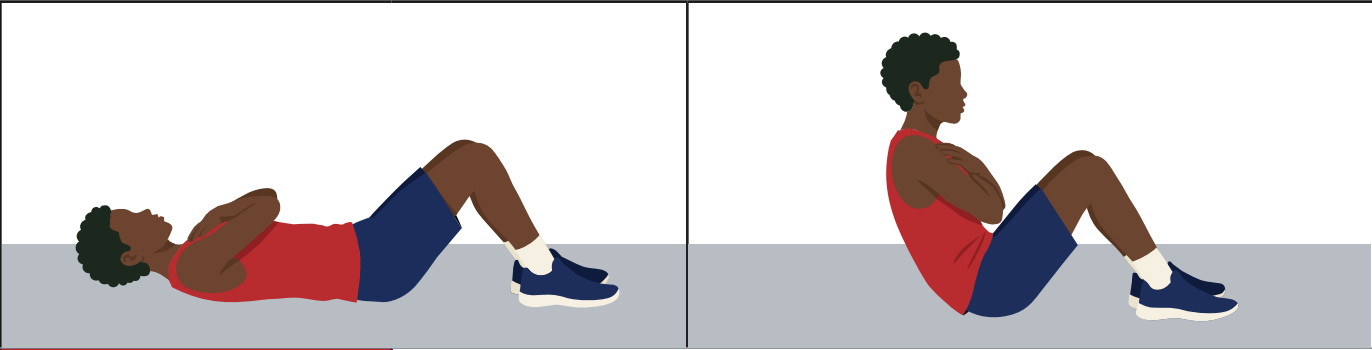


Sit-Ups



	
Purpose	This test measures core/abdominal muscular strength and endurance.
Goal	To complete as many correctly performed sit-ups as possible in 1 minute
Group Size	No more than 10 students at a time, to ensure proper monitoring of form and execution
Equipment	▪ Mats (optional) ▪ Stopwatch or timer ▪ Scorecard and pen or pencil, OR tablet/laptop with digital scorecard
Space Needed	Open floor area with students spaced about 1 foot apart
Setup	Place mats on the floor about 1 foot apart so students have room to complete the test. Limit each group to 10 or fewer students at a time so proctors can monitor form closely.

Safety Considerations



- Students with a recent abdominal or back injury or another condition that limits trunk flexion should follow their physician's specific activity clearance.
- Tell students to stop and notify you if they feel pain, dizziness, or shortness of breath.
- If mats are used, make sure they are placed on a stable, non-slip surface.
- Students may rest between repetitions; the clock keeps running, and any repetition counted after a rest must still meet the proper-form criteria below.

How to Administer the Test



- 1. Explain the test.** Tell students they will be doing the sit-up test, which measures how strong your abdominal, or core, muscles are. The goal is to complete as many correctly performed sit-ups as possible in 1 minute.
- 2. Demonstrate proper form.** Show a few correct repetitions, point out the common errors listed below, and explain the partner's role.
 - **Starting position:** Participants lie flat on their backs with knees bent and soles of the feet flat on the floor, about 12 inches from the body. Heels may be together or at a comfortable, natural width. Arms are folded across the chest, with hands touching shoulders. Partners can hold feet or feet can be placed under a sturdy platform; participants keep their own feet flat on the floor throughout the movement.
 - **Proper form:** Participants curl up to touch elbows to thighs, then lower with control until shoulder blades touch the mat. Fingers stay in contact with the shoulders the entire time.
- 3. Position students.** Have students lie down in the starting position on their mats.
- 4. Begin the test.** Say "Ready, go" and start the 1-minute timer.
- 5. Monitor and count.** Partners/proctors watch for correct form for the full minute and count only correctly performed sit-ups (see Common Errors, below, for what not to count).
- 6. Score the test.** At the end of 1 minute, collect the count from each partner/proctor and record the total number of correctly performed sit-ups on the scorecard.

Common Errors (Do Not Count These Repetitions)



- Hands lift off the shoulders, or fingers stop touching the shoulders, at any point during the movement.
- Elbows do not reach the thighs at the top of the movement.
- Shoulder blades do not fully return to touch the mat at the bottom of the movement.
- Student uses momentum — jerking, bouncing, or swinging the arms or head — instead of a controlled curl.
- Feet or heels lift off the floor.

Read Aloud Script



The sit-up test measures how strong your abdominal, or core, muscles are. The goal is to complete as many correctly performed sit-ups as possible in 1 minute.

Lie on your back with your knees bent and your arms crossed on your chest. When I say ‘go,’ engage your core to curl up so your elbows touch your thighs, then lower until your shoulder blades touch the mat. Keep good form, with your hands on your shoulders the entire time. Your partner will only count correct sit-ups completed in 1 minute. Ready? Go.

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 vision impaired	Provide additional details when explaining the test. With permission, you may need to provide hands-on guidance to help the student 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 issues, consider using hand signals instead of a verbal start and/or proctoring the test privately.
Students who cannot perform 1 sit-up with proper form	Consider the modified curl-up: The student lies flat on the ground with hands on their thighs and curls up, sliding their fingers up until they touch the knees, then lowers back down with control. The goal is to complete as many curl-ups as possible in 1 minute while maintaining proper form.



**Students who cannot
get to the floor for
the sit-up or modified
curl-up**

Consider using resistance bands to provide counter-resistance in a seated position. Anchor the resistance bands above the student's head, or have a proctor hold the bands taut from behind. The student sits with arms crossed, holding the bands at their shoulders. The student curls forward to a comfortable range against the band's resistance, then returns to an upright seated posture with control. Work with the student's special educator or adapted PE teacher to determine appropriate band tension, range of motion, and scoring for each student.