Statewide Physical Fitness Testing: A BIG Waist or a BIG Waste?


James R. Morrow, Jr.
University of North Texas

RQES Lecture
AAHPERD – Tampa FL
April 3, 2009

Alison Ede

UNIVERSITY OF NORTH TEXAS
Discover the power of ideas

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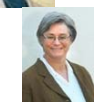
  - UNC-Greensboro

- Deborah Feltz
  - Michigan State University

- Barbara Ainsworth
  - Arizona State University



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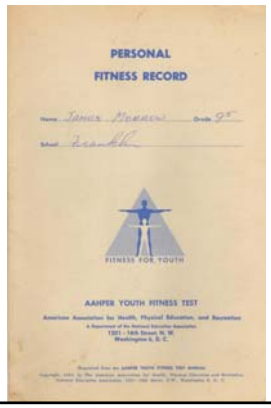
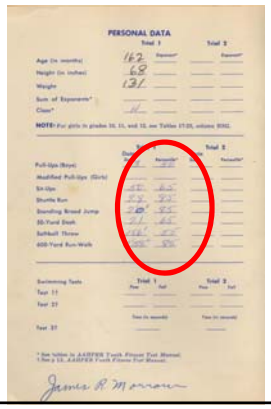
Franklin Junior High School



Franklin Junior High School



Newspaper Headlines

- Cold spell tied to temperature change
- Tornado hits cemetery, hundreds dead
- Plane crash due to problem, experts say
- Baby born 10 months premature

Some Obesity Headlines

- New study of obesity looks for larger test group
- TV ads boost eating of obese children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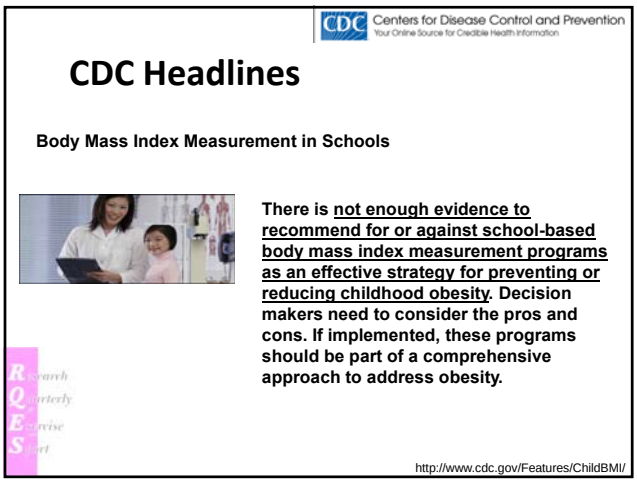
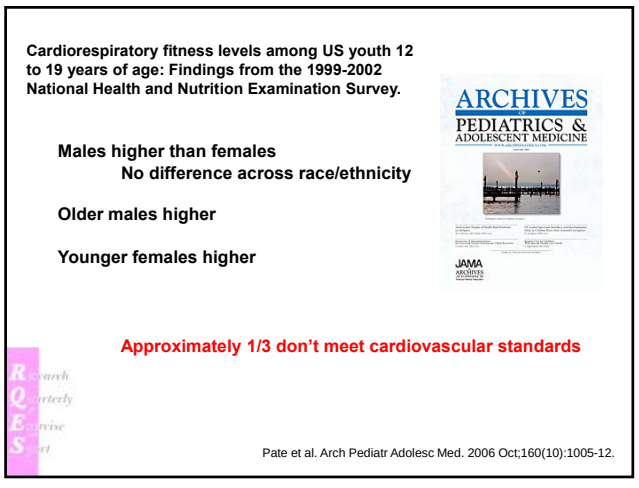
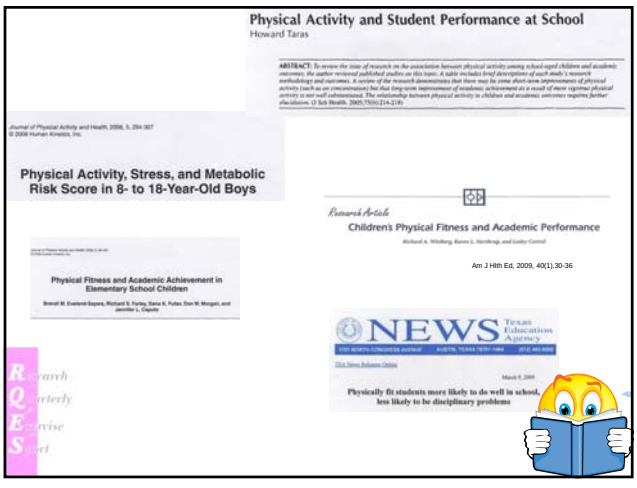
ARCHIVES > NEWS-TIMES > NEWS
News school program targets obesity
NEWS-TIMES
CHERYL BURKE
MOREHEAD CITY – With North Carolina ranked fifth in the nation for childhood obesity, county elementary and middle schools have introduced a new curriculum they hope will spark a desire for physical activity and healthy lifestyles.
"This is targeted to make kids more physically active and is about disguising fitness and making it entertaining," said Morehead City Middle School physical education teacher Amanda Savage as she introduced the new curriculum to eighth-graders Thursday morning. "So many of these kids have been raised playing video games and want to be entertained.
"So we're making it fun so when they leave school they'll want to continue doing it. If they enjoy it, they'll want to remain physically active."
Morehead City Middle School eighth-grader Sydney Pfaff does stomach crunches Thursday as part of a new physical education curriculum designed to make exercising fun. (Cheryl Burke photo)
http://carolinacoastonline.com/articles/2009/01/29/news-times/news/doc4980999784250599843516.txt


CDC Centers for Disease Control and Prevention
Your Online Source for Credible Health Information
CDC Headlines
Body Mass Index Measurement in Schools
There is not enough evidence to recommend for or against school-based body mass index measurement programs as an effective strategy for preventing or reducing childhood obesity. Decision makers need to consider the pros and cons. If implemented, these programs should be part of a comprehensive approach to address obesity.
http://www.cdc.gov/Features/ChildBMI/


Cardiorespiratory fitness levels among US youth 12 to 19 years of age: Findings from the 1999-2002 National Health and Nutrition Examination Survey.
Males higher than females
No difference across race/ethnicity
Older males higher
Younger females higher
ARCHIVES of PEDIATRICS & ADOLESCENT MEDICINE
JAMA
Approximately 1/3 don't meet cardiovascular standards
Pate et al. Arch Pediatr Adolesc Med. 2006 Oct;160(10):1005-12.

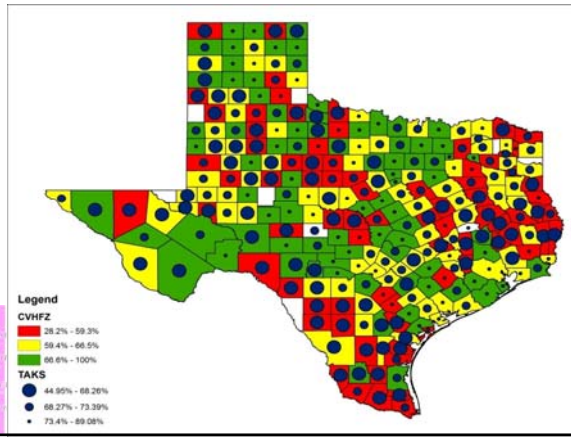

Physical Activity and Student Performance at School
Howard Taras
Physical Activity, Stress, and Metabolic Risk Score in 8- to 18-Year-Old Boys
Children's Physical Fitness and Academic Performance
Am J Hlth Ed, 2009, 40(1),30-36
Physical Fitness and Academic Achievement in Elementary School Children
NEWS
Physically fit students more likely to do well in school, less likely to be disciplinary problems

Fitness Achievement and School Environment

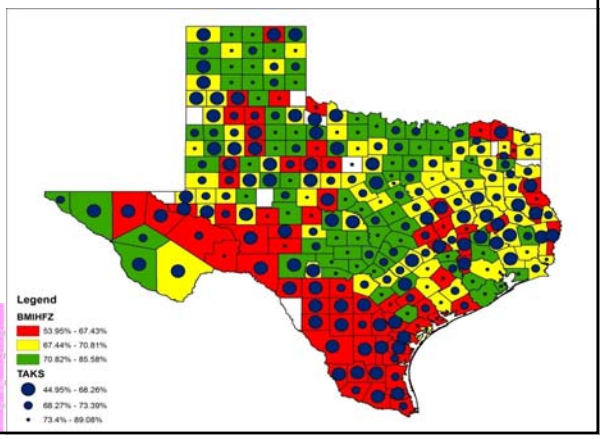
- **Academic Achievement (TAKS)**
  - **CV = .54**
  - **BMI = .30**
- **School Attendance**
  - **CV = .52**
  - **BMI = .18**
- **Negative School Incidents**
  - **CV = -.52**
  - **BMI = -.24**

Controlled for SES, minority status, school size

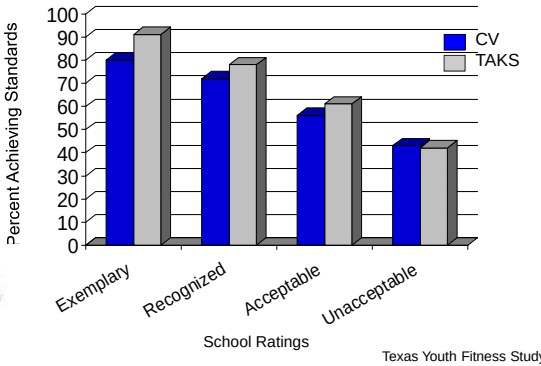
Distribution of CV Fitness and TAKS Achievement by County



Distribution of BMI Fitness and TAKS Achievement by County

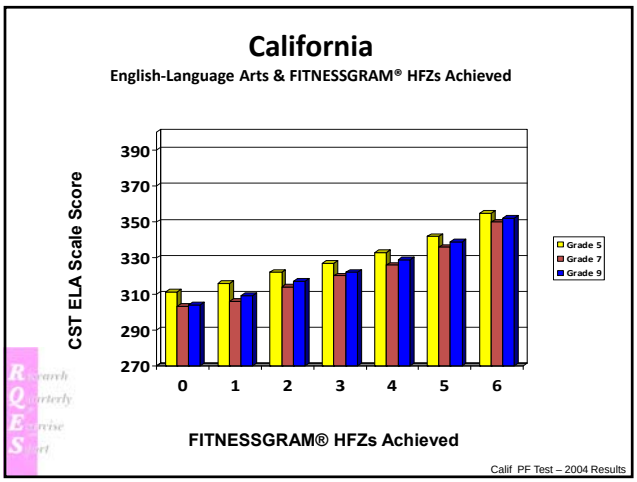


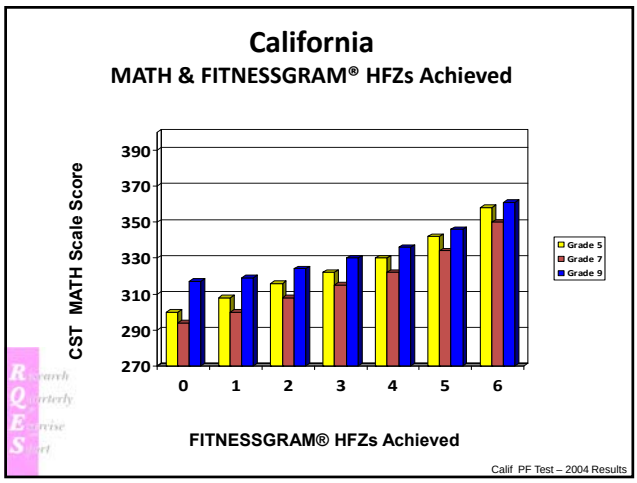
CV Fitness Corresponds with Academic Performance when Schools Stratified by State Rating System



Texas Youth Fitness Study


Preston Hollow People
High School Students Fail on Fitness
The Dallas Morning News
Poorer schools have more out-of-shape kids, tests reveal
Dallas Morning News
A backward lunge: Kids in sad shape
EPA
RQES


California
English-Language Arts & FITNESSGRAM® HFZs Achieved
CST ELA Scale Score
390
370
350
330
310
290
270
0 1 2 3 4 5 6
Grade 5
Grade 7
Grade 9
FITNESSGRAM® HFZs Achieved
Calif PF Test – 2004 Results
RQES


California
MATH & FITNESSGRAM® HFZs Achieved
CST MATH Scale Score
390
370
350
330
310
290
270
0 1 2 3 4 5 6
Grade 5
Grade 7
Grade 9
FITNESSGRAM® HFZs Achieved
Calif PF Test – 2004 Results
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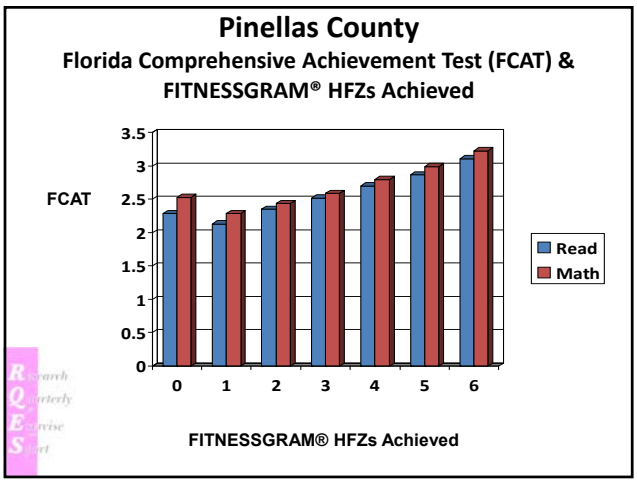
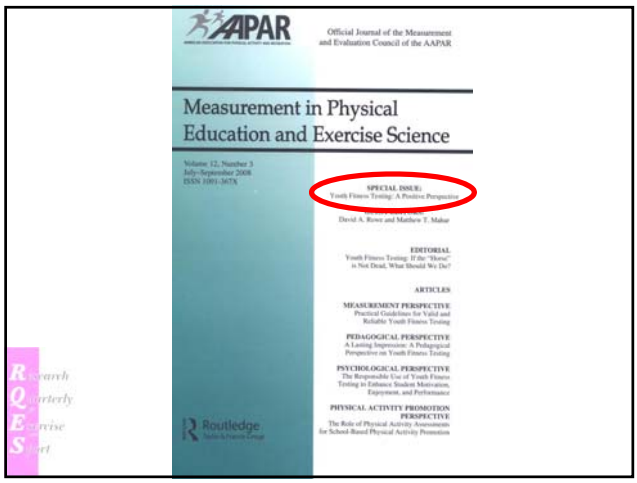

Pinellas County
Florida Comprehensive Achievement Test (FCAT) &
FITNESSGRAM® HFZs Achieved
FCAT
3.5
3
2.5
2
1.5
1
0.5
0
0 1 2 3 4 5 6
Read
Math
FITNESSGRAM® HFZs Achieved
RQES


AAPAR
Official Journal of the Measurement and Evaluation Council of the AAPAR
Measurement in Physical Education and Exercise Science
SPECIAL ISSUE:
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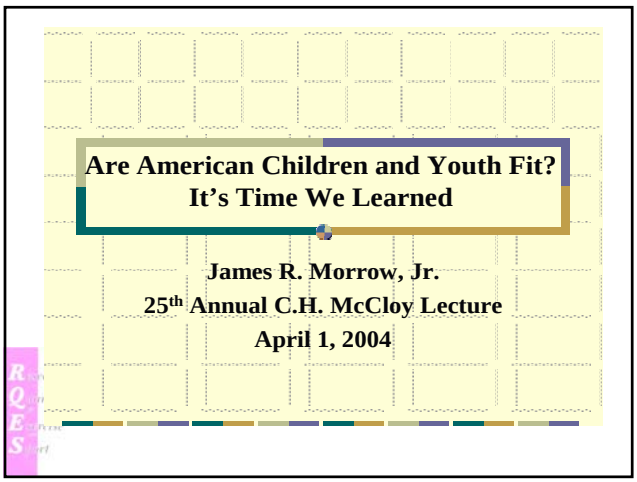
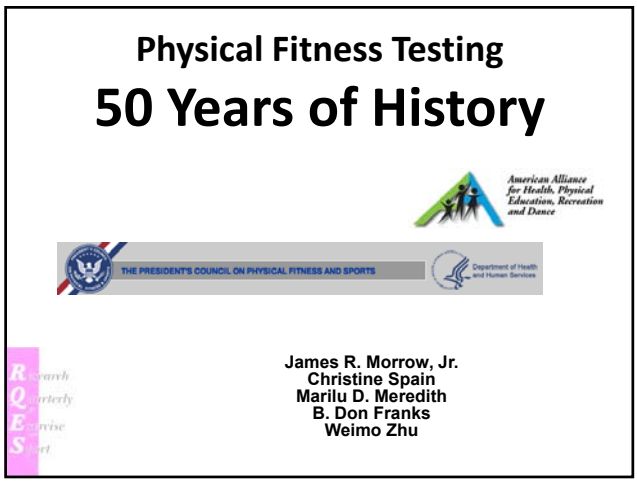
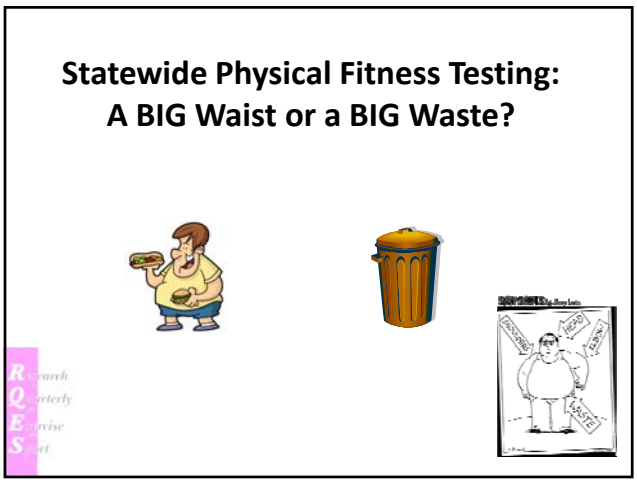
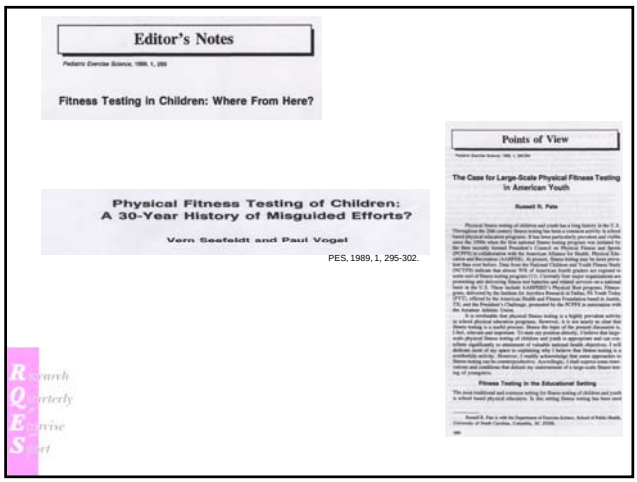
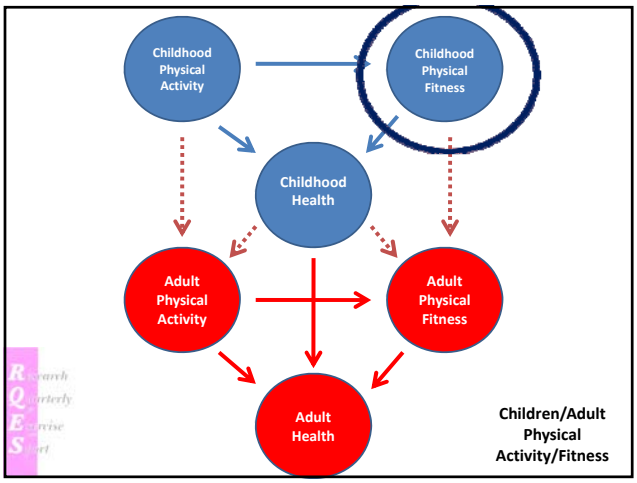
PHYSICAL ACTIVITY PROMOTION PERSPECTIVE
Routledge

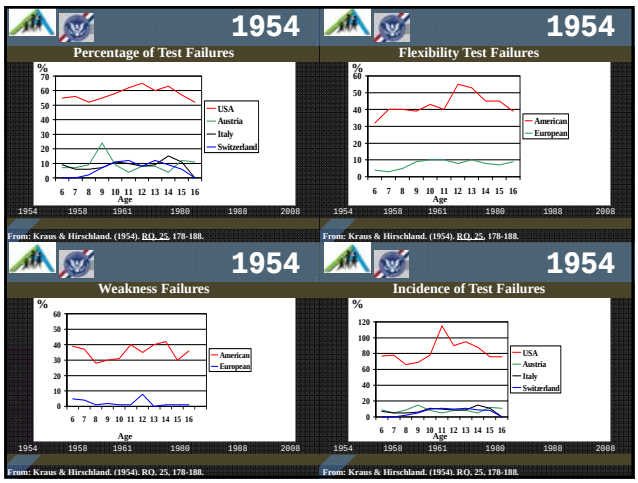

Are American Children and Youth Fit?
It's Time We Learned
James R. Morrow, Jr.
25th Annual C.H. McCloy Lecture
April 1, 2004


Physical Fitness Testing
50 Years of History
American Alliance for Health, Physical Education, Recreation and Dance
THE PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS
Department of Health and Human Services
James R. Morrow, Jr.
Christine Spain
Marilu D. Meredith
B. Don Franks
Weimo Zhu


Statewide Physical Fitness Testing:
A BIG Waist or a BIG Waste?







Nationwide Physical Fitness Tracking

- **PCPFS/AAHPERD**
  - **1958**
  - **1965**
  - **1975**
  - **1985**

AAHPERD American Alliance for Health Physical Education Recreation and Dance

The President's Council on Physical Fitness and Sports

Nationwide Physical Fitness Testing/Tracking

- NCYFS I
  - 1984 (N = 8,800)
  - Grades 5-12
- NSPFS
  - 1985 (N = 18,857)
  - Ages 6-17
- NCYFS II
  - 1987 (N = 4,678)
  - Ages 6-9

Fitness Test Development
1958-2008

Statewide

- California
- Illinois
- Indiana
- New York
- Oregon
- South Carolina
- Texas
- Vermont
- Washington

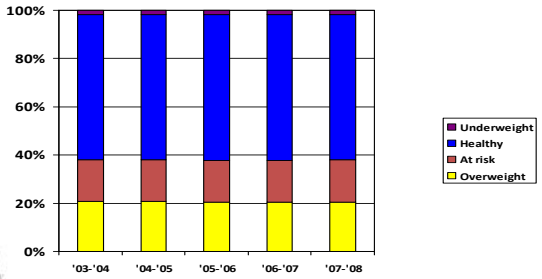
National

- AAHPERD Youth Fitness
  - 1958 – 1965 – 1976
- AAHPERD Health-Related Fitness
- AAHPERD College Age Health-Related Fitness
- Fit Youth Today
- AAU Fitness Test
- FITNESSGRAM®
- President's Challenge

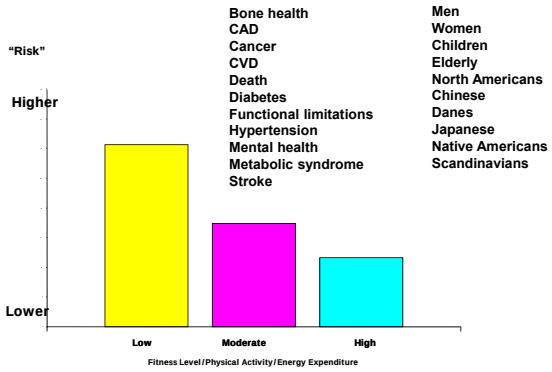
Interest in Statewide Fitness Testing

- Alabama
- Arkansas
- California
- Colorado
- Delaware
- Florida
- Georgia
- Maryland
- Missouri
- New York (City)
- North Carolina
- Oklahoma
- South Carolina
- Texas
- Washington
- West Virginia
- Wisconsin

Arkansas BMI Assessments



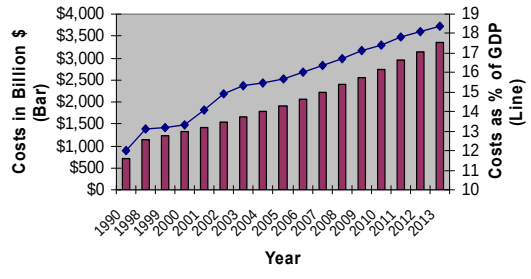
Physical Activity "Risk" Generalization



Bone health
CAD
Cancer
CVD
Death
Diabetes
Functional limitations
Hypertension
Mental health
Metabolic syndrome
Stroke

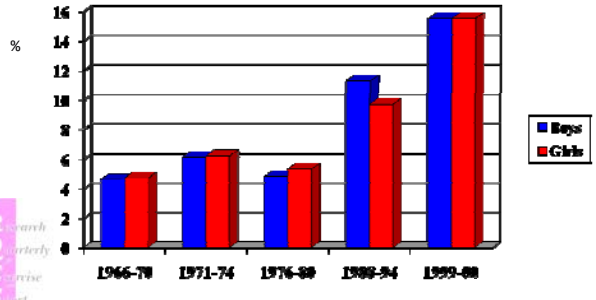
Men
Women
Children
Elderly
North Americans
Chinese
Danes
Japanese
Native Americans
Scandinavians

Trend of Health Care Costs in the U.S.



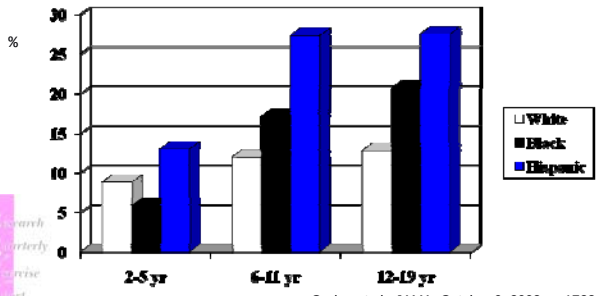
Source: Centers for Medicare & Medicaid Services, Office of Actuary

Overweight U.S. Children and Adolescents



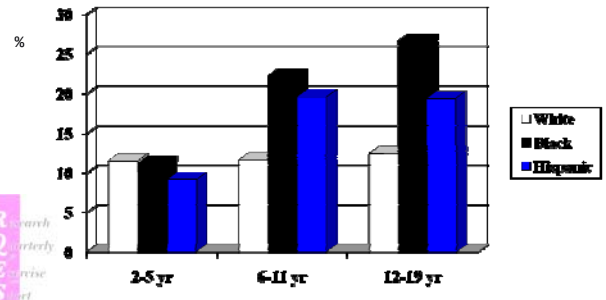
Ogden et al., JAMA, October 9, 2002, p. 1728

Overweight U.S. Children and Adolescents
Male (BMI ≥ 95%ile)



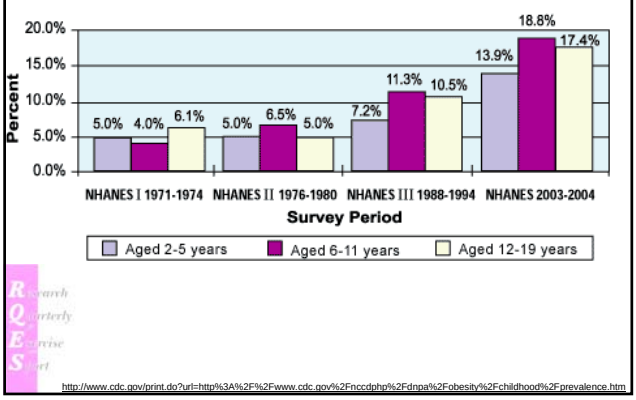
Ogden et al., JAMA, October 9, 2002, p. 1728

Overweight U.S. Children and Adolescents
Female (BMI ≥ 95%ile)



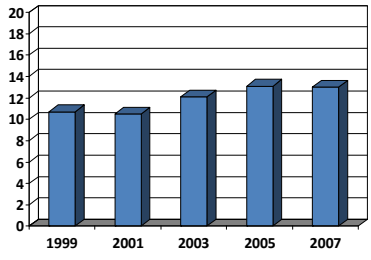
Ogden et al., JAMA, October 9, 2002, p. 1728

Childhood Overweight Prevalence (CDC)



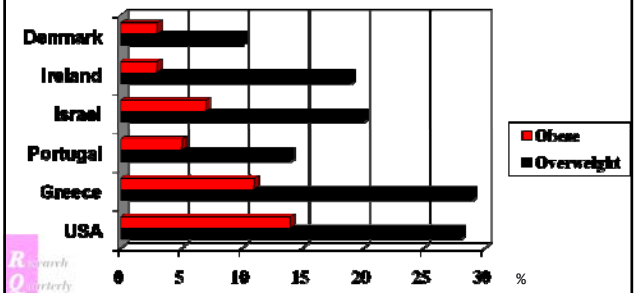
http://www.cdc.gov/print.do?url=http%3A%2F%2Fwww.cdc.gov%2Fnccdphp%2Fdnpa%2Fobesity%2Fchildhood%2Fprevalence.htm

YRBSS Obesity Trends
Grades 9-12



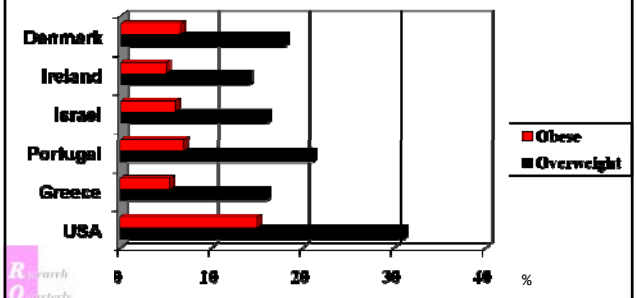
Students ≥ 95% compared to reference data

Boys Age 15



Lissau et al., Arch Ped Adol Med, 2004

Girls Age 15

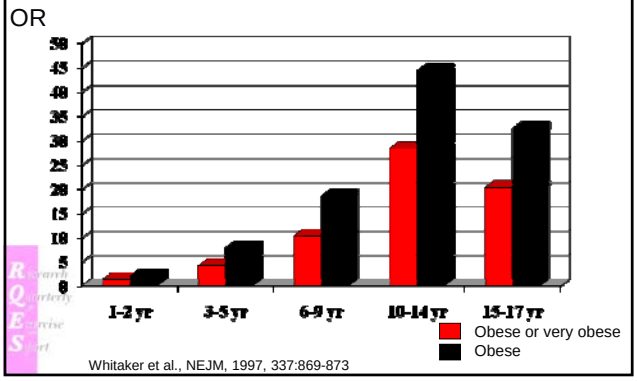


Lissau et al., Arch Ped Adol Med, 2004

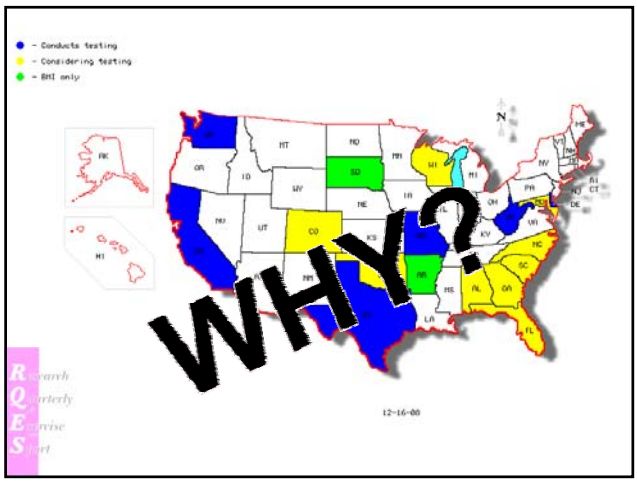
Overweight in Youth

- **Tripled in past 3 decades**
- **At least 15% aged 6-19 are overweight**
- **30% of overweight children meet criteria for Metabolic Syndrome**
- **Disproportionate in underserved populations**

Odds of Childhood Obesity Tracking into Adulthood

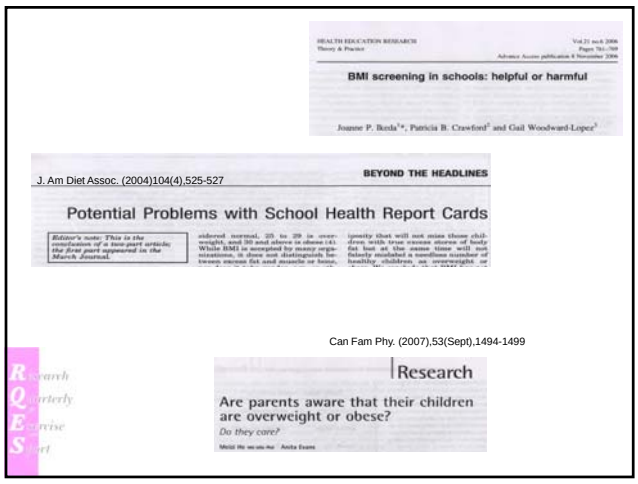


Whitaker et al., NEJM, 1997, 337:869-873


- Conducts testing
- Considering testing
- BMI only
WHY?
12-16-08


Page 6 Wednesday, September 10, 2008
Views
Nation must confront obesity as disease
Editorial
NOT JUST 'BABY FAT'
New alert on obese children
U.S. study finds warning signs of heart disease in kids as young as 10
NEW ORLEANS — Obese children as young as 10 had the arteries of 45-year-olds and other heart abnormalities that greatly raise their risk of heart disease, say doctors who used ultrasound tests to take a peek inside.


NEW YORK
The Sun
As Part of War on Fat, New Fitness Test for Youngsters
By DEBORAH KOLBEN, Staff Reporter of the Sun | June 23, 2008
SHARE | PRINT | EMAIL
AS PART OF THE CITY GOVERNMENT'S CRACKDOWN ON fat, the schools chancellor, Joel Klein, announced a new fitness test for students yesterday - and the food industry raised alarms about the specter of a legislative assault on fast food.
With more than one in four city elementary students considered obese, Mr. Klein is expanding a new program to test students' strength and speed and link the information to their academic achievement.


BMI screening in schools: helpful or harmful
J. Am Diet Assoc. (2004)104(4),525-527
BEYOND THE HEADLINES
Potential Problems with School Health Report Cards
Can Fam Phy. (2007),53(Sept),1494-1499
Research
Are parents aware that their children are overweight or obese?
Do they care?

Research

Are parents aware that their children are overweight or obese?

Do they care?

Can Fam Phy. (2007),53(Sept),1494-1499

BMI screening in schools: helpful or harmful

J. Am Diet Assoc. (2004)104(4),525-527

BEYOND THE HEADLINES

Potential Problems with School Health Report Cards

Would you care or say the same things about academic performance in schools?

Interest in Statewide Fitness Testing

- Alabama
- Arkansas
- California
- Colorado
- Delaware
- Florida
- Georgia
- Maryland
- Missouri
- New York (City)
- North Carolina
- Oklahoma
- South Carolina
- Texas
- Washington
- West Virginia
- Wisconsin

Why do Statewide Testing?

- Health Status
  - Overweight/Obesity
  - Aerobic fitness
    - CVD
  - Diabetes
  - Musculoskeletal fitness

Missing Data

- Health Status
  - Aerobic fitness
    - CVD
      - Pate paper most recent
  - Musculoskeletal fitness
    - Strength
    - Endurance
    - Flexibility
  - Physical Activity

Why do Statewide Testing?

Individual
- Status
- Risk
- Change

State/Nation
- Surveillance
  - Status
  - Risk
  - Change

- Variables
  - Physical
    - Fitness
    - Activity
  - School
    - Academic performance
    - Classroom discipline
    - Absences

- Variables
  - Physical
    - Fitness
    - Activity
  - School
    - ??

Florida Department of Education
Physical Education Report and Recommendations – March 2005

Individual

Assess the a…ent programs, such as the President's Challenge Physical Fitness Program, which could be adopted by schools or an entire school district in order to **provide information regarding student fitness**;

Determine the methods of providing **feedback to a parent** through a student assessment report that would summarize a student's results and the **school's results** as set forth in an assessment tool, such as the FITNESSGRAM or the School Health Index of the Centers for Disease Control and Prevention;

Surveillance

FDOE, Physical Education Report and Recommendations, March 24, 2005
http://www.fldoe.org/BII/CSHP/pdf/pemaster.pdf

Statewide Testing Issues

- Teacher training
- Student preparation
- Test reliability
- Test validity
- Large group testing issues
  - Testers
  - Participants
  - Test-related
  - Environment

Quality Data Collection

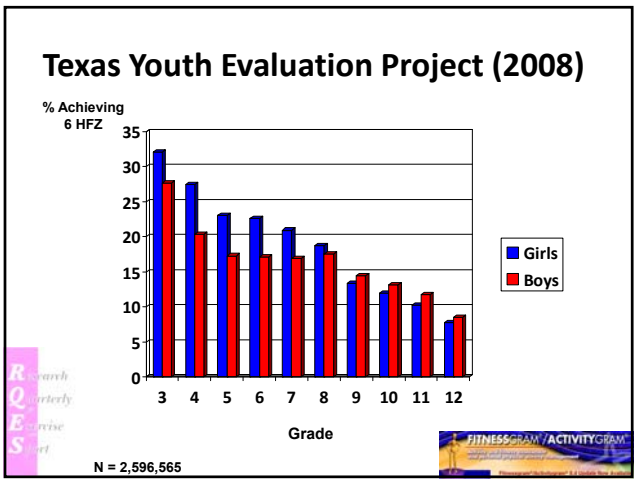
- Controlled settings
- Well-trained:
  - Teachers
  - Administrators
- Prepared students

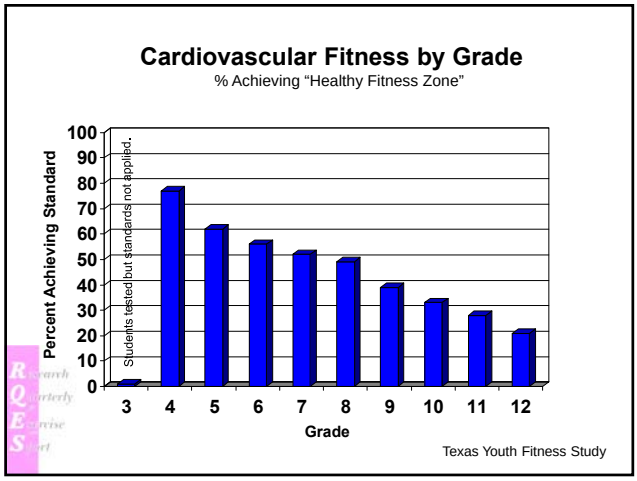
- Comparison
  - Individual
  - National
  - Statewide

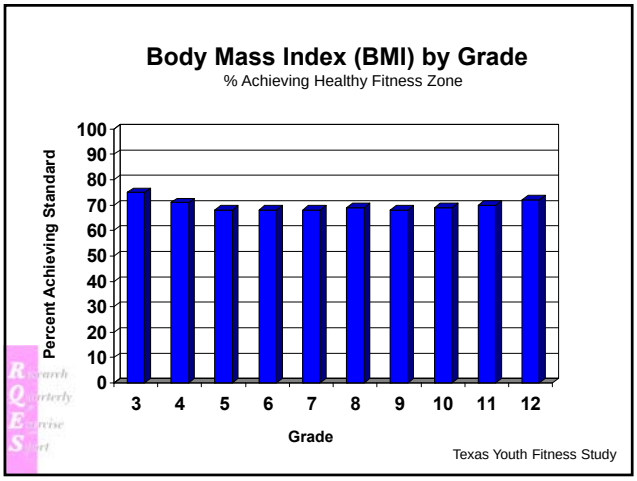
Reliable
Valid

Texas Youth Evaluation Project (2008) – N = 2,596,565

Grade	Total # of Students			FITNESSGRAM® Test (Achieved "Healthy Fitness Zone" in all 6 tests) %		
	Total	Girls	Boys	Total	Girls	Boys
3	327,946	160,929	167,017	98,101	32.09	27.64
4	320,123	157,232	162,891	76,917	27.4	20.36
5	314,035	154,865	159,170	64,050	23.03	17.29
6	292,849	144,379	148,470	58,788	22.59	17.1
7	281,334	138,295	143,039	53,975	20.93	16.93
8	259,102	126,185	132,917	47,751	18.7	17.55
9	263,517	126,607	136,910	37,516	13.4	14.4
10	212,562	103,453	109,109	27,222	11.94	13.12
11	178,583	87,778	90,805	20,055	10.25	11.71
12	146,514	72,816	73,698	12,327	7.82	8.56







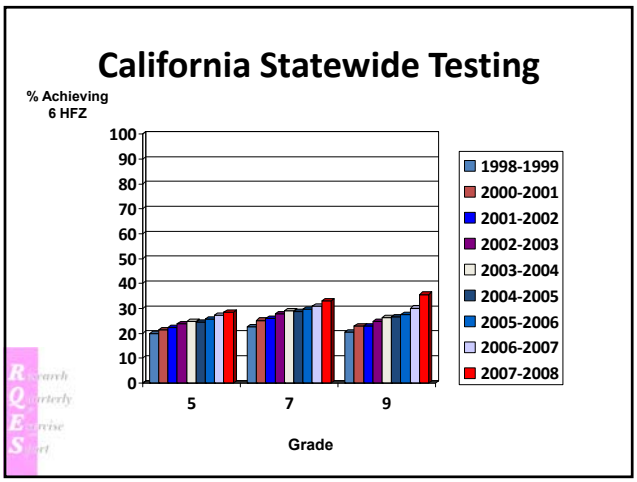
TEXAS YOUTH EVALUATION PROJECT (2008)

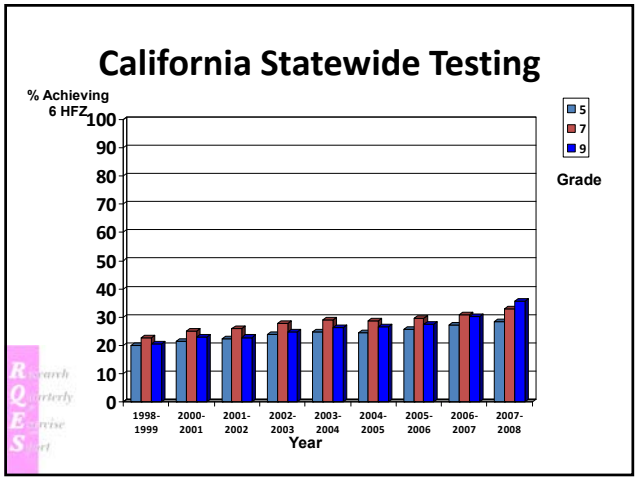
2,596,565 Students

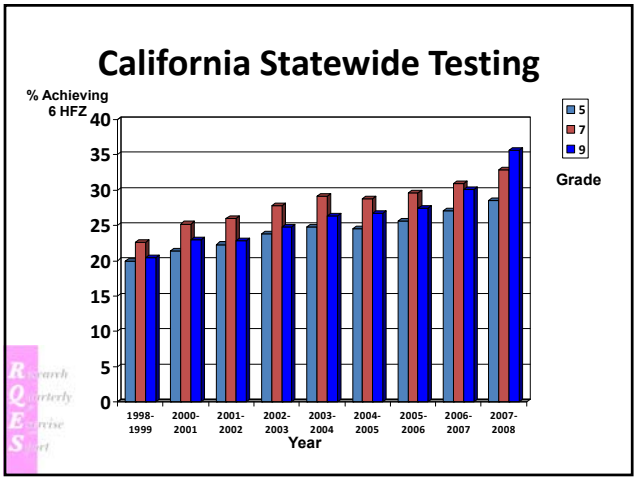
Grade				FITNESSGRAM® Test "Healthy Fitness Zone" (all 6 tests) %		
					Girls	Boys
3					32.09	27.64
4					27.4	20.36
5					23.03	17.29
6					22.59	17.1
7					20.93	16.93
8					18.7	17.55
9					13.4	14.4
10	212,562	103,453	109,109	27,222	11.94	13.12
11	178,583	87,778	90,805	20,055	10.25	11.71

$r_{xx'}$

r_{xy}



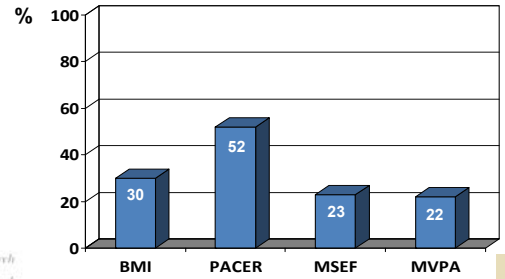




Georgia Youth Fitness Assessment

Grades 5 and 7 (N = 5,248)

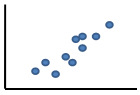
% NOT Achieving HFZ
Failed ≥ 2 MSEF
< 60 min/day MVPA



Powell et al., 2009 AJPM, 36(4), 304-310

Significance

- Texas
  - N > 2,600,000 (3rd - 12th)
- California
  - N ≈ 1,000,000 (5th, 7th, & 9th)
- New York City
  - N ≈ 600,000 (K - 12th)
- Missouri
  - N ≈ 60,000 (5th & 9th)
- Georgia
  - N = 5,248 (5th & 7th)



$p \leq .0000000000001$

What do you interpret as fit?

- Body composition (BC)
- Aerobic capacity (AC)
- Musculoskeletal (MSF)
  - Which tests?
- BC & AC
- 6 of 6 HFZ
- 5 of 6 HFZ
- 4 of 6 HFZ
- 3 of 6 HFZ

Psychometric Considerations

- Reliability
  - Body Composition
  - Aerobic Capacity
  - Musculoskeletal Fitness
- Validity
  - Body Composition
  - Aerobic Capacity
  - Musculoskeletal Fitness

Σ

σ

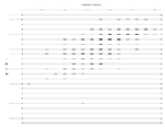
ρ

μ

Item Reliability

- Aerobic Capacity
  - N ≈ 23
  - $r_{xx'}(P_{50})$ ≈ .84
- Body Composition[a]
  - N ≈ 11
  - $r_{xx'}(P_{50})$ ≈ .86
- Musculoskeletal Fitness
  - N ≈ 106
  - $r_{xx'}(P_{50})$ ≈ .91

$$r_{xx'} = \frac{\sigma_t}{\sigma_o}$$

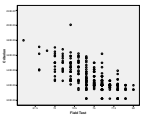


[a]includes adults

Item Validity

- Aerobic Capacity
  - N ≈ 31
  - $r_{xy}(P_{50})$ ≈ .72
- Body Composition
  - N ≈ 3
  - $r_{xx'}(P_{50})$ ≈ .79
- Musculoskeletal Fitness
  - N ≈ 79
  - $r_{xx'}(P_{50})$ ≈ .39

$$r_{xy}$$



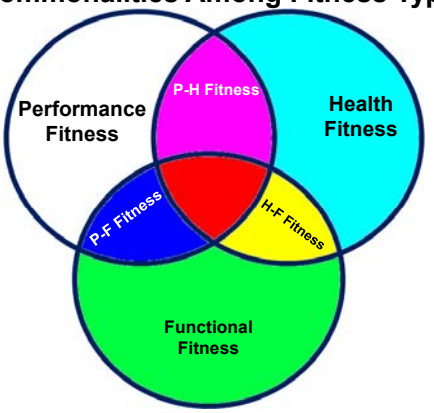
Battery Reliability & Validity

- Safrit & Wood
  - *RQES*, 1987, p. 160-167
- Validity
  - Content
  - Concurrent
  - Predictive
    - Morbidities
    - Mortality
  - Construct

What battery/items?

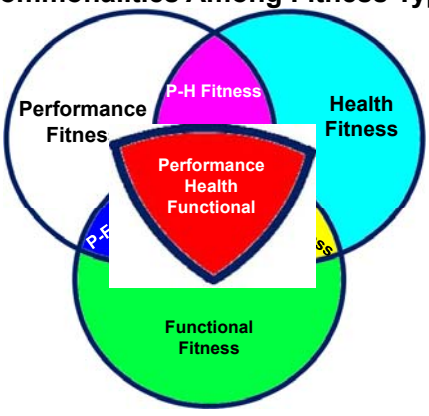
- Performance fitness
  - Endurance
  - Speed
  - Agility
  - Strength
- Health-Related fitness
  - Aerobic Capacity
  - Body Composition
  - Musculoskeletal
- Functional fitness

Commonalities Among Fitness Types



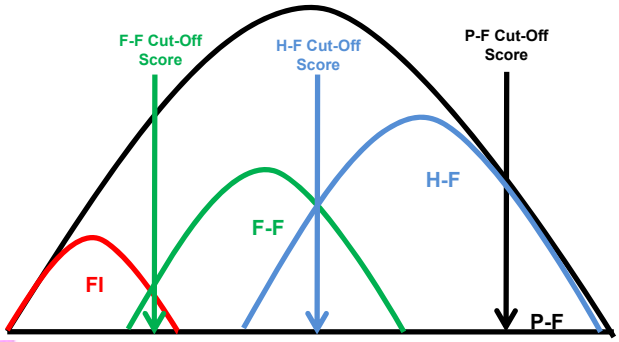
Morrow et al., 2009, RQES.

Commonalities Among Fitness Types



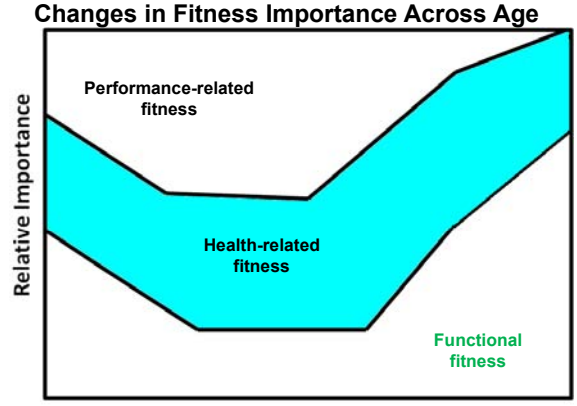
Morrow et al., 2009, RQES.

Overlap of Fitness Types



Morrow et al., 2009, RQES.

Changes in Fitness Importance Across Age



Morrow et al., 2009, RQES.

Continuing Issues

Logistic

- Battery
- Scheduling
- Equipment
- Logic
- Theory
- Policies
- Support
- Politics

People

- Students
- Parent
- Teachers
- Administrators
- Politicians
- Constituencies
  - Art
  - Music

Teacher Training

- Interest
- Time
- Money
  - Equipment
  - Training
- Methods
  - None
    - Read the manual
  - Train the trainer
    - Skilled?
  - Reading
  - In person
  - On-line
- Logistics (plan ahead)
  - Fire drill
  - CD skips
  - Call the police!

Student Performance

- Interest
  - Most physical activity they get
  - Instructional units
    - Fitness/Physical Activity/Wellness
- Motivation
  - Teachers/Students
- Practice
  - Proper/improper
    - Specificity
- Scoring
  - Teacher
  - Student
  - Partner
  - Volunteers
  - Testing teams

Student/Teacher "Excitement"?

- Elementary
  - Much practice
  - "Can we do it again?"
  - Want a "true" score
- Secondary
  - "Where can I hide?"
  - Some females don't want to be weighed.
  - Set goals for HFZ.
  - Others do only minimum!
- Teacher
  - Viewed as "punishment" – state requirement
  - Some enthusiastic
    - FITNESSGRAM "Hall of Fame"
  - Some "grade" students
  - "Herding cattle" – test entire school

Results Confidence

- Psychometrics
  - Reliability
  - Validity
  - Objectivity
- Scoring
- Interpretation
- Use
- Translation
  - Teacher → Student → Parents

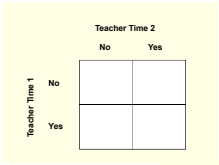
Score Error Sources

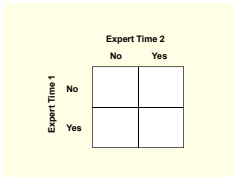
- Tester
  - Administrator
  - Scorer
    - Experience
    - Skill
- Participant
  - Tired
  - Unmotivated
  - Nervous
  - Ill
  - Peer pressure
  - Intimidation
  - Self-consciousness
- Test-related
  - Instructions
  - Equipment
    - None
    - Faulty
- Environment
  - Weather
  - Surfaces
  - Cultural context
  - Peer pressure

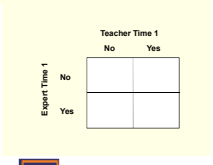
Mahar, M.T. & Rowe, D.A. (2008). MPEES, *12*(3),126-145.

Ongoing Research
HFZ Reliability & Validity

The Cooper Institute







IOWA STATE UNIVERSITY

UNIVERSITY OF NORTH TEXAS

Positives & Negatives

- Convey important information
  - Parents
  - Students
  - Teachers
  - Administrators
- Powerful change agent
  - Newspaper Headlines
  - Influence decision makers
    - More MONEY for PE
    - More TIME for PE
  - Influence curricula
  - Budget
- Opportunities

- Bad data collection
- Data entry
- Convey WRONG information
- Weak/Poor data
- Poor interpretation
  - Causality

More Legislation - 2009

SB 891

A BILL TO BE ENTITLED

AN ACT

relating to the public school physical education curriculum.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 28.002, Education Code, is amended by adding Subsection (d) to read as follows:

(d) The physical education curriculum required under Subsection (a)(2)(C) must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in

More Legislation - 2009

SB 891

SECTION 2. Subchapter D, Chapter 25, Education Code, is amended by adding Section 25.114 to read as follows:

Sec. 25.114. STUDENT/TEACHER RATIOS IN PHYSICAL EDUCATION CLASSES. In prescribing the curriculum for physical education under Section 28.002(a)(2)(C), the State Board of Education shall require that physical education classes have, to the extent practicable, student/teacher ratios that are small enough to enable school districts to:

(1) carry out the purposes of and requirements for the physical education curriculum as provided under Section 28.002(d);

More Legislation - 2009

HB 229

09 LC 33 2941S/AP

House Bill 229 (AS PASSED HOUSE AND SENATE)

By: Representatives Coleman of the 97th, Dickson of the 6th, Maxwell of the 17th, Kaiser of the 59th, Ashe of the 56th, and others

A BILL TO BE ENTITLED

AN ACT

To amend Part 3 of Article 16 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to the health of students in elementary and secondary education, so as to require local school systems to conduct an annual fitness assessment and to comply with state physical education instruction requirements; to provide for reporting of results; to provide

More Legislation - 2009

HB 229

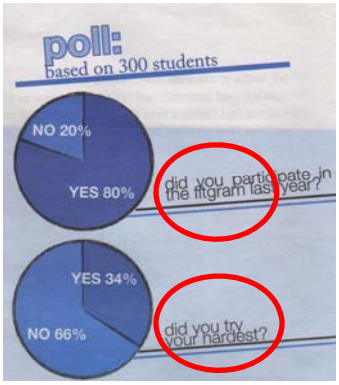
SECTION 1.

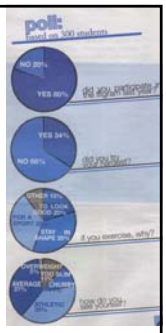
Part 3 of Article 16 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to the health of students in elementary and secondary education, is amended by adding a new Code section to read as follows:

"20-2-776.

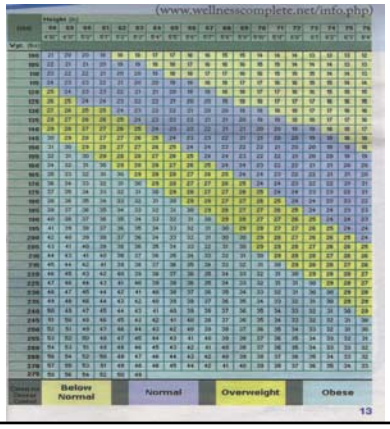
(a)(1) Beginning in the 2011-2012 school year, each local school system shall conduct an annual fitness assessment program approved and funded by the State Board of Education, one time each school year for students in grades one through 12, to be conducted only during a physical education course that is taught by a certificated physical education teacher in which a student is enrolled. Such assessments shall include methods deemed by the State Board of Education as appropriate to ascertain levels of student physical fitness. Each local school system shall report the individual results of the fitness assessment to the parent or guardian of each student assessed and the aggregate results of the fitness assessments by school to the State Board of Education annually in a format

Students Get Involved





Students Get Involved



Ask Yourself

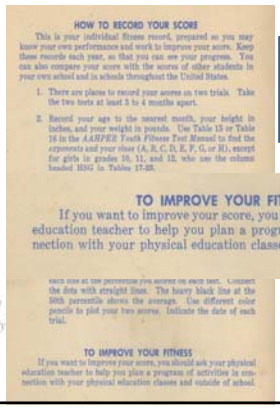
- **Why?**
  - **Purpose**
    - **Individual**
    - **Surveillance**
- **How?**
  - **Students**
  - **Teachers**
    - **Training**
- **Audiences?**
  - **Students**
  - **Parents**
  - **Administrators**
  - **Government**

Expected Outcomes

- **Reports**
  - To whom?
  - For what?
- **Changes?**
  - Testing alone
  - Programs/Educational Experiences
    - AAHPERD's Physical Best
    - CATCH
    - SPARK
    - MSPAN

"Throwing a test" out there is NO better than "throwing the ball" out there!

Franklin Junior High School



HOW TO RECORD YOUR SCORE

This is your individual fitness record, prepared so you may know your own performance and work to improve your score. Keep these records each year, so that you can see your progress. You can also compare your score with the scores of other students in your own school and in schools throughout the United States.

1. There are places to record your scores on two trials. Take the two tests at least 3 to 4 months apart.
2. Record your age to the nearest month, your height in inches, and your weight in pounds. Use Table 15 or Table 16 in the *AAHPER Youth Fitness Test Manual* to find the opponents and your class (A, B, C, D, E, F, G, or H), except for girls in grades 10, 11, and 12, who use the column headed HSG in Tables 17-28.

TO IMPROVE YOUR FITNESS

If you want to improve your score, you should ask your physical education teacher to help you plan a program of activities in connection with your physical education classes and outside of school.

each time as the percentile you scored on each test. Connect the dots with straight lines. The heavy black line at the 50th percentile shows the average. Use different color pencils to plot your two scores. Indicate the date of each trial.

TO IMPROVE YOUR FITNESS

If you want to improve your score, you should ask your physical education teacher to help you plan a program of activities in connection with your physical education classes and outside of school.

Physical Fitness testing CAN be an agent for change and assessment is a KEY element to a quality physical education program.

Conclusion

- Good stuff happens with testing
  - "What I test is important"
  - Communication
    - Students, Teachers, Administrators, Parents, Public, Health Professionals
- Bad stuff happens with testing
  - Expensive
  - Bad data
  - Time consuming
  - Impact
- Any DIRECT impact from testing?
- Bad data are useless
- Uses
  - Public Health perspective
    - Individual
    - Statewide/National surveillance

Practical

Pedagogical

Responsible

So -- do you want to do this?

YES!!!!!!!

Think, reason, and plan!

MORE!

MORE!

MORE!

Otherwise…….

We will continue to have a BIG WAIST…and

We will continue to have a BIG WASTE.

Thank you!