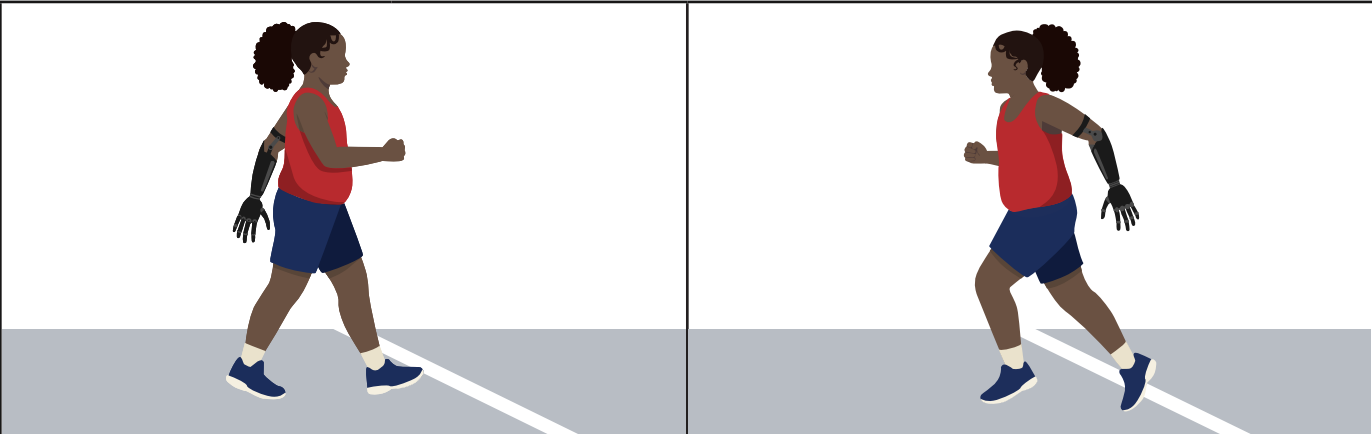




20-Meter Beep Test

	
Purpose	This test measures cardiovascular endurance.
Goal	To keep pace with the audio for as many laps as possible
Equipment	▪ Cones, tape, or chalk to mark 2 turnaround lines ▪ Beep test audio file ▪ Speaker ▪ Scorecard and pen or pencil, OR tablet/laptop with digital scorecard
Space	A flat 20-meter lane with turnaround lines at each end
Setup	Measure and clearly mark a 20-meter course with turnaround lines at each end. Test the audio and speaker volume before students begin.

Safety Considerations



- Students with a cardiac, respiratory, or other condition that limits sustained aerobic activity should follow their physician's specific activity clearance — see the Adapted PE Guide for asthma and cardiac considerations.
- Tell students to stop and notify you if they feel pain, dizziness, chest tightness, or shortness of breath beyond normal exertion.
- Have students walk and stretch in a designated cool-down area after they finish, rather than stopping abruptly.
- Before starting, ensure that water is available and make a plan for responding to medical concerns.

How to Administer the Test



- 1. Explain the test.** Tell students they will be doing the beep test, which measures how well your heart and lungs work while you're active.
- 2. Demonstrate the test.** Explain that students will run back and forth on a marked area to a beep prompt. The pace gets faster throughout the test, and the goal is to keep up for as many laps as possible. Turn on the audio track and demonstrate a few laps for the students. Let students know that partners will be watching whether they reach the line in time and will record the number of laps completed.
- 3. Position students.** Have students line up behind the start line.
- 4. Begin the test.** Start the audio. On the first beep, students run between the 2 lines, reaching the opposite line before the next beep sounds.
- 5. Monitor pace.** If a student reaches the line before the beep, they wait for it before reversing direction. The sound of the beep changes at each level to let students know that the pace is increasing. Students must reach the line before the tone, then turn and continue running at the new pace.

How to Administer the Test



- 6. End the test.** Partners give 1 warning if a student fails to reach the line before the beep. The student's test ends if they fail to reach the line on 2 consecutive beeps, or if they show signs of being unable to continue safely. (Note: If a student misses a line but catches up and reaches the next line in time, the warning resets.)
- 7. Finish and cool down.** Partners document the number of laps completed, while students complete a cool-down and drink water.
- 8. Score the test.** Record each student's last lap completed on the scorecard.

Conducting the Test with Limited Space



An alternative 15-meter version of this test is available. Use the same protocol, but mark a 15-meter course and use the 15-meter version of the audio track. Measure students scores against the 15-meter benchmarks for national and presidential awards.

The Student's Test Ends if...



- The student fails to reach the line before the beep on 2 consecutive tries (2 back-to-back beeps).
- The student shows signs of being unable to continue safely (see Safety Considerations, above).
- The student leaves the lane or stops running at the level-change tone instead of turning and continuing.

Read Aloud Script



The beep test measures how well your heart and lungs work while you're active. The goal is to keep pace with the series of beeps for as many laps as possible.

Run to the opposite line and reach it before the beep sounds. Wait at the line until the next beep, then run back. The pace will get faster throughout the test. If you miss the line once, you should keep going to catch back up. If you fail to reach the line on 2 back-to-back beeps, your test is over. Your partner will record your last completed lap. 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, warning for improper form, and stop. Consider a visual timer so the student can track their own hold time.

Students who are blind or have low vision

Provide additional verbal detail when explaining the lane and turnaround points. Before testing, walk the student through the course so they can count steps and build a spatial sense of the distance and turn points. Provide a different auditory signal (e.g., clap, bell) at both ends of the course, so the student knows when they have crossed the line.



Students with intellectual or developmental disabilities (IDD)	Extra demonstration, visual cue cards, peer modeling, and/or a practice lap or 2 before the test can be useful for students who need more processing time. A pacing partner can help students with IDD maintain maximum effort and understand pacing. For students with sensory sensitivities, provide an option to complete the test privately and/or with low volume for the beep prompt. Alternatively, students with IDD might benefit from doing a 6-minute walk test (explained below).
Students who use a wheelchair or other mobility aids	The tight turns and set pace of the beep sequence make the beep test extra challenging for students who use wheelchairs or other mobility aids. Consider the 6-minute walk/wheel test: The student walks at a self-selected pace on a measured, flat course for 6 minutes, covering as much distance as possible. Student may slow down or pause briefly and resume without penalty. Record the total distance covered when time expires. ▪ To administer: Mark a loop or out-and-back lane with distance markers (or use a track). After saying, “Ready, go” and starting the 6-minute timer, call out remaining time at set intervals (e.g., every minute). When the time is up, say “stop” and mark where the student ended the test. Count the number of laps completed and add partial distance if the student is mid-lap when time ends.