on measuring line.
- With the legs held flat by a partner, the student slowly reaches forward as far as possible, keeping fingers on the measuring line and feet flexed.
- After three practice tries, the student holds the fourth reach for three seconds while that distance is recorded.

V-sit Reach Tip

Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.

V-sit Reach Rules

Legs must remain straight with soles of feet held perpendicular to the floor (feet flexed). Students should be encouraged to reach slowly rather than "bounce" while stretching. Scores, recorded to the nearest half inch, are read as plus scores for reaches beyond baseline, minus scores for reaches behind baseline.

Sit and Reach Testing

Here's what you do:

- You'll need a specially constructed box with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet.
- The student removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box.
- With hands on top of each other, palms down, and legs held flat, student reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded.

Sit and Reach Tip

Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.

Sit and Reach Rules

Legs must remain straight, soles of feet against box, and fingertips of both hands should reach evenly along the measuring line. Scores are recorded to the nearest centimeter.

ATHLETIC PLACEMENT PROCESS

Physical Fitness: Scores Required for the Athletic Placement Process

SEX	AGE	Curl-Ups # in one minute	Shuttle Run in seconds	Choose one ¹		1 Mile- Walk/Run min/sec*	Choose one ²	
				V-sit Reach in inches	Sit & Reach in centimeters		Pull-Ups # completed	Right Angle Push-ups # every 3 sec.
Males	11	47	10.0	4.0	31	7:32	6	26
	12	50	9.8	4.0	31	7:11	7	30
	13	53	9.5	3.5	31	6:50	7	35
	14	56	9.1	4.5	33	6:26	10	37
	15	57	9.0	5.0	36	6:20	11	40
Females	11	42	10.5	6.5	34	9:02	3	19
	12	45	10.4	7.0	36	8:23	2	20
	13	46	10.2	7.0	38	8:13	2	21
	14	47	10.1	8.0	40	7:59	2	20
	15	48	10.0	8.0	43	8:08	2	20

*For swimming, see next page for alternative 500 yard swim scores.

¹ Upper body strength can be measured by performing pull-ups, or right angle push-ups.

² Flexibility can be measured by performing the V-sit Reach or the Sit and Reach

ATHLETIC PLACEMENT PROCESS
Physical Fitness Scores
Required for the Athletic Placement Process

SWIMMING

The swimming endurance component of the physical fitness test allows the athlete to choose which endurance test he/she prefers. It will be necessary to choose one: either the one mile run (see Appendix J) or the 500 yard swim.

SWIMMING TIMES REQUIRED FOR 500 YARD SWIM

BOYS

LEVEL	500 Yard Swim Time (min:sec)
Modified	9:15
Freshman	9:00
Junior Varsity	8:45
Varsity	8:30

GIRLS

LEVEL	500 Yard Swim Time (min:sec)
Modified	10:00
Freshman	9:45
Junior Varsity	9:30
Varsity	9:00

