

One-Mile Run

⇒ *Alternative*

The one-mile run can be used instead of the PACER to provide an estimate of VO_2max . For students who enjoy running and are highly motivated it is a very good alternative assessment.

Test Objective

To run a mile at the fastest pace possible. If a student cannot run the total distance, **walking is permitted.**

Equipment and Facilities

A flat running course, stopwatch, pencil, and score sheets (included in appendix B) are required. The course may be a track or any other measured area. The course may be measured using a tape measure or cross country wheel. Caution: If the track is metric or shorter than 440 yards, adjust the running course (1,609.34 meters = 1 mile; 400 meters = 437.4 yards; 1,760 yards = 1 mile). On a metric track the run should be four laps plus 10 yards.

Test Instructions

Students begin on the signal "Ready, Start." As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 20 students at one time by dividing the group. Have each student select a partner; one is the runner and one is the scorer. While one group runs, partners count laps and record the finish time. Appendix B contains a sample score sheet for scorers to use.

Scoring

The one-mile run is scored in minutes and seconds. A score of 99 minutes and 99 seconds indicates that the student could not finish the distance. Students ages 5 to 9 years in grades K-3 do not have to be timed; they may simply complete the distance and be given a score of 00 minutes and 00 seconds. Regardless of the entry in the software for students ages 5 through 9 years, a performance standard will not be used to evaluate their score. Nine-year-olds in grade 4 should receive a score. All 10-year-olds should receive a score regardless of grade level.

Performance standards for students in grades K-3 have purposefully not been established. There are concerns regarding the reliability and validity of the

test results for very young children. Even with practice, it is difficult to ensure that young children will pace themselves appropriately and give a maximal effort. The object of the test for these younger students is simply to complete the 1-mile distance at a comfortable pace and to practice pacing (photo 5.1).



PHOTO 5.1 Student running.

Suggestions for Test Administration

- Call out times as the runners pass the start/stop line to assist students in pacing themselves.
- Preparation for the test should include instruction about pacing and practice in pacing. Without instruction, students usually run too fast early in the test and then are forced to walk in the later stages.
- Results are generally better if the student can maintain a constant pace during most of the test.
- Walking is definitely permitted. Although the objective is to cover the distance in the best possible time, students who must walk should not be made to feel inferior. Encourage students who walk to

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move at a fast pace, rather than stroll. Attainment of the Healthy Fitness Zone is the important factor.

- Have students set a goal before running.
- Students should always warm up before taking the test. It is also important that students cool down by continuing to walk for several minutes after completing the distance. A good suggestion is to have those who have completed the distance do an easy activity (like juggling, hula hoop) while waiting for others to complete the distance. This keeps everyone moving and busy and takes the focus off the slower students who will complete the distance last.

- Administration of the test under conditions of unusually high temperature or humidity or when the wind is strong should be avoided, as these elements may be unsafe or may lead to an invalid estimate of aerobic capacity.

- Counting laps completed and accurately recording the run time can be a problem when a relatively small course is utilized with younger children. Many techniques are acceptable. Pair the students and have the resting partner count laps and record time for the runner. Older students or parents may be asked to assist in recording results for younger students. Appendix B contains a sample scoring and recording sheet.