



Field Testing Kit

WORKBOOK

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Physical Ability Definitions

Physical Ability	Definition
Speed	The highest rate at which a movement, or a series of movements, can be executed; OR the ability to cover a given distance in the shortest time during an all-out effort of very short duration – 8 seconds or less.
Speed-Endurance	The ability to sustain efforts at near-maximum speed for as long as possible – between 8 and 60 seconds.
Aerobic Stamina	The ability to sustain a dynamic effort over an extended period of time – lasting several minutes, or even hours. <i>*Note: Intense efforts lasting between 2 and 10 minutes require a subset of this physical ability referred to as Maximum Aerobic Power. Aerobic Stamina is a broad term that is sufficient for most sports. However, in endurance sports the more specific Aerobic Power and Aerobic Endurance terms are used.</i>
Maximum Strength	The highest level of tension generated by a muscle or muscle group during a maximum contraction regardless of the duration of the contraction.
Speed-Strength	The ability to perform a muscle contraction or overcome a resistance as fast as possible – 1-2 seconds.
Strength-Endurance	The ability to perform repeated muscle contractions at intensities below maximum strength – 15 repetitions or more.
Flexibility	The ability to perform movements of large amplitude around a joint without sustaining injury.
Agility	The ability to execute movements, or to move rapidly, with precision and ease.
Balance	The ability to achieve and maintain stability. There are three types of balance: <ul style="list-style-type: none"> • Static Balance – Adopting a controlled body position in a stable environment. • Dynamic Balance – Maintaining control during a movement or stabilizing the body by performing muscular contractions to offset the effect of an external force. • External Balance – The ability to keep an object or another body under control during either static or dynamic movement.
Coordination	The ability to perform movements in the correct order and with the right timing.

Validity and Reliability Worksheet

Use the table below to complete the tasks identified.

1. Indicate the field tests you would like to utilize during your testing session.
2. Referring to the definitions of physical abilities, identify the predominant physical ability that is being tested.
3. Rate the Validity and Reliability of the test on a scale of 1 to 5: 1 = Low, 5 = High.

Validity: The degree to which the test actually measures the physical ability that you are trying to test.

Reliability: The degree to which you will obtain similar test results from one test session to another.

Name of Test	Physical Ability Tested	Validity <i>1 = Low, 5 = High</i>	Reliability <i>1 = Low, 5 = High</i>

Identify as many considerations as possible that could affect the validity and reliability of particular tests or the testing session as a whole.

<ul style="list-style-type: none"> • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • •
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Pre-Test Preparation Worksheets

Use the table below to complete the tasks identified.

1. Indicate any potential field tests you would like to utilize.
2. For each test, identify the predominant physical ability.
3. Indicate the relevance of the test to your sport.
4. Indicate when you would conduct the test based on annual training plan phases.
5. Indicate when you would conduct the test within a particular testing session.

Name of Test	Physical Ability Tested	Relevance to Sport	Phase of Annual Training Plan	Timing Within Testing Session
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> General Prep Phase <input type="checkbox"/> Specific Prep Phase <input type="checkbox"/> Pre-Competitive Phase <input type="checkbox"/> Competitive Phase <input type="checkbox"/> Transition	<input type="checkbox"/> Start <input type="checkbox"/> Middle <input type="checkbox"/> End
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> General Prep Phase <input type="checkbox"/> Specific Prep Phase <input type="checkbox"/> Pre-Competitive Phase <input type="checkbox"/> Competitive Phase <input type="checkbox"/> Transition	<input type="checkbox"/> Start <input type="checkbox"/> Middle <input type="checkbox"/> End
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> General Prep Phase <input type="checkbox"/> Specific Prep Phase <input type="checkbox"/> Pre-Competitive Phase <input type="checkbox"/> Competitive Phase <input type="checkbox"/> Transition	<input type="checkbox"/> Start <input type="checkbox"/> Middle <input type="checkbox"/> End
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> General Prep Phase <input type="checkbox"/> Specific Prep Phase <input type="checkbox"/> Pre-Competitive Phase <input type="checkbox"/> Competitive Phase <input type="checkbox"/> Transition	<input type="checkbox"/> Start <input type="checkbox"/> Middle <input type="checkbox"/> End
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> General Prep Phase <input type="checkbox"/> Specific Prep Phase <input type="checkbox"/> Pre-Competitive Phase <input type="checkbox"/> Competitive Phase <input type="checkbox"/> Transition	<input type="checkbox"/> Start <input type="checkbox"/> Middle <input type="checkbox"/> End

		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> General Prep Phase <input type="checkbox"/> Specific Prep Phase <input type="checkbox"/> Pre-Competitive Phase <input type="checkbox"/> Competitive Phase <input type="checkbox"/> Transition	<input type="checkbox"/> Start <input type="checkbox"/> Middle <input type="checkbox"/> End
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> General Prep Phase <input type="checkbox"/> Specific Prep Phase <input type="checkbox"/> Pre-Competitive Phase <input type="checkbox"/> Competitive Phase <input type="checkbox"/> Transition	<input type="checkbox"/> Start <input type="checkbox"/> Middle <input type="checkbox"/> End
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> General Prep Phase <input type="checkbox"/> Specific Prep Phase <input type="checkbox"/> Pre-Competitive Phase <input type="checkbox"/> Competitive Phase <input type="checkbox"/> Transition	<input type="checkbox"/> Start <input type="checkbox"/> Middle <input type="checkbox"/> End

Identify a checklist of items that you would tell your athletes prior to testing in order to ensure best results.

	Item	Complete
1		<input type="checkbox"/>
2		<input type="checkbox"/>
3		<input type="checkbox"/>
4		<input type="checkbox"/>
5		<input type="checkbox"/>
6		<input type="checkbox"/>
7		<input type="checkbox"/>
8		<input type="checkbox"/>
9		<input type="checkbox"/>
10		<input type="checkbox"/>

Identify as many considerations as possible that could affect the athlete achieving an optimal warm-up for field testing.

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•	•
•	•
•	•
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•	•
•	•

Based on the above considerations, identify the order of field tests to ensure optimal readiness of the athlete to perform their best.

Order	Name of Test
1	
2	
3	
4	
5	
6	
7	
8	

