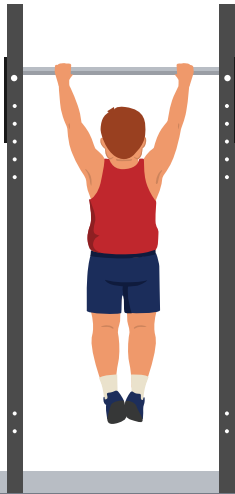
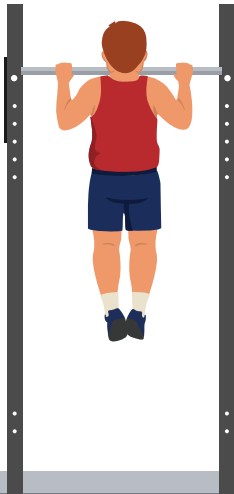




Pull-Ups

 	
Purpose	This test measures upper-body muscular strength and endurance.
Goal	To complete as many correctly performed pull-ups as possible
Group Size	1 student on the bar at a time
Equipment	▪ Secure pull-up bar ▪ Mat for the fall zone ▪ Scorecard and pen or pencil, OR tablet/laptop with digital scorecard
Setup	Secure the pull-up bar to the wall or, if free-standing, ensure all screws are tight and the bar is stable. Place a mat underneath the bar to ensure a safe landing after pull-ups are complete.

Safety Considerations



- Students with a wrist, shoulder, or elbow injury or another condition that limits hanging or pulling from an overhead bar should follow their physician's specific activity clearance.
- Tell students to stop and notify you if they feel pain, dizziness, or shortness of breath.
- Always monitor the fall zone around the bar. Allow only 1 student on the bar at a time.

How to Administer the Test



- 1. Explain the test.** Tell students they will be doing the pull-up test, which measures strength in your upper body, including your back, shoulders, and arm muscles. The goal is to complete as many correctly performed pull-ups as possible.
- 2. Demonstrate proper form.** Show a correct repetition and point out the common errors listed below.
 - **Starting position:** Participants grasp the bar with an overhand grip (palms facing away from the body) and begin from a still hang with arms fully extended.
 - **Proper form:** Participants pull upward until their chin clears the bar, then lower under control until their arms are fully extended before beginning the next repetition.
- 3. Position the student.** Have the next student in line grasp the bar and begin from a still hang.
- 4. Begin the test.** Say "Ready, go."
- 5. Monitor and count.** Watch for correct form and count only correctly performed pull-ups (see Common Errors, below, for what not to count).
- 6. End the test.** Stop when the student cannot complete another pull-up with proper form, or if the student drops from the bar.
- 7. Score the test.** Record the total number of correctly performed pull-ups on the scorecard.

Common Errors (Do Not Count These Repetitions)



- Chin does not clear the bar.
- Arms do not return to full extension before the next repetition.
- Student swings or kicks to generate momentum.
- Movement is not controlled on the way down.

Read Aloud Script



The pull-up test measures strength in your upper body, including your back, shoulders, and arm muscles. The goal is to complete as many correctly performed pull-ups as possible.

Begin hanging from the bar with your arms straight. Pull upward until your chin clears the bar, then lower yourself until your arms are fully extended before beginning the next repetition. Do not swing or kick. Only correctly performed pull-ups will count. Ready? Go.

Efficiency Tips



- Set up multiple pull-up bars with fall zones if possible. Assign partners to monitor form, count repetitions, and record scores while you oversee the full station.
- Explain the directions and demonstrate the movement to the full group before testing begins, rather than repeating instructions for each student.
- Give waiting students a task or activity so they stay engaged until their turn.
- Keep equipment for modified or alternative tests nearby so students can quickly switch to an option such as the incline pull-up if needed.

Modifications, Adaptations, and Alternative Tests



For students with an existing Individualized Education Program (IEP) or 504 plan, follow the modifications specified in that plan. Coordinate with the student's special education team as needed, and document any modification used alongside the student's score. The adaptations below address common scenarios but do not override plan-specific guidance.

Students who are deaf or hard of hearing	Use hand signals to signify start and stop. Show the count on your fingers and shake your head for repetitions with incorrect form.
Students who are blind or have low vision	Provide additional verbal detail when explaining the test. With permission, you may need to provide hands-on guidance to help the student find and grasp the bar and understand proper form.
Students with intellectual or developmental disabilities	Extra demonstration, visual cue cards, peer modeling, and/or additional practice repetitions can be useful for students who need more processing time. For students with sensory sensitivities, consider using hand signals instead of a verbal start and/or proctoring the test privately.



Students who cannot perform a full pull-up

Offer one of the following, based on what's available and what the student can do safely:

- **Inclined pull-up:** The student lies underneath an adjustable bar set at roughly waist height so their body forms a 45-degree angle with the floor, grasps the bar with arms extended and heels on the ground. The student pulls their chest to touch the bar while maintaining a rigid straight line from shoulders to ankles and lowers with control. (Note: Record the bar height setting to ensure identical setup during re-testing.)
- **Flexed-arm hang:** The student is supported into a starting position with their chin above the bar, then holds that position for as long as possible.
- **Extended-arm hang:** The student performs a still hang with straight arms and hold that position for as long as possible.

Scoring: For the inclined pull-up, count correctly performed repetitions. For the flexed-arm or extended-arm hang, record the number of seconds the student holds the position.