



June 17, 2013

Division Memorandum
No. 65 s. 2013

**DIVISION WIDE IMPLEMENTATION ON THE CONDUCT OF
PHYSICAL FITNESS TEST AS BASIS IN THE SELECTION
OF POTENTIAL PUPIL/STUDENT ATHLETES**

To: All Public Schools District Supervisors
All Elementary/Secondary School Administrators

1. In order to ensure effective selection of potential pupil/student athletes to represent this division to higher athletic meets all PSDS and all Elementary/Secondary School Administrators are instructed to monitor/oversee the proper **Conduct of Physical Fitness Test as Basis in the Selection of Potential Pupil/Student Athletes** in your district/school.
2. The following are strongly suggested to provide guidance to the implementers:
Enclosure 1 – Revised Implementing Guidelines on the Conduct of Physical Fitness Test (PFT).
Enclosure 2 – Basis in the Selection of Potential Pupil/Student Athletes.
3. The conduct of the said Physical Fitness Test is done in the month of June, 2013, to give ample time for teacher coaches to identify potential pupil/student, and be able to come up with the kind event to be adopted as **special sports program** of the district/school for SY 2013-2014.
4. A **GANNT Chart** of the different skills of a particular sports event shall be developed/established by the teacher coach as the basis of evaluation of the progress of training of potential pupil/student athletes.
5. All Schools Administrators are advised to submit Consolidated Reports on the Conduct of Physical Fitness Test (PFT); event/s identified as special sports program of the district/school, including the name of the teacher coaches first week of July, 2013.
5. Immediate dissemination of this Memorandum is desired.

CHERRY MAE L. LIMBACO, Ph.D., CESO V
Schools Division Superintendent



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GUIDELINES IN THE SELECTION OF ATHLETES TO THE 2013 PALARONG PANLALAWIGAN

EVENTS:

BASIS IN THE SELECTION:

Height Requirements for Ball Games (Based on the Volleyball Federation of the Philippines) and all Measurable Sports Events as practiced by: NCR, Region 4A, Region 6 and Region 7

Minimum – Elementary for Boys	5' 2"
Girls	5' 0"
Minimum – Secondary for Boys	5' 6"
Girls	5' 4"

Measurable Sports Events for Athletics and Swimming:

No athletes will be brought to the Palarong Panlalawigan without reaching the minimum standard (8th Place) as to Time, Distance and Height established during the 2013 Palarong Pambansa at Dumaguete City.

1. ATHLETICS / SWIMMING Performance of the athlete as to:

- 1.1 time
 - 1.2 distance (throwing)
 - 1.3 height (jumping events)
- Established during the 2013PP held in Dumaguete City as the basis in the selection
knows how to apply strategies
distribution of endurance/resistance
eager to learn / teachable and manageable
Character / attitude/ discipline

2. ARCHERY

Performance –

based on the score earned by the athlete in four distances & official result during the Olympic round competition

Skills –

analyze hits & know How to compensate his/her target even without/ with the instruction of the coach

In case of equipment failure, athlete must have knowledge how to fix & repair

Behavior –

Submissive, manageable
God-fearing open-minded and has discipline.

3. BOXING/ ARNIS/TAEKWONDO/

Performance –

- 50% mastery of the skills
- 20 % Height and Power
- 20% correct execution of basic skills
- 10% attitude/Character

4. RACKET GAME

Performance -

- 50% mastery of the skills
- 20% able to do defense/offense
- 20% Height & Power
- 10% Character/attitude
- Discipline.
- Best in Singles
- Best in Doubles

5. CHESS

Performance -

50% mastery of the skills
40% able to do defense/ offense
10% attitude/discipline
Best in board 1
Best in board

6. BALL GAMES

(Basketball/volleyball/baseball/

Softball/Sipa/Sepa takraw) Performance -

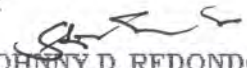
50% mastery of the skills
20% Height & Power
20% able to do defense/offense
10% discipline/attitude

Note: Coach may have the
option to choose
potential athlete
whom he/she find
exceptional from
the losing team

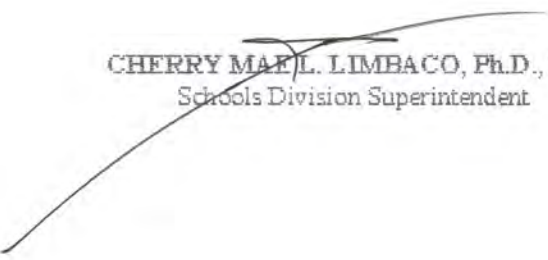
Note: 1. School Administrators shall check/monitor the progress of the training of identified pupil/student athlete/s based from the GANTT Chart made by the teacher coach.

2. It is suggested that training of potential pupil/student athletes will be at 3:00 pm daily and assessment or evaluation by the School Administrators will be weekly.

Prepared by:


JOHNNY D. REDONDO
ES - I PESS Supervisor

Approved by:


CHERRY MAE L. LIMBACO, Ph.D., CESO V
Schools Division Superintendent



REVISED

PHYSICAL FITNESS

PHYSICAL FITNESS TEST MANUAL



D. REDONDO
A.E.T. HEALTH

DEPARTMENT OF EDUCATION (DepEd)
PHYSICAL FITNESS AND SPORTS TALENT TEST (PFSTT)
TEST MANUAL

INTRODUCTION: Historical Background of Physical Fitness Testing In the Public Schools:

Physical fitness testing in the public schools, mandated under a memorandum order, was attempted in the mid 1950's. This I remember distinctly because my mother who was then a public school teacher asked me, a student majoring in Physical Education at the University of the Philippines, how to administer the *standing broad jump* as the standing long jump was then called. At that time, this test was administered in a sand pit, the same facility used in track and field competition. There were no training clinics held for the proper conduct of the testing and my mother, like her counterparts in other schools, depended on the written instructions attached to the memorandum. They were also instructed to submit the test data to the division office which in turn will submit them to the national office. I remember how my mother agonized over meeting the requirements.

In 1965, armed with the results of my master's thesis that compared the physical fitness of entering freshman students at the U.P. with those of American and Japanese youth showing that, except for the shuttle run (a test for agility), the Filipinos performed poorly, I recommended in an article published in one of the newspapers that a national physical fitness testing program should be launched in the public schools similar to what is being done in other countries. It was some five years later that my proposal was considered—not by education officials but by officials of the national sports associations (NSAs) who thought that a physical fitness program will improve the performance of our athletes in international competition.

In the early 1970's, under a tri-partite agreement among the Philippine Amateur Athletic Federation (PAAF), then the governing body of the NSAs, the Department of Education and Culture (DEC), and the American Peace Corp, what was then considered the "best" youth physical fitness test, the American Association for Health, Physical Education and Recreation (AAHPER) Youth Fitness Test, was administered to some eleven (11) selected provinces in Luzon, Visayas, and Mindanao. The test battery was the same one I utilized in my master's thesis, and because of my experience, I served as the trainer of the American Peace Corps volunteers who in turn acted as trainers for the Filipino testing teams in their areas of assignment. Test data were analyzed and percentile scales were developed; likewise a resource book was crafted for the use of physical education teachers. This was the first comprehensive physical fitness testing ever attempted for public school children.

Some fifteen years later, right after the EDSA revolution of 1986, upon my appointment as Director of the Bureau of Physical Education and School Sports (BPSS), and due to inadequacies noted in the AAHPER and ICSPFT (International Committee for the Standardization of Physical Fitness Test) test batteries, I developed the Philippine Physical Fitness Test (PPFT). Unfortunately, analyses of data and utilization of test results were not undertaken; neither were curricular

materials developed to compliment the testing program. There were unresolved ambiguity regarding the status of the BPESS vis-à-vis the bureaus of elementary and secondary education on curricular matters.

NEW DEVELOPMENTS IN PHYSICAL FITNESS TESTING

Today, the concept of physical fitness is clearer because its components are more precise and comprehensive. A distinction is made between "health-related" and "skill-related" (I call it "sports-related") physical fitness. Because of the growing incidence of obesity and other nutrition-related problems, "nutrition fitness" is now a component of physical fitness. Test items that are clearly test of "motor ability" such as running fast, jumping, agility and throwing are not considered components of physical fitness. This misconception about what constitutes physical fitness is corrected in the components of the new physical fitness test battery.

Physical fitness is a very dynamic discipline, with concepts, new bodies of knowledge and skills changing rapidly. Take for example the execution of the sit-ups test: first, it was straight-leg with hands behind the neck; next, bent-leg with hands behind neck; then it was suggested that putting the hands behind the neck could strain the neck, so it's bent-leg with hands on chest; now, its partial sit-ups making sure that the abdominal muscles are in sustained contraction throughout the performance of the test. The new test battery incorporates changes that are in consonance with present-day scientific findings and expert opinions.

Who are the experts and where are the sources of scientific pronouncements in children and adult physical fitness? There are two sources, identified as the most respected internationally: the American College of Sports Medicine (ACSM) and the Cooper Aerobics Center in Dallas, Texas. The items in the test battery are adopted from these two sources, specifically in two publications: the ACSM FITNESS BOOK, 2nd Edition, 1998 and FIT KIDS, 1999, by Kenneth Cooper.

By incorporating the recommendations from these two sources, with some modifications to accommodate local conditions, we are confident that the test battery which we will utilize in the public school system this coming 2004-2005 school year are sound and in consonance with current practice for physical fitness testing of children. The standard used in evaluating body mass index (BMI) is from the Food and Nutrition Research Institute (FNRI) of the Department of Science and Technology (DOST).

SPORTS TALENT TESTING

Testing for the purpose of identifying potential sports talent is part of the test battery. Testing protocol, with some modification, is adopted from the test utilized by the Australian Sports Commission (ASC), and adopted by some Southeast and Middle East countries. Sports talent testing is anticipated to improve the process of selecting potential athletes who will be provided opportunities to develop their innate abilities in the "sports high schools" established by some DepEd regional offices a few years ago. It will also help coaches choose their athletes.

EXPECTATIONS

Physical fitness testing is not an end in itself. It is a part of the *process* to create an educated Filipino citizenry that is acutely aware of the importance of holistic wellness--fitness of body, mind and spirit. The knowledge, skills and attitudes learned in a physical fitness program will teach children to adopt what the Department of Health (DOH) preaches as a "wellness lifestyle" for Filipinos. It's a "lifestyle" not something that is practiced while we are in school and all together forgotten in adult life. It is therefore extremely important that in administering the fitness testing program, the physical education teacher will constantly exhort the students to observe and practice the way of keeping a fit body, mind and spirit. "A teacher cannot teach without teaching values," a wise man tells us. Thus, the teacher must know and understand the values that are part of the physical fitness testing program in order to impart the same to the students. Rote physical fitness testing, without understanding, is the reason why similar previous attempts have not been effective. The primary expectation, thus, is for the implementors of the program to know and understand its substance and purposes. This understanding and appreciation will be manifested through the following:

- Proper, objective and reliable administration of each test item in the battery; sloppy testing should be avoided.
- Correct analyses of test data;
- Use of test data to improve the physical fitness status of those tested;
- Sustained interest and study of physical fitness in order to understand and to teach its various dimensions as embodied in the concept of "Holistic Wellness."

APARICIO H. MEQUI, Ph.D.
Consultant for Physical Fitness

April 20, 2004

- Reminders:*
- Sheets should be in sheets
 - *Temperature*
 - *Measuring tools should be properly calibrated*
- spirit level for weight*

TEST PROTOCOL

SETTING UP STATIONS FOR TESTING

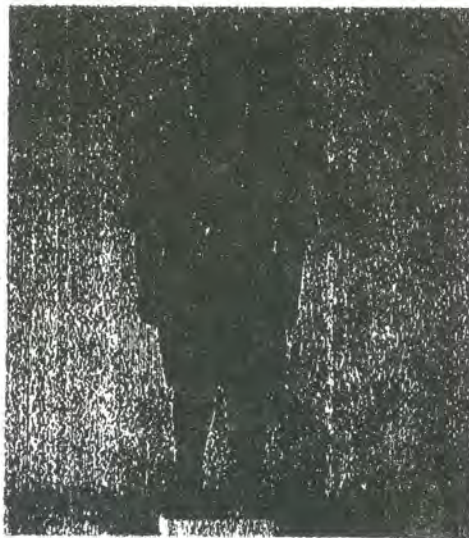
- The following testing paraphernalia are necessary:
 - (a) First Aid Kit
 - (b) Drinking Water [Instruct children to bring their drinking jugs]
 - (c) Individual score cards, properly filled up for distribution to pupils;
 - (d) BMI – wall without a skirting board, weighing scale, spirit level, tape measures, masking tape, calculator, ball pen, small table and chair;
 - (e) Anthropometrics – wall without a skirting board, tape measures, masking tape, spirit level, meter stick (improvised), bench or chair with flat surface, tri-square, table and chair.
 - (f) 1-kilometer run – stopwatch, megaphone (if available or improvised), table and chair.
 - (g) Trunk lift – meter stick marked with a tape at the 15 and 30-centimeter point.
 - (h) Sit-and-Reach – tape measure, masking tape, marking board.
 - (i) Standing Long Jump – tape measure, masking tape, tri-square
 - (j) Basketball throw – basketball, pre-marked throwing area, tri-square
 - (k) 40-Meter Sprint – stopwatches, pre-marked throwing area
- Prior to actual day of testing, "familiarity" testing sessions should be held advising pupils "to go through" without exerting maximum effort.
- Make sure test score cards are filled up and ready for distribution to pupils (name, age, gender, etc.) prior to testing
- Testing stations must be set up and ready for use one hour before actual testing begins.
- Set up stations to insure smooth "flow of traffic."
- Divide the pupils into groups, by pairs, and assign each pair to testing stations, except for the 1-kilometer run, the last item to be taken.
- Conduct testing in a joyful, challenging, encouraging & fun-filled environment.
- Pupils (and test administrators for that matter) should wear appropriate clothing: t-shirts and shorts and sports footwear.
- Testers should explain purpose of the test; conduct a warm up in the form of light jogging for 2-3 minutes and stretching of upper and lower body.
- Collect score cards by gender and age to facilitate data analyses.

TEST ITEMS

Anthropometrics Measurements:

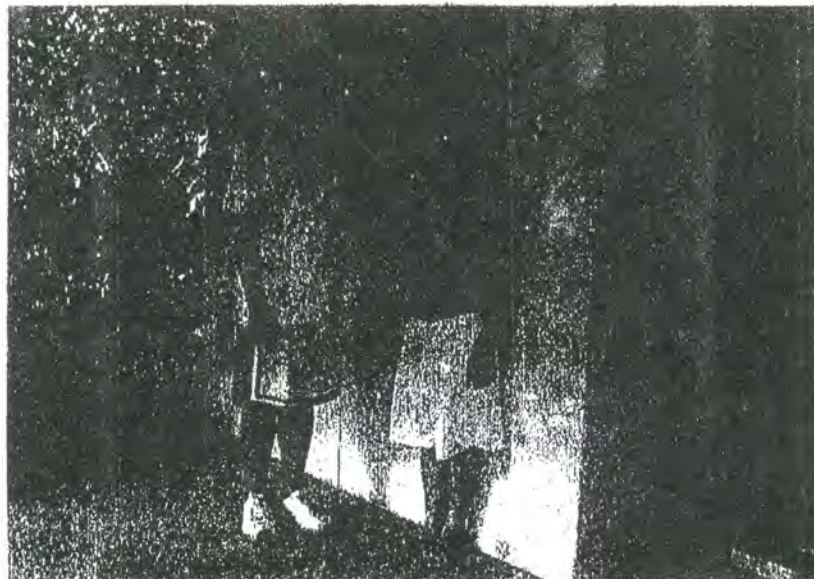
1. Body Mass (Weight)

- Purpose -- Body mass (weight) in combination with stature (height) is used to determine body mass index. It indicates whether one is of normal weight, overweight or obese. It is also relevant to sports where light individuals excel as in distance running and marathon, or in throwing events in athletics where heavier individuals perform better.
- Equipment -- Bathroom scale accurate to 0.5 kilograms placed on an even and firm surface. The scale should be calibrated regularly using known standard weights such as barbell plates.
- Procedure -- (a) Make sure the scale is adjusted to zero;
(b) The pupil should be barefoot and wearing light clothing: a t-shirt and shorts and
© The pupil stands erect and still with weight evenly distributed on the center of the scale.
- Scoring -- Record the pupil's body mass to the nearest 0.5 kilogram.



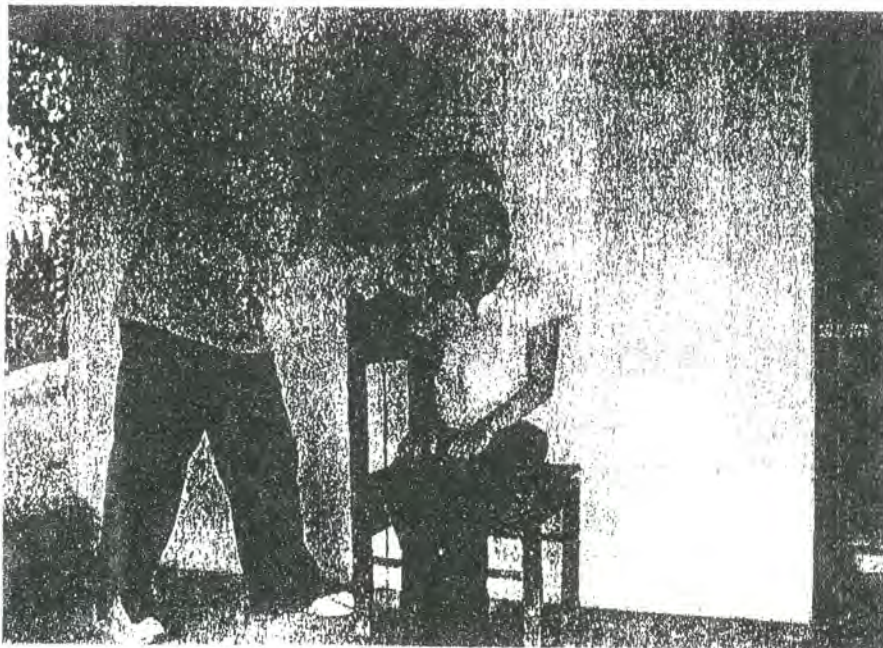
2. Stature (Height)

- Purpose – Stature or standing height is the distance between the floor to the vertex (top) of the head. In conjunction with weight, the body mass Index is computed to determine if one is normal weight, overweight or obese. It is also an important factor in several sports such as basketball, while weight lifters are usually of smaller stature.
- Equipment – (a) A tape accurate to 0.1 centimeters, firmly mounted to a wall that does not have a *skirting board*. Make sure that the tape is fully stretched and attached firmly to the wall.
(b) A spirit level; and
(c) An even and firm floor.
- Procedure – (a) The pupil stands erect on bare feet with heel, buttocks and shoulders pressed against the tape measure;
(b) The heels are together with the arms hanging freely by the side with palms facing the thighs;
(c) The tester applies gentle upward traction to the skull behind the ear to ensure that the body is fully stretched and the head is not tilted backward;
(d) The pupil is instructed to look straight forward, takes a deep breath and stand as tall as possible;
(e) Make sure that the heels of the pupil are not raised; and
(f) Put the spirit level against the wall with the base on top of the head and using the spirit level indicator to insure that it is level.
- Scoring – Record standing height to the nearest 0.1 centimeters.



3. Sitting Height

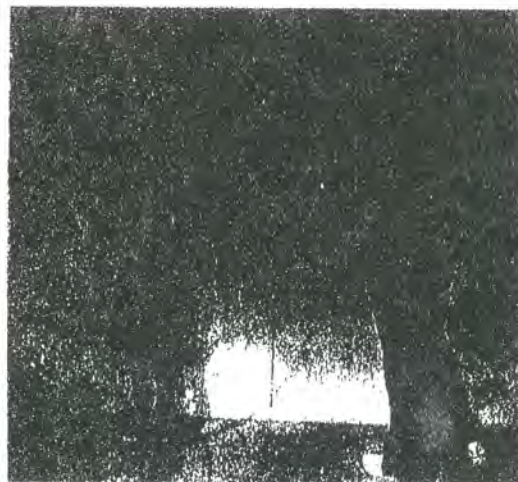
- * Purpose – Sitting height is the vertical distance from the sitting surface to the vertex (top) of the head. It is the total of the trunk, neck and head length. The ratio of sitting height to the standing height is relevant to performance in a number of sports, as for example in the jumping events, where it is better for this ratio to be lower, that is the legs are long relative to the trunk.
- * Equipment (a) A tape and spirit level as that indicated in the standing height.
(b) A small bench with a flat, hard, even surface;
- * Procedure (i) Attach the tape to the wall so that its zero (0) point is in level with the bench
(ii) The pupil sits on the bench with the knees forward and bent, and hands resting on the thighs which are parallel to the floor;
(iii) The buttocks and shoulders rest lightly against the tape which is positioned vertically on the middle behind of the pupil;
(iv) The tester applies gentle upward traction to the skull behind the ears to ensure the body is fully stretched and the head is not lifted backward
(v) The pupil is instructed to look straight ahead, take a deep breath and sit erect as possible; and
(vi) Place the spirit level against the wall with the base on top of the head using the spirit level indicator to insure that it is level.
- * Scoring – The sitting height is recorded to the nearest 0.1 centimeters.



Handwritten notes at the bottom of the page, including the word "Sitting" and some illegible scribbles.

4. Arm Span

- Purpose – Arm span is the horizontal distance between the tips of the middle finger with the arms extended laterally at the shoulder level. It includes the width of the shoulders and length of both upper arms. Arm span is relevant in sports such as volleyball and water polo where a greater span can be beneficial to performance.
- Equipment – (a) Two tape measures at least three (3) meters in length and accurate to 0.1 centimeters mounted horizontally on a wall, each tape parallel to each other, with the lower tape approximately 1 meter above the floor and the upper tape at least 1.5 meters above the floor. A corner of a wall is used as the zero point; and
(b) A tri-square.
- Procedure – (a) The pupil stands erect with back against the wall, feet together and heels, buttocks and shoulders touching the wall;
(b) The arms are extended laterally at shoulder level horizontally with the palms facing forward and the tip of the middle finger of one hand pressed against the wall at the zero point;
(c) If the pupil is tall/short and the extended arms are above/below the tape measure, make sure the arms are held in a horizontal plane and use the tri-square held vertically to line the end of the fingertip with the tape measure; and
(d) Measure the distance from the zero point of the tape to the tip of the middle finger of the other arm.
- Scoring – Record the arm span to the nearest 0.1 centimeters.



next wall

1st

→ imaginary 50 cm.

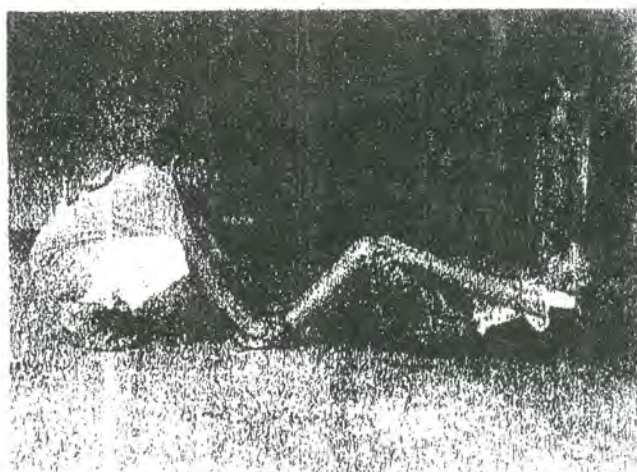
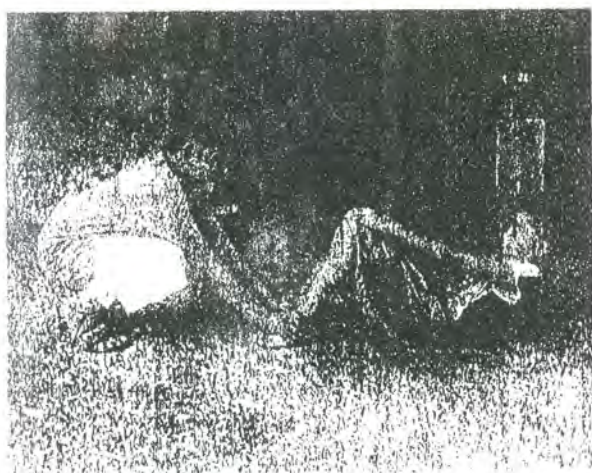
2nd tape measure will be installed 60 cm and 1 bottom of the arm!

Physical Fitness:

Muscular Fitness –

5. Partial Curl-Ups

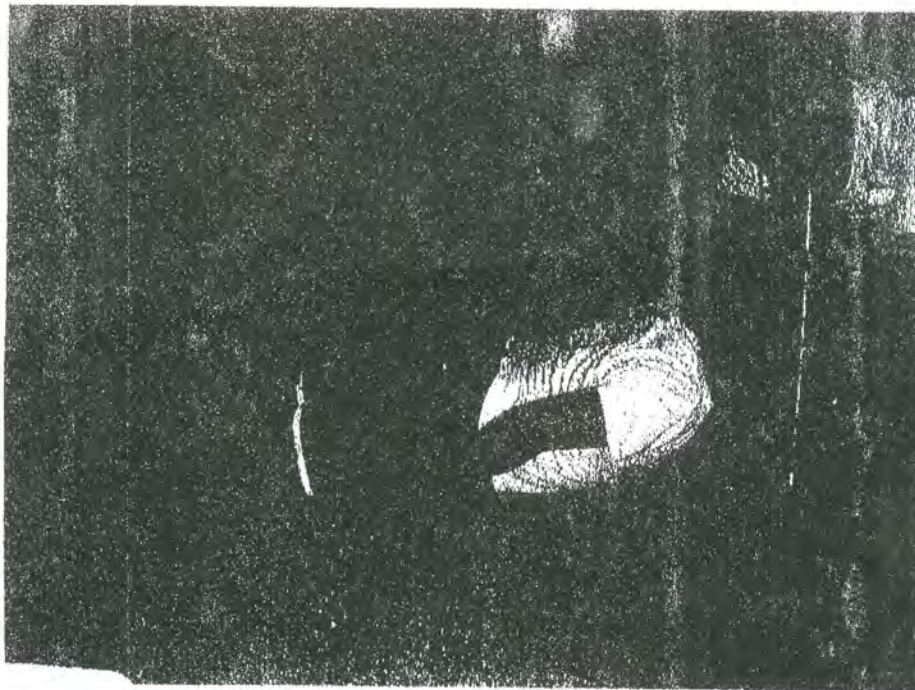
- Purpose – To test the strength and endurance of the abdominal muscles. Strong abdominal muscles are important for maintaining good posture, hip alignment and in preventing low back pains.
- Equipment – None
- Procedure –
 - (a) Pupil lies flat on the floor, knees bent with heels about 6 inches from the buttocks, feet slightly apart and held down firmly on the floor by his partner;
 - (b) Pupils with straight elbows places hands on knees and hold himself up by holding firmly his knees. This is the starting position.
 - (c) He lowers himself slowly until the tip of his middle fingers are about an inch from the top of his knees;
 - (d) He raises himself up until he assumes the starting position and without resting, he repeats the movement as many as he can.
 - (e) The curl-up should be performed slowly at the rate of one second in going down and one second in going up (call out the cadence by using a stopwatch or counting "one thousand and one, one thousand and two" for one completed curl-ups);
 - (f) Stop when the pupil completes 50 curl-ups or commits a two (2) "form breaks." A form break occurs when the pupil cannot keep up with the cadence or stops and rest by holding on his knees.
- Scoring – Record the number of curl-ups performed. The maximum score is 50 for boys and 40 for girls.



After a stop - 1/2/24

G. Trunk Lift

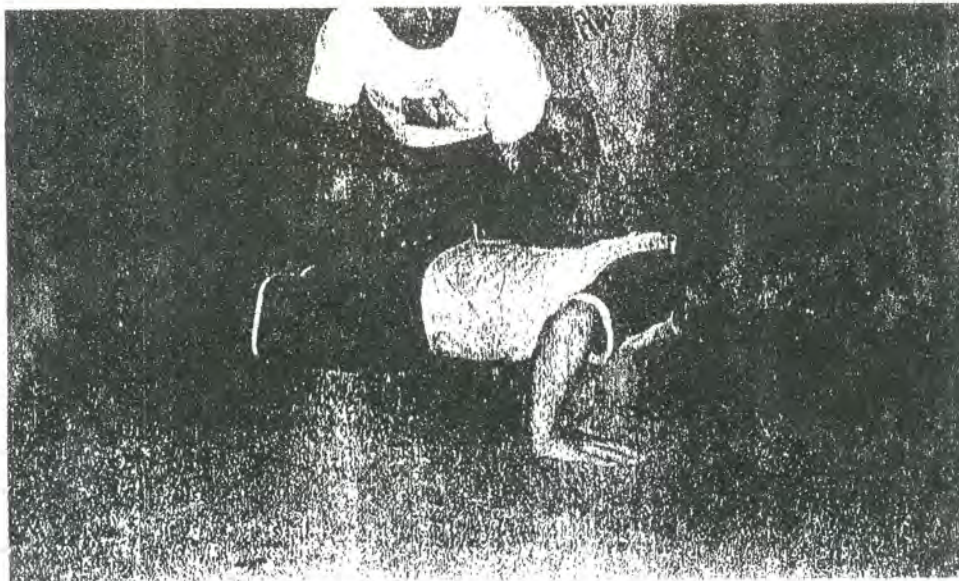
- Purpose -- To test the strength and flexibility of the low back extensor muscles. Strong low back and abdominal muscles are important for maintenance of a healthy back.
- Equipment -- A ruler marked clearly at the 15 and 30 centimeter points.
- Procedure -- (a) The pupil faces down on the floor with his hands, facing upward, under his thighs;
(b) The pupil, instructed to keep his eyes forward, lifts his upper body slowly upward to a maximum height of 30 centimeters;
(c) He holds this position while the tester measures the distance from the floor to the tip of the chin of the pupil; the ruler should be about one inch away from the chin of the pupil, not directly under it;
(e) The pupil returns to the starting position;
(f) The pupil repeats the movement once more;
(g) It is extremely important to perform the test in a slow controlled manner, with no bouncing or jerky movements; and
(h) The pupil should not be encouraged to stretch higher than 30 centimeters as this can cause hyperextension of the back.
- Scoring -- Record the higher score of the two trials to the nearest 0.1 centimeter.



hands are under the thighs
put ruler under the eye and form to
maximum score is 30 cm

7. Right Angle Push-Ups

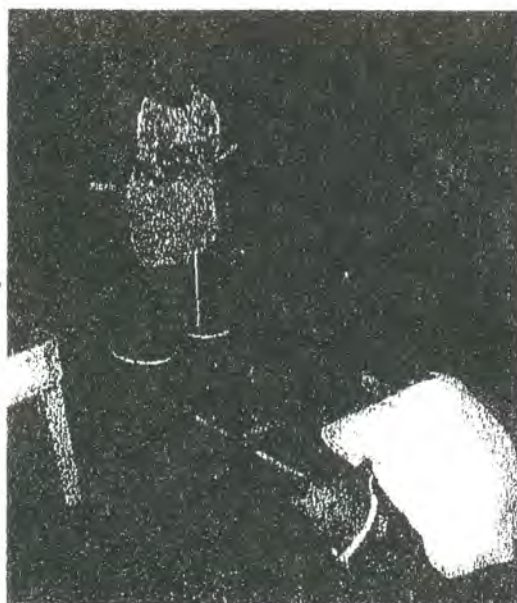
- Purpose - To measure the strength and endurance of the arms and upper body muscles.
- Equipment - None
- Procedure - (a) The pupil lie facedown on the floor with the hands on the floor and the thumbs in line with the shoulders;
(b) His legs are slightly apart, knees straight,
(c) Keeping his legs and back straight, the pupil pushes off the floor and assumes the starting position;
(d) Pupil bends his elbows and lowers himself until his arms are at a right angle (90-degrees).
(e) He repeats the movement for a maximum of 50 for boys and 30 for girls;
(f) Stop the pupil when he commits two (2) form breaks, such as failure to go down at the 90 degree angle, extend his elbows fully, unable to keep his legs and back straight, or maintain the cadence of one second count in going down and one second down in going up.
- Scoring - Record the number of push-ups completed.



Flexibility Fitness

8. Sit-and-Reach

- Purpose - To measure the flexibility of the hamstring muscles (back of the thigh) and to some degree, the lower back. Flexibility in this area is associated with a healthy back and lower risk of injury. This modified test of the traditional sit-and-reach test reduces the pressure on the lower back and prevents hyperextension of the knees.
- Equipment - A tape accurate to 0.1 centimeters, firmly attached to the floor, marked distinctively at the 50 centimeter point; a card board or plywood ten (10) by 20 centimeters.
- Procedure -
 - (a) The pupil being tested sits down on the floor with the tape between his legs; his partner places the tip of his shoes exactly at the 50-centimeter point;
 - (b) The pupil being tested braces his extended right leg against the shoes of his partner and bends his left leg pulling his heels as close possible to his buttocks, soles flat on the floor;
 - (c) Keeping the extended knee straight, his hands one on top of the other with fingers fully extended, he bends slowly forward and back two times;
 - (d) He stretches fully forward on the third time and holds the position for one second so that his score is noted; and
 - (e) Repeat with the left leg extended and the right leg bent.
- Scoring - Record the distance reached with bent left leg and right leg .



50 cm - in place
on leg down

Physiological Fitness

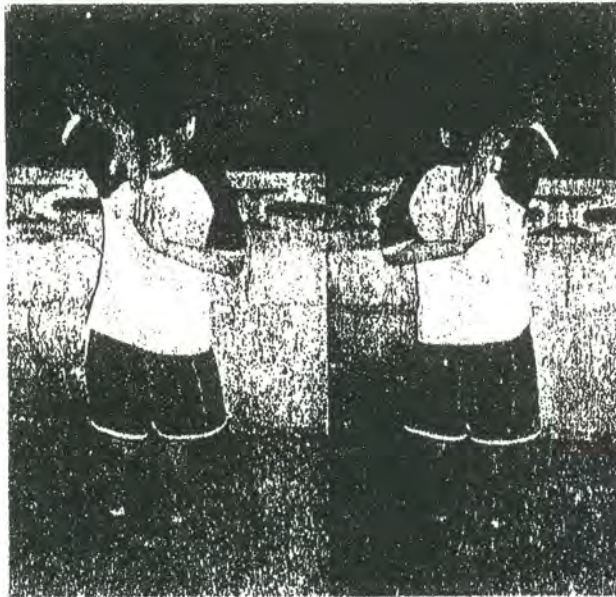
10. 1-Kilometer Run/Walk

- Purpose – To measure the ability of the heart, lungs, circulatory system and the muscles to transport and utilize oxygen during physical activity. It is an excellent measure of overall health and physical fitness. Because the test measures the level of children's endurance, the emphasis should be to run a steady pace rather than running as fast as possible. Common mistake is to run very fast too early and end up walking the last part of the test. Walking is permitted, but the goal is to cover the distance as fast as possible without experiencing undue fatigue or "burn out." Aerobic endurance is important in such sports events as long distance running, marathon, triathlon, distance swimming and in team sports such as football and basketball. THE 1-KILOMETER RUN/WALK TEST IS NOT RECOMMENDED FOR CHILDREN BELOW 10-YEARS OLD. YOUNGER CHILDREN WILL JUST BE ENCOURAGED TO FINISH THE DISTANCE AT A MOST COMFORTABLE PACE.
- Equipment – A track oval or running area with known measurement; a stopwatch.
- Procedure – (a) A group of about 15 to 20 runners at a time will run the distance (2 and ½ laps around a track oval), their partners will monitor the number of laps covered;
(b) The timer will call out the time in minute and seconds as runners cross the finish line; and
(c) The partners will listen to the time of those who ran and note this for recording.
- Scoring – Record the time in minutes and seconds.



9. Shoulder Stretch

- Purpose - To measure the flexibility of the shoulder joints and to create an appreciation of the importance of flexibility in other parts of the body.
- Equipment - None
- Procedure - (a) The pupil, with his right hand, reaches over his right shoulder and at the same time, he places his left hand behind his back to try to touch the fingers of the right hand; and
(b) Perform the test with the left hand over the left shoulder and the right hand behind the back.
- Scoring - Record the score as pass or fail for each test



12. Basketball Pass

- Purpose -- The basketball pass measures upper body strength and power or the ability to exert a forceful movement utilizing the muscles of the arms and upper body. Powerful muscles of the upper body are important in spiking in volleyball, throwing in baseball, passing in basketball, and in the throwing events in athletics, in gymnastics and swimming and most other sports.
- Equipment -- Size 7 basketball and an accurately measure throwing area at least 15 meters long.
- Procedure --
 - (a) The pupil sits on the floor with buttocks, back and head resting against a wall; the legs are stretched horizontally in front of the body'
 - (b) The pupil uses a two-handed chest pass to push the ball in the horizontal direction (45-degree angle) as far as possible. A one-arm pass is not allowed;
 - (c) Through out the movement, the pupil must keep his head, shoulders and buttocks in contact with the wall and that the ball is thrown only with the arm and shoulder muscles; and
 - (d)The pupil is allowed two (2) trials, with the tester noting the distances, to the nearest five (5) centimeters from the edge of the wall to the base of the ball where it makes contact with the floor on the first bounce.
- Scoring -- Record the farther distance of the two trials to the nearest five (05) centimeters.



Muscular Fitness for Talent Identification

11. Standing Long Jump

- Purpose - To measure the explosive strength and power of the leg muscles. Leg power is important for most athletic events that involves running, jumping and throwing. Most identification tests utilize the vertical jump to measure leg power. The standing long jump is adopted in this test battery for convenience of testing.
- Equipment - A tape accurate to 0.1 centimeters, at least three (3) meters long and placed firmly on the floor; and a tri-square.
- Procedure - (a) The pupil stands behind the take-off line, about six (6) to the left of the tape, and making sure that the tip of his shoes do not go beyond the take-off line.
 - (b) He crouches, swings his arms backward and jumps forward as far as he can, and upon stepping down on the floor continues to move forward without stopping his forward momentum. Swinging the arms back and forth is not allowed.
 - (c) The tester marks where the back of the heels of the pupil landed; noting the mark closes to the take-off line if he landed with heels not together;
 - (d) The pupil will make another attempt; and
 - (e) The tester, using the tri-square lines this up with the tape and notes the further distance of the two trials
- Scoring - Record the score in meters and to the nearest 0.1 centimeters



No swinging of the arms

13. 40-Meter Sprint

- Purpose -- To measure running speed. The ability to run very fast, in a sudden burst of speed at high intensity, is an asset in most sporting events—in individual sports as well as in team sports.
- Equipment -- Stopwatch(es)
- Procedure -- (a) The pupil stands behind the starting line; the starter and timer at the finish line;
(b) The timer raises his hand which is holding the stopwatch; shouts out the signal; "Ready, Go!" and with the command "Go!" simultaneously lowers his raised hand and starts the stopwatch;
(c) The timer stops the stopwatch when the pupil crosses the finish line; and
(d) Allow two (2) trials
- Scoring -- Record the faster time of the two trials.

