

TAKE 10!® Student Assessments of Knowledge Kindergarten through Grade 5

Purpose of TAKE 10! Student Assessments

The assessments provide a mechanism for demonstrating students' mastery of important concepts and skills related to physical activity, nutrition, and general health and safety habits addressed in the TAKE 10! program.

Features and Characteristics of TAKE 10! Student Assessments

- End-of-year assessments of basic knowledge of physical activity, nutrition, and general health and safety concepts and skills covered on TAKE 10! activity cards
- Objective-referenced tests with two items per objective
- Test length and reading level appropriate for each grade
- All closed-form items; easy to grade
- Opportunity to reinforce and practice standardized test-taking skills

Development of TAKE 10! Student Assessments

- The TAKE 10! materials for kindergarten through grade 5 were reviewed and a matrix was prepared outlining student objectives by content areas (physical activity, nutrition, and general health/safety) and grade levels.
- The cognitive level of the objectives was reviewed and higher-level processes were included as appropriate.
- The objectives were submitted to a panel of teachers to establish the content validity of the objectives. Teachers responded to two questions:
 1. Is the objective appropriate for the grade level?
 2. If yes, is the objective a basic or an advanced skill for the specified grade level?
- Test items were developed for the objectives that were determined "appropriate" and "basic" by teachers. Only objectives covered by TAKE 10! activity cards were assessed.
- Two items were written for each objective. For kindergarten and grade 1, two choices were provided for each item. Illustrations were added for the choices as much as possible. For grade 2, three choices were provided for each item and for grades 3 through 5, four choices were provided for each item. Matching items were also included for grades 4 and 5. (See the Objective/Item Relationships charts for each grade level.)
- Items were reviewed by teachers and revised as needed. All choices were considered plausible. Correct answers were randomly distributed among the choices.
- Consumable materials are provided for Kindergarten and grades 1 and 2. Students in grades 3 through 5 may use an answer sheet.

Administering the Assessment

Kindergarten and First Grade

The teacher will read the questions to the students in these grade levels. To respond to the assessment items, students must be able to recognize numbers (1-10) and letters (A and B). Students who are not able to perform these tasks should not be included in the assessment.

The three assessments may be administered individually or all at one time. Allow approximately 20 to 30 minutes for the entire assessment.

Directions:

Give each student an assessment and a pencil. Remove other materials that might be distracting from the work area. Tell the students to write their names on the assessment.

Say: “Students, today I am going to check what you have learned this year from the TAKE 10! activities we have done in class. When we have finished, I will collect your work.”

The Teacher continues, “I will read the questions to you as you follow along. For each question, you will choose the correct answer from two choices – A or B. (Write A and B on the board.) You will draw a circle around the letter for the correct answer. For example, if A is the correct answer, you would draw a circle around A like this (draw a circle around A). For each question you will choose only one answer and draw a circle around only one letter.”

“Now, let’s practice circling the correct answer. Find the practice question at the top of the page below your name. Question: Which part of the body helps you breathe? A. Lungs, B. Heart. The correct answer is A. Circle letter A.” Check that the students have followed the directions correctly.

“Are you ready to begin? Below the practice question find question #1. These questions are about _____ (physical activity, eating healthy foods, or good health and safety habits). Listen as I read the question and the answers.”

Read the questions and answers and allow students time to respond to each question. Continue through the assessment. You may stop after an assessment, or continue to complete all three.

When the students have completed the assessment, collect the materials. Be sure that a name appears on the top of each assessment. Praise the students for completing the task.

TAKE 10![®] Knowledge Assessment

Objective/Item Relationships, Answer Key & Scoring Procedure

| Grade One Objectives | Item Number | Item Answer |
|-----------------------------------------------|--------------------|--------------------|
| <i>Nutrition</i> | | |
| • Name fruits and vegetables | 1 | A |
| • Name fruits and vegetables | 2 | B |
| • Foods to eat for a good breakfast | 3 | B |
| • Foods to eat for a good breakfast | 4 | A |
| • Eating breakfast is important | 5 | A |
| • Fruits and vegetables | 6 | B |
| <i>Physical Activity/Exercise</i> | | |
| • Describe how to stretch | 1 | B |
| • Describe how to stretch | 2 | A |
| • Know exercise is important | 3 | A |
| • Know exercise is important | 4 | B |
| • Distinguish between exercise and inactivity | 5 | B |
| • Distinguish between exercise and inactivity | 6 | B |
| <i>General Health and Safety</i> | | |
| • Know about bones | 1 | A |
| • Know about bones | 2 | A |
| • Describe good health habits | 3 | B |
| • Describe good health habits | 4 | A |
| • Know about the brain | 5 | B |
| • Know about organ | 6 | B |
| Total Number of Objectives | | 9 |

Scoring Procedure

Use the scoring grid to score the assessments. There are two items per objective. Mastery of the objective is assessed as follows:

Mastery = 2 items correct

Partial Mastery = 1 item correct

Non-mastery = No items correct

For each student, determine the number of objectives mastered for each content area and write the number in the blank below.

Scoring:

| Objectives | <i>Nutrition (3)</i> | <i>Physical Activity/Exercise (3)</i> | <i>General Health and Safety (3)</i> |
|----------------------|----------------------|---------------------------------------|--------------------------------------|
| # Mastered | | | |
| # Partially Mastered | | | |

TAKE 10!® Knowledge Assessment

Grade 1 – Nutrition

Name: _____

Practice Item: Which part of the body helps you breathe?

A. Lungs



B. Heart



1. Broccoli is a green vegetable.

A. Yes



B. No



2. Which food is a fruit?

A. Milk



B. Watermelon



3. Which is a healthy drink for breakfast?

A. Water



B. Milk



4. Which is a healthy food to eat for breakfast?

A. Cereal





B. Cookies




TURN PAGE OVER


5. It is important to eat breakfast everyday.

A. Yes 

B. No 

6. It is OK to eat only one color of fruit or vegetable each day.

A. Yes 

B. No 

TAKE 10!® Knowledge Assessment

Grade 1 – Physical Activity

Name: _____

Practice Item: Which part of the body pumps blood?


A. Lungs




B. Heart




1. You should hold your breath while stretching.

A. Yes 


B. No 


2. Stretching is a good way to cool down.

A. Yes 

B. No 


3. Everyone should exercise almost every day.

A. Yes 

B. No 

4. Physical activity is bad for your heart.

A. Yes 

B. No 

TURN PAGE OVER

5. Which activity is exercise?

A. Reading



B. Jumping Rope



6. Which activity is **not** exercise?

A. Dancing



B. Singing



TAKE 10!® Knowledge Assessment

Grade 1 – General Health and Safety

Name: _____

Practice Item: Which part of the body helps you breathe?


A. Lungs




B. Heart



1. Bones need calcium to stay strong.

A. Yes 

B. No 

2. Which food helps your bones to be strong?

A. Milk



B. Apples



3. Which is a good health habit?

A. Watching T.V.




B. Being Active



4. Drinking plenty of water is a good health habit.

A. Yes 

B. No 

TURN PAGE OVER

5. The “thinking” organ is the _____.

A. Heart



B. Brain



6. The kidneys live in the skull.

A. Yes



B. No



Please read the statements and respond by placing the appropriate scale number in the blank provided.

- 5= Strongly Agree
- 4= Agree
- 3= Neither Agree or Disagree
- 2= Disagree
- 1= Strongly Disagree

| | |
|----------------------------------------------------|--------------------------------------------------------------------------------------|
| _____ | 1. It is possible to implement one TAKE 10! activity each day. |
| _____ | 2. It is possible to implement more than one TAKE 10! Activity each day. |
| _____ | 3. I typically implemented a TAKE 10! activity for the recommended 10 minute period. |
| _____ | 4. I will continue to implement TAKE 10! next school term. |
| _____ | 5. I would recommend TAKE 10! to another teacher or school. |
| _____ | 6. I have recommended TAKE 10! to another teacher or school. |
| _____ | 7. I have used TAKE 10! as a model for creating my own integrated lessons. |
| _____ | 8. TAKE 10! activity breaks help students to refocus during long academic blocks. |
| _____ | 9. My students request TAKE 10! Activities when not done on a particular day. |
| _____ | 10. TAKE 10! materials effectively integrate academics and physical activity. |
| _____ | 11. TAKE 10! has helped me be a more effective classroom teacher. |
| _____ | 12. TAKE 10! has helped me understand the link between movement and learning. |
| _____ | 13. TAKE 10! is part of my daily classroom routine. |
| _____ | 14. TAKE 10! Materials are of a high quality. |
| _____ | 15. TAKE 10! Is helpful in reinforcing academic concepts. |
| _____ | 16. My students enjoy the TAKE 10! sessions. |
| I would change the following about TAKE 10!: _____ | |
| I really like the following about TAKE 10!: _____ | |
| General Comments: _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

Please send your comments and suggestions about TAKE 10! to: take10@ilsf.org.