



Camarines Sur National High School
Music, Arts, Physical Education, and Health (MAPEH) Department
Physical Education

PHYSICAL FITNESS TEST FORM

Objective: To assess the student's physical ability involving health-related and skill-related fitness.

Instruction: Please fill out all the necessary information asked below. **NO ERASURES PLEASE.**

Name _____ Gender _____ Age _____
School Camarines Sur National High School Grade _____ Section _____

HEALTH-RELATED FITNESS									
A. Body Composition									
Height (m)			Weight (kg)		BMI		Classification		
B. Waist Circumference			Measurement		Risk				
C. Flexibility	Zipper Test (gap in cm)		Sit and Reach (cm)			D. Muscular Strength and Muscular Endurance			
	Right	Left	1 st	2 nd	Best	Activity	1 st Set	2 nd Set	
						Push-ups			
						Curl-ups			
E. Cardiorespiratory Endurance									
Resting Heart Rate (RHR)		Predicted Maximum Heart Rate (PMHR) Formula: $PMHR = 220 - \text{age}$			Three (3)-minute Step (Heart Rate per Minute) Unit of Measure: Beats per Minute (bpm)				
					Before		After		

SKILL-RELATED FITNESS			
A. Speed: 40-meter Sprint			
Tries	1 st Try	2 nd Try	3 rd Try
Time (00:00)			
B. Power: Standing Long Jump			
Tries	1 st Try	2 nd Try	3 rd Try
Distance (cm)			
C. Agility: Hexagon Agility Test			
Time	Clockwise (00:00)	Counterclockwise (00:00)	Average
D. Reaction Time: Ruler Drop Test			
1 st Try	2 nd Try	3 rd Try	Average
E. Coordination: Paper Throw-and-Catch			
Tries	1 st Try	2 nd Try	3 rd Try
Score			
F. Balance: Stork Balance Stand Test			
Tries	1 st Try	2 nd Try	3 rd Try
Time (00:00)			

Duly accomplished and submitted this _____ day of _____, school year 2023-2024.

I hereby state that the above information is accurate and correct, that I performed and executed correctly the following physical exercises stated above through my willingness, and that I am ready for any physical fitness follow-up assessment to attest the details I have indicated above.

CRITERIA	DESCRIPTION	RATING SCALE:
Content	The quality of using in each exercise performed.	5 – Excellent
Neatness	The state of presentation of the form once submitted.	4 – Very Satisfactory
Completeness	The completeness of all the details asked in the form.	3 – Satisfactory
Promptness	The form is submitted on or before the given deadline.	2 – Needs Improve
		1 – Poor

Witnessed by:

Signature over printed name
(Performer of the test)

Signature over printed name

Control Test Physical Test Grade 1september 2014

U S Office of the Federal Register

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the text 'U S Office of the Federal Register'.

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Sports Engineering and Computer Science Qi Luo,2015-05-18 Sports Engineering and Computer Science contains papers presented at the 2014 International Conference on Sport Science and Computer Science SSCS 2014 held September 16 17 2014 in Singapore and at the 2014 International Conference on Biomechanics and Sports Engineering BSE 2014 held October 24 25 2014 in Riga Latvia The contributions have State of North Carolina Administrative Code ,2016 *Code of Federal Regulations, Title 49, Transportation, PT. 178-199, Revised as of October 1, 2014* U S Office of the Federal Register,2015-02-20 *India Rubber World* ,1929 **Rare neuroendocrine neoplasms** Barbara Altieri,Antongiulio Faggiano,Enzo Lalli,2023-01-27 Transformational Teaching Kenneth S. Coley,Martha E. MacCullough,Deborah L. MacCullough,2023-02-15 Transformational Teaching by Kenneth Coley Martha MacCullough and Debbie MacCullough provides a comprehensive Christ centered introduction to instructional design and effective teaching It will be useful for education courses teachers in training and experienced teachers who want to elevate their pedagogy from a Christian framework OECD Skills Studies Skills for Social Progress The Power of Social and Emotional Skills OECD,2015-03-10 This report presents a synthesis of OECD s empirical work that aims at identifying the types of social and emotional skills that drive children s future outcomes **Understanding Developmental Dyslexia: Linking Perceptual and Cognitive Deficits to Reading Processes** Pierluigi Zoccolotti,Peter F. de Jong,Donatella Spinelli,2016-06-24 Understanding the mechanisms responsible for developmental dyslexia DD is a key challenge for researchers A large literature mostly concerned with learning to read in opaque orthographies emphasizes phonological interpretations of the disturbance Other approaches focused on the visual perceptual aspects of orthographic coding Recently this perspective was supported by imaging data showing that individuals with DD have hypo activation in occipito temporal areas a finding common to both transparent and opaque orthographies Nevertheless it is difficult to infer causal relationships from activation data Accommodating these findings within the cognitive architecture of reading processes is still an open issue This is a general problem which is present in much of the literature For example several studies investigating the perceptual and cognitive abilities that distinguish groups of children with and without DD failed to provide explicit links with the reading process Thus several areas of investigation e g acoustic deficits or magnocellular deficiencies have been plagued by replication failures Furthermore much research has neglected the possible contribution of comorbid symptoms By contrast it is now well established that developmental disorders present a large spectrum of homotopic and heterotopic comorbidities that make causal interpretations problematic This has led to the idea that the etiology of learning difficulties is multifactorial thus challenging the traditional models of DD Recent genetic studies provide information on the multiple risk factors that contribute to the genesis of the disturbance Another critical issue in DD is that much of the research has been conducted in English speaking individuals However English is a highly irregular orthography and doubts have been raised on the

appropriateness of automatically extending interpretations based on English to other more regular orthographies. By contrast, important information can be gotten from systematic comparisons across languages. Thus the distinction between regular and irregular orthographies is another potentially fruitful area of investigation. Overall, in spite of much research, current interpretations seem unable to integrate all available findings. Some proposals focus on the cognitive description of the reading profile and explicitly ignore the distal causes of the disturbance. Others propose visual acoustic or phonological mechanisms but fail to link them to the pattern of reading impairment present in different children. The present Research Topic brings together studies based on different methodological approaches: i.e. behavioural studies examining cognitive and psycholinguistic factors; eye movement investigations; biological markers; neuroimaging and genetic studies involving dyslexic groups with and without comorbid symptoms and in different orthographies transparent and opaque to identify the mechanisms underlying DD. The RT does not focus on a single model or theory of dyslexia but rather brings together different approaches and ideas which we feel are fruitful for a deeper understanding of developmental dyslexia.

The College Handbook, 1989 **Independent Schools Yearbook 2012-2013** none, 2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council's Associations HMC GSA The Society of Heads IAPS ISA and COBIS Congressional Record, **Official Gazette of the City of Spokane, Washington** Spokane (Wash.). City Council, 1913 **An Introductory Guide to EC Competition Law and Practice** Valentine Korah, 1994 *St. Louis Daily Market Reporter and Merchants Exchange Price Current*, 1918 Journal of the American Veterinary Medical Association American Veterinary Medical Association, 2015 **The United States Army and Navy Journal and Gazette of the Regular and Volunteer Forces**, 1909 **Early Years Placements** Jackie Musgrave, Nicola Stobbs, 2025-02-28 This is a key text for all those undertaking placements or work based learning (WBL) in early years settings. Taking a practical approach underpinned by theory and research, it guides student practitioners through their WBL to help them achieve an outstanding experience. There is a focus on the variety of child, parent and practitioner perspectives plus case studies involving the full range of ages from across the early years. While it is invaluable in answering key questions about placements, it also encourages a reflective and critical approach throughout that develops and promotes professionalism. It is completely up to date with the latest Early Years Foundation Stage and includes reference to the Early Years Teachers Standards.

Improving outcomes in cerebral palsy with early intervention: new translational approaches Anna Purna Basu, Gavin John Clowry, 2015-03-30 The aim of this Research Topic was to collate articles describing prediction of outcomes of pre and perinatal lesions leading to cerebral palsy: basic research in animal models and human subjects and ideas for and trials of interventions in the first two years of life. CP arises from insults to the sensorimotor cortex, subcortical axon tracts and subplate. The aetiology is complex and often multifactorial. The outcome is not simply a loss of voluntary control due to disruption of descending pathways but also involves abnormal development of reflex and corticospinal

circuitry CP may be viewed as aberrant plasticity in response to a lesion indeed abnormalities in movement are subtle at first but develop subsequently It is misleading to suppose that developmental mechanisms are self reparative The challenge is to understand activitydependent fine tuning of neural circuitry during normal development and to find how to promote desirable plasticity whilst limiting undesirable effects following developmental lesions However before proposing interventions we have to develop our ability to predict the severity of neonatal insults We solicited a variety of articles including long and short reviews original research and opinion pieces from both basic scientists and clinicians Likewise we as editors have complementary knowledge and experience in this area Anna Basu is an academic pediatric neurologist and Gavin Clowry is a developmental neuroscientist

The City Record New York (N.Y.),1918 **Oil, Paint and Drug Reporter and New York Druggists' Price Current** ,1920 Vols include the proceedings some summarized some official stenographic reports of the National Wholesale Druggists Association called 18 1882 Western Wholesale Druggists Association and of other similar organizations

The Enigmatic Realm of **Control Test Physical Test Grade 1september 2014**: Unleashing the Language is Inner Magic

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