

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

Purpose of TAKE 10! Student Assessments

To provide a tool 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! School 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 and worksheets
- 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 TAKE 10![®] Assessments

Grade Two

Teacher will need to make a copy of the questionnaire(s) for distribution to students. Students will read the questions and mark their answers on the assessment (consumable materials).

The three assessments (Nutrition, Physical Activity and General Health and Safety) 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 line on the cover page of 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 check your work”.

“You will read each question silently. These questions are about _____ (physical activity, eating healthy foods, or good health and safety habits). For each question, there are three possible answers, A, B, or C. There is only one correct answer for each question. You will select the one correct answer and circle the letter for the correct answer.

“Now, let’s practice circling the correct answer. Find the practice question at the top of the page below your name. (Practice Item: Which organ pumps blood in your body? A. Lungs, B. Heart, C. Brain). The correct answer is B. Circle letter B. (Check that the students have followed the directions correctly).”

“Are you ready to begin? Try to answer every question. When you have answered all the questions, go back and check your answers. You may change an answer if you want to. Below the practice question find question #1 and begin.”

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

Objectives – Grade Two	Item Number	Item Answer
<i>Nutrition</i>		
• Name fruits and vegetables	1	B
• Name fruits and vegetables	2	B
• Name foods in the five food groups	3	C
• Name foods in the five food groups	4	A
• Select healthy snacks	5	A
• Select healthy snacks	6	A
<i>Physical Activity/Exercise</i>		
• Describe how to stretch	1	A
• Describe how to stretch	2	B
• Compare low and high intensity exercises	3	C
• Compare low and high intensity exercises	4	A
• Know the number of days to be active each week	5	C
• Know the number of days to be active each week	6	C
• Identify ways to promote walking to school	7	A
• Identify ways to promote walking to school	8	A
• List vigorous activities to do outdoors/indoors	9	C
• List vigorous activities to do outdoors/indoors	10	A
• Describe family activities to promote health	11	B
• Describe family activities to promote health	12	A
<i>General Health and Safety</i>		
• Know about bones	1	B
• Know about bones	2	B
• Describe good health habits	3	C
• Describe good health habits	4	B
• Describe good safety habits	5	A
• Describe good safety habits	6	C
• Explain how the heart works	7	C
• Explain how the heart works	8	C
• Explain how the lungs work	9	B
• Explain how the lungs work	10	A
Total Number of Objectives		
		14

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</i> (3)	<i>Physical Activity/Exercise</i> (6)	<i>General Health and Safety</i> (5)
# Mastered			
# Partially Mastered			

TAKE 10!® Knowledge Assessment
Grade 2 – Nutrition

Name: _____

Directions: Circle the letter for the correct answer.

Practice Item: Which organ pumps blood in your body?

- A. Lungs
- B. Heart
- C. Brain

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1. Which vegetable is **not** green?
 - A. Broccoli
 - B. Potato
 - C. Spinach

 2. Which fruit do raisins come from?
 - A. Cherries
 - B. Grapes
 - C. Peanuts

 3. Which food is **not** in the Milk group?
 - A. Yogurt
 - B. Cheese
 - C. Eggs

 4. Which food is **not** in the Meat Group?
 - A. Cheese
 - B. Dried beans
 - C. Fish

TURN PAGE OVER

5. _____ is a good choice as a healthy snack.

- A. Fruit
- B. Cake
- C. Water

6. _____ are a good choice for a healthy snack.

- A. Carrots
- B. French Fried Potatoes
- C. Cookies

STOP

TAKE 10!® Knowledge Assessment
Grade 2 – Physical Activity

Name: _____

Directions: Circle the letter for the correct answer.

Practice Item: Which organ pumps blood in your body?
A. Lungs
B. Heart
C. Brain

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1. As you stretch you should _____.
 - A. Inhale and Exhale
 - B. Hold your breath
 - C. Bounce
 2. You should repeat each stretch at least _____ times.
 - A. Two
 - B. Three to Five
 - C. Ten
 3. Which activity makes your heart beat the fastest?
 - A. Arm circles
 - B. Forward lunges
 - C. Jump rope in place
 4. Which activity makes your heart beat the fastest?
 - A. Running
 - B. Walking
 - C. Stretching
 5. How many days of the week should you do TAKE 10! at school?
 - A. Three days
 - B. Four days
 - C. Five days

TURN PAGE OVER

6. How many days of the week should you exercise?
 - A. Three days
 - B. Five days
 - C. Seven days

7. Which is an advantage of walking to school?
 - A. You get exercise
 - B. You use gasoline as fuel
 - C. It takes more time to walk

8. Students are more likely to walk to school if:
 - A. There are sidewalks
 - B. There are buses
 - C. Classes start later

9. Which outdoor activity makes your heart beat faster?
 - A. Walking
 - B. Stretching
 - C. Skipping

10. Which indoor activity makes your heart beat the fastest?
 - A. Jumping jacks
 - B. Stretching
 - C. Running

11. Which family activity is **not** heart healthy?
 - A. Cleaning the house
 - B. Riding in the car
 - C. Taking a walk in the park

12. Which family activity makes everyone healthier?
 - A. Eating breakfast every day
 - B. Reading books
 - C. Watching a movie

STOP

TAKE 10!® Knowledge Assessment
Grade 2 – General Health and Safety

Name: _____

Directions: Circle the letter for the correct answer.

Practice Item: Which organ pumps blood in your body?
A. Lungs
B. Heart
C. Brain

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1. When two or more bones come together, it is called a _____.
A. Squat
B. Joint
C. Muscle
 2. Calcium is a _____ that makes bones strong.
A. Vitamin
B. Mineral
C. Muscle
 3. Which is a good health habit?
A. Do your homework
B. Skip breakfast
C. Exercise everyday
 4. Which is a good health habit?
A. Stay up late
B. Eat breakfast everyday
C. Don't eat snacks
 5. To be safe, you should **never**:
A. Cross the street without looking both ways
B. Walk to school
C. Exercise outside

TURN PAGE OVER

6. To be safe, you should always:
 - A. Be friendly
 - B. Exercise indoors
 - C. Wear a helmet when riding a bike

7. The heart pumps _____ to all parts of the body.
 - A. Food
 - B. Water
 - C. Blood

8. The heart is made of _____.
 - A. Arteries
 - B. Veins
 - C. Muscle

9. Which organ brings air into the body for the rest of the body to use?
 - A. Kidneys
 - B. Lungs
 - D. Heart

10. The part of air that is used by the body is _____.
 - A. Oxygen
 - B. Calcium
 - C. Water

STOP



TAKE 10![®] Teacher Implementation Evaluation

The following questions are part of the program evaluation process for TAKE 10![®]. Please complete the questions to the best of your ability. Thank you for your participation in the TAKE 10! program.

Return Completed Questionnaire To: _____

1. What grade(s) do you teach?
a. K b. 1st c. 2nd
d. 3rd e. 4th f. 5th
g. Other: _____
2. How many years have you been teaching?
a. <1 b. 1-4 c. 5-8
d. 9-12 e. 13-16 f. 17+ years
3. What is your position?
a. Classroom b. Special Ed/ESOL
c. Phys. Education d. Paraprofessional
e. Administrative f. Other: _____
4. How many weeks did you implement the TAKE 10! program in your classroom?
_____ No. of Weeks
5. How many times per week (average) was TAKE 10! implemented in your classroom?
_____ No. of Times/Week
6. How many students are currently assigned to your classroom?
_____ No. of Students
7. When you did a TAKE 10! Activity, did all of your students typically participate?
a. Yes b. No
If no, why didn't they participate?

8. Did you typically participate with the class when you implemented a TAKE 10! activity? a. Yes b. No
9. What times worked best for using TAKE 10! in your classroom?
a. In the morning b. Before lunch
c. After lunch d. End of day
e. Between topics f. Times varied
10. Which TAKE 10! products have you used? (Check all that apply.)
___ a. Activity cards
___ b. Cool Down card
___ c. Reproducible worksheets
___ d. Tracking posters
___ e. Stickers
___ f. Knowledge assessments
11. Why did you implement TAKE 10! activities? (Check all that apply.)
___ a. Introduce academic concept
___ b. Reinforce academic concepts
___ c. Motivate students
___ d. Transition between classes or lessons
___ e. Promote health & activity
___ f. School policy or state requirement
12. I received a TAKE 10! orientation or program training from:
a. TAKE 10! trainer
b. Principal
c. School representative
d. Physical educator
d. Did not receive a training
e. Other: _____

◆ Please turn over and complete side 2. ◆

TAKE 10!® Teacher Implementation Evaluation - 2

Please read the statements and respond by placing the appropriate scale number in the blank provided to the left. We welcome your opinions and comments about TAKE 10!®

- 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! in the 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.