

## **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

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

## 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 K – 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




5. Breakfast is the most important meal of the day.


TURN PAGE OVER

A. Yes 

B. No 

6. It is important to eat breakfast everyday.

A. Yes 

B. No 

STOP

# TAKE 10!® Knowledge Assessment

## Grade K – Physical Activity

Name: \_\_\_\_\_

*Practice Item: Which part of the body pumps blood?*

A. Lungs




B. Heart





1. Stretching is a good way to cool down.

A. Yes 

B. No 


2. You should hold your breath while stretching.

A. Yes 

B. No 


3. Everyone should exercise.

A. Yes 

B. No 

4. Physical activity is good 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



STOP



# TAKE 10!® Knowledge Assessment

## Grade K – 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. You have \_\_\_\_\_ lungs in your body.

A. Two **2**

B. Four **4**

6. Your lungs help your body take in \_\_\_\_\_.

A. Food 

B. Air 

STOP



# TAKE 10!®

## Teacher Implementation Evaluation

The following questions are part of the program evaluation process for TAKE 10!®. Please respond to the following questions. Thank you for your participation in this project!

Return Completed Questionnaire to: \_\_\_\_\_

1. What grade(s) do you teach?  
a. K                      b. 1                      c. 2  
d. 3                      e. 4                      f. 5
2. How many years have you been teaching?  
a. <1                      b. 1-4                      c. 5-8  
d. 9-12                      e. 13-16                      f. 17+
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?  
\_\_\_\_\_ Number of weeks
5. How many times per week on average did you implement the TAKE 10!® program in your classroom?  
\_\_\_\_\_ Times per week
6. How many students are currently in your classroom?  
\_\_\_\_\_ Number 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 implementing TAKE 10!® in your classroom?  
a. In the morning                      b. Before lunch  
c. After lunch                      d. End of day  
e. Times varied
10. Which TAKE 10!® products have you used? (Check all that apply.)  
\_\_\_\_\_ a. Activity cards  
\_\_\_\_\_ b. Cool-down card  
\_\_\_\_\_ c. Reproducible sheets  
\_\_\_\_\_ d. Stickers  
\_\_\_\_\_ e. Tracking poster  
\_\_\_\_\_ f. Knowledge assessments
11. For what purpose 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 the TAKE 10!® orientation / program training from:  
a. TAKE 10!® trainer                      b. Principal  
c. School representative                      d. Physical Educator  
e. I did not receive an orientation.                      f. Other \_\_\_\_\_

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 <b>one</b> TAKE 10! activity each day.
_____	2. It is possible to implement <b>more than one</b> 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](mailto:take10@ilsf.org).*