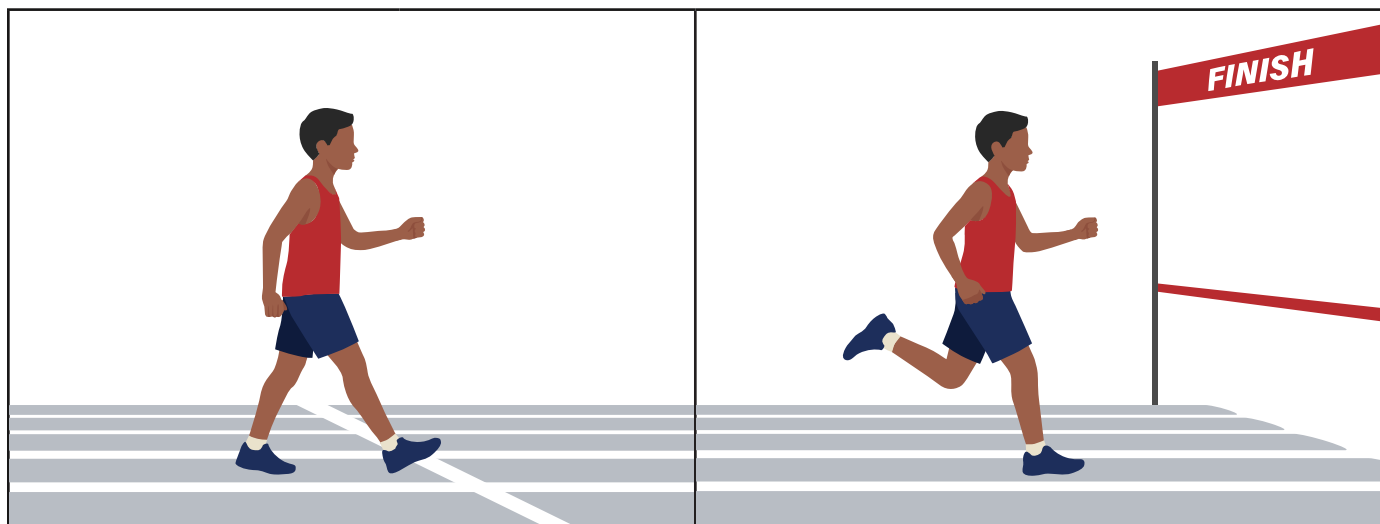




1-Mile Run



Purpose	This test measures cardiovascular endurance.
Goal	Students run, walk, or wheel a measured 1-mile course as quickly as possible.
Equipment	▪ Measuring wheel or tape measure ▪ Stopwatches (1 per pair of students) or a single shared visible timer for the whole group ▪ Lap counters (or paper and pen for partners to tally laps) ▪ Scorecard and pen or pencil, OR tablet/laptop with digital scorecard
Space	A marked, flat course or track measuring 1 mile
Setup	Measure your desired space using a measuring wheel or tape measure. Mark the route, start line, finish line, and any turns before students arrive. Position staff or volunteers at key locations to provide direction, monitor safety, and encourage students to stay within boundaries.

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 "Conducting the Presidential Fitness Test for Students with Disabilities or Health Concerns" 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.
- Before starting, ensure that water is available and make a plan for responding to medical concerns.
- Have students cool down by walking for a few minutes after finishing, rather than stopping abruptly.

How to Administer the Test



- 1. Explain the test.** Tell students they will be completing a 1-mile run, which measures how well their heart and lungs work while you're active. The goal is to complete the mile as quickly and safely as possible.
- 2. Demonstrate the route.** Walk or point out the marked route, start line, finish line, and any turns before starting. Note that students may run, walk, or wheel, but they must remain on the marked route and follow staff/volunteer directions. Remind students to pace themselves rather than starting too fast, so their results reflect their aerobic fitness. If the course requires laps, specify the number of laps students need to complete. Partners can monitor student progress, count laps, and document completion time.
- 3. Position students.** Have students line up behind the start line.
- 4. Begin the test.** Say "Ready, go." Partners start the stopwatch or everyone begins timing with a single shared visible clock.
- 5. Monitor the course.** Staff or volunteers at key points confirm that students stay on the marked route and follow directions. Students may run, walk, or wheel. Partners count and record laps, if needed.

How to Administer the Test



- 6. Finish and cool down.** Partners document students' time to complete the mile, while students complete a cool-down and drink water.
- 7. Score the test.** Record each student's finish time to the nearest second and verify that they completed all required laps or course segments. Consider documenting whether a student took walk breaks or walked the entire test.

Conducting the Test with Limited Space



If a full mile-length route or track isn't available, the test can still be administered accurately using a shorter loop and multiple laps.

- Measure a shorter loop — around a gym, a small field, or a paved lot — and calculate how many laps equal 1 mile (1 mile is 5,280 feet or 1,609 meters). A 400-meter loop needs just over 4 laps. A standard high school basketball course perimeter is 268 feet, so students would complete 19.7 laps.
- Use a reliable lap-counting system, since more, shorter laps mean more chances for a miscount. Options include using a mechanical lap counter, using a tally sheet kept by a partner, or having each student drop a token (bead, poker chip, popsicle stick) into a cup each time they pass the start/finish point.
- To avoid congestion and collisions on turns, run the test in smaller heats or waves instead of having all students complete the test at the same time.
- Mark turns clearly. Tight, frequent turns carry more risk of ankle rolls and collisions than a straight route.

Read Aloud Script



The 1-mile run measures how well your heart and lungs work while you're active. The goal is to run, walk, or wheel 1 mile as quickly and safely as possible.

Complete the course by following the marked route and all staff or volunteer directions. You may run, walk or wheel, but you must complete the entire course. Start at a safe pace and try not to start out too fast. This will help you keep a consistent pace, so that your score accurately reflects your ability. Your time will stop when you cross the finish line.

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 or a visual start cue in addition to the verbal "ready, go," and mark the course with directional signage.

Students who are blind or have low vision

Provide additional verbal detail when explaining the course. Consider a sighted guide or tether partner who runs alongside the student for orientation and safety.

Students with intellectual or developmental disabilities (IDD)

Extra demonstration, visual cue cards, peer modeling, and/or a practice lap can be useful for students who need more processing time. For students with sensory sensitivities, consider a less crowded start or a slightly staggered start time. A pacing partner can help students with IDD maintain maximum effort during the long test.



Students who use a wheelchair or other mobility aid

Many students who use a wheelchair or other mobility aids can complete this test without modifications or adaptations; however, some may benefit from a shortened course. Work with the special education or adapted PE team, parents, and the student to decide whether a shortened course is needed.

Students with asthma

Students with asthma or another respiratory condition should follow their physician's activity clearance. A few mile-run-specific considerations:

- Confirm that the student's rescue inhaler is with them or with you. Consider a lapped course so you can monitor students at all times.
- Allow an additional 5–10-minute warm-up of light activity before the timed run starts. A gradual warm-up reduces the risk of exercise-induced bronchoconstriction.
- Cold, dry air is a common trigger. Consider offering an indoor loop option as an accommodation or for all students.
- Remind students that they should start at a comfortable pace and can slow down or walk at any time.
- Stop the student and seek help immediately for persistent coughing, wheezing, chest tightness, or difficulty speaking during the run.