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SOFIT

System for Observing Fitness Instruction Time

-OVERVIEW and TRAINING MANUAL-

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SOFIT
(System for Observing Fitness Instruction Time)

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Overview

SOFIT is an objective tool for assessing the quality of physical education instruction (1). It is a comprehensive system that provides a measure of student activity levels, lesson context, and teacher behavior during class time.

SOFIT involves the direct observation of lessons by trained observers and has been used to assess physical education in over 1000 schools throughout the United States. These include the CATCH (3,4,5,13,14) M-SPAN (11), and SPARK (2,8) Projects, three intervention studies supported by the National Institutes of Health. It is also being used to study the physical education experiences of over 1000 children in a NICHD longitudinal study. The main focus of SOFIT is on the coding of student physical activity levels and selected environmental factors (i.e., lesson context and teacher behavior) that are associated with opportunities for students to be physically activity and to become physically fit.

SOFIT student physical activity codes have been validated by both heart rate monitors (1,10, 12, 15) and CALTRAC (6) and TriTrac accelerometers (15). Lesson context and teacher behavior categories have been developed from definitions used commonly in physical education evaluation research (9).

Validity:

Laboratory studies. Heart rate monitoring clearly distinguished among SOFIT physical activity categories in young children (1) and among first through eighth graders (R=.80 to .91, p<.01) (10).

Field studies. SOFIT data correlated significantly with average heart rate (r=.61) and TriTrac monitoring (r=.61) data in 56 third-fifth grade students during PE classes (15). Combined recess and physical education heart rate and SOFIT data revealed significant correlations (ranging from r = .72 to r = .89) for 8 participants with mental retardation (12).

Reliability:

Reliabilities for observations by trained independent observers typically exceed 90% agreement on all SOFIT categories, which indicates the measures can be used accurately in diverse school environments (1,2,4,5,8,11). Intraclass correlations in middle school classes were 0.97, 0.99, and 0.97 for estimates of Energy Expenditure Rate, Total Energy Expenditure, and proportion of time students were engaged in MVPA, respectively (11). Momentary time-sampling and duration recording methods showed a 97.4% correspondence for lesson MVPA (16).

A CATCH study in progress (using 92 randomly selected from paired-observations in four states over 8 years) found the following ICC scores:

MVPA minutes	.99
MVPA%	.98
VPA minutes	.99
VPA%	.99
Lesson Energy Expenditure Rate	.98
Lesson Energy Expenditure	.99
Lesson Context (minutes)	.98 to .99 for separate categories

Lesson Context (%)	.98 to .99 for separate categories

SOFIT enables teachers, supervisors, and researchers to make judgments about physical education lessons, particularly as they relate to program goals. When making decisions, it is important for evaluators to consider that SOFIT variables (and any observations in PE) are affected by a number of factors, including those in Table 1. Thus, for a true picture of the conduct of PE in schools it is important to sample periodically.

Table 1. Factors influencing SOFIT data.

Instructional goals[a]
- -fitness, skill, knowledge, social/emotional development

Instructional content
- -type of unit[b]
- -lesson placement in unit[c]

Class characteristics
- -size[d]
- -diversity[e]

Environmental conditions
- -size and location of instructional space[f]
- -equipment and supplies[g]
- -weather[h]

[a] PE has many different goals; a single lesson might target a specific outcome and exclude others; outcomes change as teachers' move through instructional units.

[b] Activities (e.g., sports) promote different activity levels (e.g., soccer=high MVPA; softball, track and field, gymnastics which are often held in the spring=low MVPA).

[c] Initial weeks of a unit typically have higher instruction and management time; the last weeks have more game play

[d] Larger classes are associated with less MVPA and more management time.

[e] More objectives in a lesson are associated with increased instruction and management (transitions) time and reduced MVPA.

[f] MVPA is reduced in smaller spaces, including indoor classes; because of inclement weather, outdoor lessons may be cancelled OR taken indoors impacting the MVPA of students already in indoor spaces.

[g] More equipment and supplies are associated with increased student opportunities to respond and MVPA.

[h] Very hot, humid, and cold weather inhibits MVPA.

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The SOFIT System--Technical Description

SOFIT is conceptualized as a 3-phase decision system.

Phase 1. Student physical activity engagement.
The first phase requires a decision to be made on the physical activity levels of individual learners. The learner involvement decision is made by observing a preselected student and determining his/her **level of physical activity** (active engagement level). The engagement level provides an estimate of the intensity of the student's physical activity and uses the activity codes from BEACHES (McKenzie et al., 1990). Codes 1 to 4 (lying down, sitting, standing, walking) describe the body position of the student and code 5 (very active) identifies when the student is expending more energy than he/she would during ordinary walking. The higher the code, the higher the student's rate of energy expenditure.

Phase 2. Lesson context/content.
The second phase of the decision sequence involves coding for the curricular **lesson context** of the class being observed. For each observation sample (10-second interval) a decision is made as to whether class time is currently being allocated for general content (**M)** (such as management) or for actual subject matter (physical education) content. If substantive physical education content is occurring, an additional decision is necessary to determine whether the class focus is on knowledge content (coded as either general knowledge (**K**) or physical fitness knowledge (**P**) or motor (physical activity) content. If motor content is occurring, a further decision is necessary to code whether the context is one of fitness (**F**), skill practice (**S**), game play (**G**) or other (O).

Phase 3. Teacher involvement.
The third phase of the decision sequence involves coding the teacher's involvement during class. **Teacher behavior** is classified into one of six categories. The first behavior category, promotes fitness (**P**), is directly related to student involvement in fitness activities and is coded when the teacher prompts or provides consequences for learners about physical fitness engagement. The second category, demonstrates fitness (**D**), identifies when the teacher models fitness engagement. The remaining four categories, instructs generally (**I**), manages (**M**), observes (**O**), and other-task (**T**), are indirectly related to student fitness opportunities but do provide important information on how a teacher spends lesson time.

Summary

On prepared coding forms, trained observers circle one code each for student behavior, lesson context, and teacher behavior at the end of each 10-second observation interval.

The three-phase decision system is summarized below.

Phase 1. **Student activity** decision.

What is the physical nature of an individual learner's engagement? What is his/her activity level?

Choices:
(1). lying down
(2). sitting
(3). standing
(4). walking
(5). very active

Phase 2. **Lesson context level** decision.

What is the context of the lesson? How is time allocated for the class as a whole (at least 51% of the students)?

Choices:

General content (**M**)	Knowledge content	Motor content
transition	physical fitness(**P**)	fitness (**F**)
management	general knowledge(**K**)	skill practice(**S**)
break	rules, strategy	game play (**G**)
	social behavior	other (**O**)
	technique	

Phase 3. **Teacher involvement** decision. What is the teacher doing?

Choices:
- (**P**). promotes fitness (prompts, encourages, praises, etc.)
- (**D**). demonstrates fitness (models)
- (**I**). instructs generally
- (**M**). manages
- (**O**). observes
- (**T**). other-task

Abbreviated Coding Sheet

Interval	Student Activity	Lesson Context	Teacher Behavior
1	1 2 3 4 5	M K P F S G O	P D I M O T
2	1 2 3 4 5	M K P F S G O	P D I M O T

SOFIT METHODOLOGY--ABBREVIATED

Data collection: A tape player using prerecorded audio tapes or a computer paces observations using a standard 10-second observe/10-second record format. During each record interval a trained observer enters a code for each of the three phases (student activity, class context, and teacher behavior).

Observation technique: **Student Activity** and **Lesson Context** are coded for events occurring at the signal to end the observe interval and the **Teacher Behavior** code is based on a hierarchy of the teacher events occurring during the observe interval.

Interval length: Alternating observe/record intervals of 10-second duration pace the observations. (This yields 3 student activity, class context, and teacher behavior observations per minute or 90 observations each half-hour class.)

Selection of students: Select five target students randomly as directed for each observed class. In coeducational classes, select an equitable distribution of female and male students. Rotate focus among four target students after observing each one for four consecutive minutes (yield = 24 observations per student each 32-minute class). Begin the observation period when 51% of the class has reached the instructional station and continue until half the class has departed from the area.

Data Yield: Data may be summarized by time (3 intervals = 1 minute) or percent of intervals or lesson time. Comparisons may be made among different categories, from class to class over time, or to established standards.

SOFIT DEFINITIONS AND CODING CONVENTIONS

1. STUDENT ACTIVITY

Code the activity level/ body position of an individual target student into one of the five following categories using momentary time sampling (i.e., code a number to indicate what the student was doing at the "record" signal from the audio tape):

1. lying
2. sitting
3. standing
4. walking
5. very active

Code levels 1-4, (lying, sitting, standing, walking), unless the student is expending more energy than that required for an ordinary walk.

Code level 5 (very active), for any activity in which the student is expending more energy than he/she would during ordinary walking; do not consider body position only. For example, code 5 (very active--e.g., running, jogging, skipping, hopping) if the student is wrestling with a peer (even though he is lying on his back) or pedaling a moving tricycle or stationary bike (even though sitting).

When the student is in transition from one category to another, enter the code for the higher category. For example, code '2' if at the record signal the student is partially lying down and partially sitting up; code '3' (standing) if the student is getting up from either sitting or lying down.

2. LESSON CONTEXT (Modified from Siedentop & Tannehill, 2001)

Code the lesson context allocated for the majority of class members (51%) by using momentary time sampling (i.e., circle **M, K, P, F, S, G** or **O** to indicate what the class was doing at the "record" signal).

General Content. (**M)** Refers to class time when students are not intended to be involved in physical education content (either knowledge or movement). General content includes transition, management, and break times. Transition refers to time allocated to managerial and organizational activities related to instruction such as team selection, changing equipment, moving from one space to another, changing stations, teacher explanation of organizational arrangement, and changing activities within a lesson. Management refers to time devoted to class business that is unrelated to instructional activity such as taking attendance, discussing a field trip, or collecting money for class pictures. Break refers to time devoted to rest and/or discussion of non-subject matter related issues such as getting a drink of water, talking about last night's ball game, telling jokes, celebrating the birthday of a class member, or discussing the results of a class election.

P.E. Knowledge Content. Refers to class time when the primary focus is on knowledge related to any aspect of physical education rather than on activity itself. Either Physical Fitness knowledge (**P**) or General Knowledge (**K**) may be coded.

Physical fitness (**P**) is coded when the knowledge content includes information related to physical fitness concepts, including endurance, strength, and flexibility.

General Knowledge (**K**) is coded when the information transmitted relates to areas of physical education other than physical fitness, such as history, technique, strategy, rules, and social behavior.

P E Motor Content. Refers to class time when the primary focus is on motor involvement in physical education activities. Coded categories include fitness (**F**), skill practice (**S**), game play (**G**), and other or free play (**O**).

Fitness (**F**). Activity time devoted to activities whose major purpose is to alter the physical state of the individual in terms of cardiovascular endurance, strength, or flexibility. This includes aerobic dance, calisthenics, distance running, weight training, agility training, fitness testing, and warm-up and cool down activities. Include fitness testing. Relays conducted with more than three per team are coded as games (G), not fitness.

Skill Practice (**S**). Activity time devoted to practice of skills with the primary goal of skill development (e g., passing drills in volleyball, exploring movement forms, and practicing dribbling a basketball, dance steps, or a skill on a balance beam). Included also is time devoted to the refinement and extension of skills in an applied setting (like the one in which the skill is actually used) and during which there is frequent instruction and feedback.

Game play (**G**). Activity time devoted to the application of skills in a game or competitive setting when participants generally perform without major intervention from the instructor, such as during volleyball and tag games, balance beam routines, and folk dance performances.

Free play (**O**). Refers to free play time during which physical education instruction is not intended. This time resembles recess during which students may select to participate or not.

NOTE: Transition time naturally occurring within an activity is coded as part of that activity rather than as management (M). For example, time spent moving from one fitness station to another is coded (F), and changing sides of the court during a volleyball game is coded (G).

3. TEACHER BEHAVIOR

Circle the appropriate letter (**P D I M O T**) to indicate what the teacher did during the observation interval. Use partial interval recording according to the following hierarchy:

Promotes fitness (**P**). Promotes fitness by prompting or encouraging fitness related activity. For example, (a) attempts to initiate or increase student engagement in a fitness activity or enhance students' perception of their ability to do a fitness task); and (b) praises or reinforces fitness activity (e.g., makes a statement or gesture during or following a student fitness activity engagement clearly designed to increase or maintain such responses in the future). Includes actual engagement in prompting and praising students during fitness testing. Recording fitness data, however, is coded as "management."

Demonstrates fitness (**D**). Models fitness engagement (e.g., demonstrates how to do a fitness task or participates with students in a fitness activity).

Instructs generally (**I**). Lectures, describes, prompts, or provides feedback to students related to all physical education content (e.g., topography, skill development, technique, strategy, rules) except physical fitness engagement. Both positive and corrective feedback for skill attempts are coded as instructs generally. This category is coded when the teacher model physical skills or lectures about physiological responses without promoting fitness engagement .

Manages (**M**). Manages students or the environment by engaging in non-subject matter tasks (e.g., sets up equipment, takes roll, collects papers, directs students to do management tasks).

Observes (**O**). Monitors entire class, group, or an individual. To be recorded, the teacher must observe throughout the entire interval and not be engaged in any other coding category.

Other task (**T**). Attends to events not related to his/her responsibilities to the class at hand. For example, reads the newspaper, turns back on class, leaves the instructional area to meet with school personnel or make phone calls. To be recorded, the teacher must be other-task for entire interval.

NOTES:
Teacher behavior categories are listed in hierarchical order. Code only one category for each 10-second observation interval. For example, category one (promotes fitness) is scored if it occurs at any time during the interval; category two is scored if it occurs during an interval, unless a category one behavior also occurs.
Persons interested in obtaining a measure of negative reinforcement or punishment are directed to score prompts that are sarcastic or punitive in nature by drawing a line through the P, rather than circling it.

SOFIT: Directions for Observers (MSPAN Project)

1. Warm-up.

Arrive at the instructional site and be prepared to collect data at least ten minutes before the announced time for start of class. Warm-up by mentally rehearsing or actively practicing using the coding system.

2. Prepare materials.

Before the class starts be sure you have pencils, a clipboard, ample observation sheets, portable tape player, ear jack, fresh batteries, and a pre-recorded audio tape to pace your observations. Wear a fanny pack to hold the tape player. It is wise to have an additional tape recorder and a second copy of the pacing tape available for emergencies.

3. Select target children.

Select five students that are representative of the class as possible targets for observation. As students arrive at the instructional station, select students 4, 8, 12, 16, and 20 from classes with fewer than 25 students, and select numbers 5, 10, 15, 20, and 25 from classes with more than 25 student. Re-adjust selection numbers to ensure an equitable number of boys and girls are represented. Note identifying characteristics of each student on the SOFIT Lesson Observation Form so that he/she can be located later. Circle M or F on the form to indicate whether the student is male or female. Sequentially (in turn) observe the first four students for a 4-minute period each; reserve the fifth student as a backup replacement in case one of the first four leaves the observation environment.

4. Observation procedures.

1. The target student is the major focus of this observation, however, place yourself in a position so that you can also see the teacher and observe what the class as a whole is doing. Be as inconspicuous as possible and do not interfere with class activities. Be prepared to relocate frequently.

2. Start the tape player and begin observing when 51% of the students reach the instructional station (gymnasium or designated outdoor space). Write the start time on the first observation form.

3. Data should be representative of the entire class period. Even in emergency situations (e.g., can't find the class), do not begin observations if the class is underway for over five minutes.

4. Observe the target student activity, lesson context, and teacher behavior throughout the 10-second observe interval. Enter your codes by circling the appropriate symbols during the 10-second record interval.

5. Code Student One for four minutes (12 observations). Then code Student Two, Three, and Four in sequence. Continue in this manner, rotating the focus on a different target student every four minutes, until class ends.

6. End observing when 51% of the students have departed the instructional area. Record end time on the first observation form.

7. Rewind or turn over the audio tape.

5. Data Summary .

1. Calculate and record the class length on the first observation form.

2. Tabulate (sum vertically) and record the total for each of the 18 coding categories at the bottom of each observation page.

3. Transpose the sum from the observation pages to the SOFIT Summary sheet.

4. Sum the intervals for each page by category (horizontally) and record under TOTAL.

5. Complete the top of the SOFIT Summary Sheet.

6. Attach forms in the following order: 1) SOFIT Lesson Summary Form; 2) SOFIT Lesson Observation Forma (in order); and 3) any reliability materials.

6. Reliability checks.

1. Ten to 15% of SOFIT lessons from each school will be coded independently by two observers.

2. When doing reliability checks, use a single tape recorder to pace both observers. Insert a y-adapter into the audio-out and attach the two ear jacks to it.

3. One observer will be the head observer and that person's data will be entered for analysis. The other person will be designated as the Reliability Observer and they should indicate this on the SOFIT Recording Form.

7. Calculating reliabilities.

Calculate percentage agreement for the three major categories on an interval-by-interval basis using the standard formula (agreements/observed intervals multiplied by 100) using the following steps:

a) Match SOFIT Lesson Observation Forms by date, teacher, page, and interval.
b) On the reliability observer's Lesson Observation Form, mark a red square to indicate any instance of disagreement for student activity, lesson context, or teacher behavior.
c) Total the number of disagreements (red squares) for student activity, lesson context, or teacher behavior and write the number at the bottom of the respective column.
d) Summarize the pages and report for the entire lesson by completing a table similar to the following:

	TOTAL # OBS	TOTAL # DISAGREE	TOT. # AGREE	PERCENT AGREE
Student Activity				
Lesson Context				
Teacher Behavior				

e) Calculate the reliabilities (percent agreement during entire class) using the formula below:
 # Agreements/Total # observations x 100 = xx.x%

f) Attach results to the Reliability observer's data.

Supplementary SOFIT rules:

1. During non-coed lessons, select 5 students of the same gender.

2. During lessons that are team taught, record the behavior of the teacher that is responsible for the target child.

COMPLETING THE SOFIT RECORDING FORM

DATE Enter numbers for Month (**MM)**, Day (**DD**), and Year **(YYYY**)

SCHOOL Print school name or ID

GRADE Enter the school grade of class (enter median grade for combination classes).

TEACHER ID Print teacher's name or use the following codes: (00=substitute teacher; 1-99=classroom teacher; 100-200=PE specialist

TEACHER GENDER Indicate the gender of the instructor leading the class. **M**=male; **F**=female

TIME START Enter actual time the lesson started (Use 24 hour clock; 0900 is 9AM, 13:30 in 1:30PM).

OBSERVER Enter your personal observer code

REL OBS Fill in "YES" only if your observations were designated as reliability checks.

NO. of STUDENTS Identify number of students that participated in the lesson. Do not include those enrolled but absent or too ill too participate.

LOCATION Specify the primary location of the lesson: **O**=outdoors; **I**=indoors; **B**=both.

TIME END Enter actual time the lesson ended (Use 24 hour clock).

NO OF OBSERVATIONS Enter total number of observations made.

PAGE Circle the number of current data page and enter the total number of pages for the entire lesson.

INTERVAL Identifies sequence for recording. Identify whether the observed student is **M** (male) or **F** (female).

STUDENT ACTIVITY Identify the activity level of observed student at the "record" signal: **1**=lying down; **2**=sitting; **3**=standing; **4**=walking; **5**=very active.

LESSON CONTEXT Identify the lesson context/content occurring at the "record" signal: **M**=management; **K**=general knowledge; **P**=physical fitness knowledge; **F**=fitness activity; S=skill drills; **G**=game play; **O**=Other (e.g., free play).

INTERACTIONS Identify the teacher behavior occurring throughout the interval using the following hierarchy for coding: P=promotes fitness; D=demonstrates fitness; I=general instruction; M=manages; O=observes; T=other task.

COMMENTS Write notes to describe the target student, lesson activities, or unusual events.

Date _____ School _____ Grade __ Teacher _____ Tchr Gen: M F
Time start _____ Observer _____ Rel obs ____ No of students ____ Location: O I
Time end _____ Lesson Length _____ No of obs. ____ Page 1 2 3 4 of __

Interval		Student Activity	Lesson Context	NOTES
	1	1 2 3 4 5	M K P F S G O	
	2	1 2 3 4 5	M K P F S G O	
	3	1 2 3 4 5	M K P F S G O	
o	4	1 2 3 4 5	M K P F S G O	
n	5	1 2 3 4 5	M K P F S G O	
e	6	1 2 3 4 5	M K P F S G O	
	7	1 2 3 4 5	M K P F S G O	
m/f	8	1 2 3 4 5	M K P F S G O	
	9	1 2 3 4 5	M K P F S G O	
	10	1 2 3 4 5	M K P F S G O	
	11	1 2 3 4 5	M K P F S G O	
	12	1 2 3 4 5	M K P F S G O	
	13	1 2 3 4 5	M K P F S G O	
	14	1 2 3 4 5	M K P F S G O	
	15	1 2 3 4 5	M K P F S G O	
t	16	1 2 3 4 5	M K P F S G O	
w	17	1 2 3 4 5	M K P F S G O	
o	18	1 2 3 4 5	M K P F S G O	
	19	1 2 3 4 5	M K P F S G O	
m/f	20	1 2 3 4 5	M K P F S G O	
	21	1 2 3 4 5	M K P F S G O	
	22	1 2 3 4 5	M K P F S G O	
	23	1 2 3 4 5	M K P F S G O	
	24	1 2 3 4 5	M K P F S G O	
	25	1 2 3 4 5	M K P F S G O	
	26	1 2 3 4 5	M K P F S G O	
	27	1 2 3 4 5	M K P F S G O	
t	28	1 2 3 4 5	M K P F S G O	
h	29	1 2 3 4 5	M K P F S G O	
r	30	1 2 3 4 5	M K P F S G O	
e	31	1 2 3 4 5	M K P F S G O	
e	32	1 2 3 4 5	M K P F S G O	
	33	1 2 3 4 5	M K P F S G O	
m/f	34	1 2 3 4 5	M K P F S G O	
	35	1 2 3 4 5	M K P F S G O	
	36	1 2 3 4 5	M K P F S G O	
	37	1 2 3 4 5	M K P F S G O	
	38	1 2 3 4 5	M K P F S G O	
	39	1 2 3 4 5	M K P F S G O	
f	40	1 2 3 4 5	M K P F S G O	
o	41	1 2 3 4 5	M K P F S G O	
u	42	1 2 3 4 5	M K P F S G O	
r	43	1 2 3 4 5	M K P F S G O	
	44	1 2 3 4 5	M K P F S G O	
m/f	45	1 2 3 4 5	M K P F S G O	
	46	1 2 3 4 5	M K P F S G O	
	47	1 2 3 4 5	M K P F S G O	
	48	1 2 3 4 5	M K P F S G O	
SUM		| | | | |	| | | | | |	

SOFIT SUMMARY SHEET

Date _____ School _____ Grade ___ Teacher _____
Observer _____ Rel obs _____ No of students _____
Lesson length _____ min Total observed intervals _____

	PAGE 1	2	3	4	TOTAL
Student behavior					
1. lying down					
2. sitting					
3. standing					
4. walking					
5. very active					
Lesson context					
Management (M)					
General knowledge (K)					
Physical fitness know (P)					
Fitness activity(F)					
Skill practice (S)					
Game play (G)					
Other (O)					

SPECIAL NOTES:

Date _____ School _____ Grade __ Teacher _____ Tchr Gen: M F
Time start _____ Observer _____ Rel obs ____ No of students ____ Location: O I B
Time end _____ Lesson Length _____ No of obs. ____ Page 1 2 3 4 of __

Interval		Student Activity	Lesson Context	Interactions	NOTES
	1	1 2 3 4 5	M K P F S G O P D I M O T		
	2	1 2 3 4 5	M K P F S G O P D I M O T		
	3	1 2 3 4 5	M K P F S G O P D I M O T		
o	4	1 2 3 4 5	M K P F S G O P D I M O T		
n	5	1 2 3 4 5	M K P F S G O P D I M O T		
e	6	1 2 3 4 5	M K P F S G O P D I M O T		
	7	1 2 3 4 5	M K P F S G O P D I M O T		
m/f	8	1 2 3 4 5	M K P F S G O P D I M O T		
	9	1 2 3 4 5	M K P F S G O P D I M O T		
	10	1 2 3 4 5	M K P F S G O P D I M O T		
	11	1 2 3 4 5	M K P F S G O P D I M O T		
	12	1 2 3 4 5	M K P F S G O P D I M O T		
	13	1 2 3 4 5	M K P F S G O P D I M O T		
	14	1 2 3 4 5	M K P F S G O P D I M O T		
	15	1 2 3 4 5	M K P F S G O P D I M O T		
t	16	1 2 3 4 5	M K P F S G O P D I M O T		
w	17	1 2 3 4 5	M K P F S G O P D I M O T		
o	18	1 2 3 4 5	M K P F S G O P D I M O T		
	19	1 2 3 4 5	M K P F S G O P D I M O T		
m/f	20	1 2 3 4 5	M K P F S G O P D I M O T		
	21	1 2 3 4 5	M K P F S G O P D I M O T		
	22	1 2 3 4 5	M K P F S G O P D I M O T		
	23	1 2 3 4 5	M K P F S G O P D I M O T		
	24	1 2 3 4 5	M K P F S G O P D I M O T		
	25	1 2 3 4 5	M K P F S G O P D I M O T		
	26	1 2 3 4 5	M K P F S G O P D I M O T		
	27	1 2 3 4 5	M K P F S G O P D I M O T		
t	28	1 2 3 4 5	M K P F S G O P D I M O T		
h	29	1 2 3 4 5	M K P F S G O P D I M O T		
r	30	1 2 3 4 5	M K P F S G O P D I M O T		
e	31	1 2 3 4 5	M K P F S G O P D I M O T		
e	32	1 2 3 4 5	M K P F S G O P D I M O T		
	33	1 2 3 4 5	M K P F S G O P D I M O T		
m/f	34	1 2 3 4 5	M K P F S G O P D I M O T		
	35	1 2 3 4 5	M K P F S G O P D I M O T		
	36	1 2 3 4 5	M K P F S G O P D I M O T		
	37	1 2 3 4 5	M K P F S G O P D I M O T		
	38	1 2 3 4 5	M K P F S G O P D I M O T		
	39	1 2 3 4 5	M K P F S G O P D I M O T		
f	40	1 2 3 4 5	M K P F S G O P D I M O T		
o	41	1 2 3 4 5	M K P F S G O P D I M O T		
u	42	1 2 3 4 5	M K P F S G O P D I M O T		
r	43	1 2 3 4 5	M K P F S G O P D I M O T		
	44	1 2 3 4 5	M K P F S G O P D I M O T		
m/f	45	1 2 3 4 5	M K P F S G O P D I M O T		
	46	1 2 3 4 5	M K P F S G O P D I M O T		
	47	1 2 3 4 5	M K P F S G O P D I M O T		
	48	1 2 3 4 5	M K P F S G O P D I M O T		
SUM					

SOFIT SUMMARY SHEET

Date _____ School _____ Grade ___ Teacher _____
Observer _____ Rel obs _____ No of students _____
Lesson length _____ min Total observed intervals _____

	PAGE 1	2	3	4	TOTAL
Student behavior					
1. lying down					
2. sitting					
3. standing					
4. walking					
5. very active					
Lesson context					
Management (M)					
General knowledge (K)					
Physical fitness know (P)					
Fitness activity(F)					
Skill practice (S)					
Game play (G)					
Other (O)					
Interactions					
Promotes fitness (P)					
Demonstrates fitness (D)					
General instruction (I)					
Manages (M)					
Observes (O)					
Other task (T)					

SPECIAL NOTES: