

Second Step Grade 3 Knowledge Assessment

Overview and Contents

In this kit, you will find everything you need for carrying out the *Second Step* Knowledge Assessment for Grade 3. These materials have been developed to assist you in administering, scoring, and understanding the results of the *Second Step* Knowledge Assessment. The Assessment is designed to be given as a pretest and again as a posttest to demonstrate knowledge gains of the skills, concepts, and content from the *Second Step* curriculum for Grade 3.

A pilot test and field test were completed on these materials in 2002–2003. These tests led to revisions and improvements that were field tested again during the 2003–2004 school year.*

There are five main sections of this kit:

- General Introduction and Overview
- Test Script and Instructions
- Student Test Masters
- Knowledge Assessment Scoring Guide
- Interpreting the Data

The Assessment Format

The Assessment follows a story-and-question format similar to the one used in the *Second Step* lessons. A problem situation is established in a short story, and students respond to several questions related to the story's information and situation.

The *Second Step* program teaches children to generate prosocial responses on their own. Therefore, these questions must assess children's ability to *generate* responses rather than just their ability to *recognize* correct answers. To assess children's ability to generate answers, the format must be short-answer rather than multiple choice.

Careful planning will assist you with making this tool work most effectively. The chart below should help you plan the amount of time to allow for using the assessments.

Time Planner (per classroom)	
Preparation time	30 minutes
Administration of Assessment (may be broken down to two shorter time periods)	60–90 minutes
Scoring	60–90 minutes
Data entry	30 minutes
Data interpretation/analysis	30 minutes

Please call Committee for Children Client Support Services at 800-634-4449, ext. 200 if you have any questions after reading this packet.

*Special thanks to our pilot schools in Ohio, Oregon, New York, Minnesota, Maryland, Washington, and British Columbia for their invaluable help in piloting and validating these tests.

***Second Step* Grade 3 Knowledge Assessments**

Introduction to the Test Script and Instructions

To use a *Second Step* Knowledge Assessment as a pretest, administer it a few days before you teach the first lesson of the *Second Step* program. Then administer the same Assessment again as a posttest within a few days after you teach the last lesson of the curriculum.

Plan for about 60–90 minutes to administer the full test. The test may be administered in smaller blocks of time by breaking it into parts (as described below) if that fits your schedule better.

The Assessment should be administered under the same conditions each time. For example, the pre- and posttest should be identical in regard to whether it was group- or individually administered, whether the assessment was given all at once or split into two sessions, and whether special accommodations were made for any students. After the pretest, please avoid any discussion with students about the Knowledge Assessment and their answers to the questions. Observing these precautions will give you confidence that the changes in test results are due to real changes in students' knowledge and skill acquisition, rather than to differences in testing conditions.

The *Second Step* Knowledge Assessment is made up of brief stories, each one accompanied by a series of questions. Hence, the skills children learn from the *Second Step* curriculum are assessed in a format similar to the format in which they received the lessons. If you choose to administer the test in two sessions, split the assessment between stories so all questions from a given story are presented at the same session.

Before administering the Knowledge Assessment to your class, read over the Student Test and the Test Script and its instructions. The Test Script and Instructions are designed to simplify administration of the Assessments, minimize your preparation time, and address the questions that students ask most often. You may want to practice the script out loud so that you are comfortable reading it.

It is important for the test administrator to use the script. It is especially important to read the Assessment out loud to all students. This will help students respond to the fullest of their abilities without interference from reading difficulties or mental fatigue. Additional special accommodations should be made for students who have difficulties with reading or writing English and for special education students (as specified by their individual education plan [IEP]). It is important to minimize the effects that these difficulties have on children's Assessment. Give students as much time as they need to answer the questions.

As you administer this test, DO NOT define unfamiliar terms, rephrase questions, or reinterpret questions. It is likely that the unfamiliar terms are things they will be learning specifically in the *Second Step* program. If you define them on the pre- or posttest it would harm the accuracy of the Assessment. Ask children to answer each question as well as they are able.

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***Second Step* Grade 3 Knowledge Assessments**

Test Script and Instructions

Please read the Test Script and Instructions below aloud to students. Sections to be read to students are in **boldface** type. Questions and stories taken directly from the test are in ***bold italic*** type and should also be read aloud. The parts in plain type are instructions for the teacher only and are not to be read aloud.

Practice Story

Today you will take the *Second Step* Knowledge Assessment Test. Please do not open your test booklet until I tell you to. Pass out the booklets. First, put your name on the front page. Do not put your name on any other pages.

This test is made up of five stories. Each story has questions that go with it. We will start with a practice story.

I will read the story aloud, and you will just listen. I'd like you to listen carefully. Think about the character in the story and what is happening. Try to picture the character and what is happening in your mind. It may help if you close your eyes while I read.

Practice Story, as in students' booklets:

Kate is waiting at the bus stop for the school bus.

It is a warm day, so Kate is not wearing her coat.

The sky is gray, and it begins to rain.

Kate likes rainy weather, but sunny weather is her favorite.

Now open your test booklet to the first page. At the top you will see the practice story that I just read. I will read the story again. This time, I'd like you to follow along in your test booklet as I read. Be sure to think about the character and what is happening in the story.

Kate is waiting at the bus stop for the school bus.

It is a warm day, so Kate is not wearing her coat.

The sky is gray, and it begins to rain.

Kate likes rainy weather, but sunny weather is her favorite.

Practice Story Question 1

Now look at the questions for the practice story. I will read each question aloud while you follow along in your test booklet. I will give you time to write your answers in your test booklet as we go. Make sure you write neatly and mark your answers clearly. Please do not turn the page until I tell you to. If you finish the page before I do, please wait until I tell you that you may go ahead.

There are several different kinds of questions on this test. One kind asks you to answer a question by writing your answer on the lines in an answer box. Look at Question 1. It asks:

1. *What is Kate waiting for?*

Below the question there is an answer box with lines in it. Write your answer on the lines in the box. Pause. Give enough time for students to finish. So, in this example, you would write “the school bus” or “Kate is waiting for the school bus.”

Practice Story Question 2

Another kind of question on this test has two parts. The first part asks you to choose either “Yes” or “No” as the answer to the question. You may only choose one answer for this part of the question. Look at Question 2. It asks:

2. *Is Kate waiting for the train?*

Look in the boxes and circle the correct answer: Yes, Maybe, or No. Pause. Next, the question asks:

Describe all the ways that you know whether or not Kate is waiting for the train.

In the answer box, write down all the clues that help you know whether or not Kate is waiting for the train. Pause.

In this example, the correct answer for the first part of the question would be “No.” What could you write in the second part to explain why you chose “No?” Accept answers such as “It says she’s waiting for the bus.”

Practice Story Question 3

Now turn the page to the next question. Another kind of question on this test asks you to choose answer A, B, or C. You may only choose one answer for this kind of question. Look at Question 3. It reads:

3. *Why isn’t Kate wearing a coat?*

A. *She forgot it.*

B. *She doesn’t like coats.*

C. *It is a warm day.*

Find the correct answer, and notice which letter it is next to. Pause. Now look at the box below the question. Circle the letter that goes with the answer that you think is correct. Pause. In this example, the correct answer is “It is a warm day.” That answer is next to the C, so you would find the C in the box and circle it.

Sometimes this kind of question will have a second part that asks you to explain why you chose the answer you did. When you get that kind of question, you will write your reason or reasons in an answer box.

Practice Story Question 4

Another kind of two-part question asks you to circle the BEST answer from three answer choices. You may only choose one answer for this part of the question. Look at Question 4. It says:

4. Circle the word that BEST describes the weather that Kate likes most.

The choices are "Snowy," "Sunny," and "Rainy." Circle the one that Kate likes the most. Pause. In this example, the correct answer is "sunny," so you would circle the word "sunny" in the boxes. Now look at the second part of Question 4. It says:

Explain how you know that the word you circled describes the weather that Kate likes most.

In the answer box, explain why you chose the word that you circled. Pause. How could you explain why you chose the word that you circled?

Practice Story Question 5

Another kind of question on this test asks you to check "Yes" or "No" for EACH answer for the question. If an answer is correct for the question, check the "Yes" box next to that answer. If an answer is not correct for the question, check the "No" box for that answer. There may be more than one "Yes." Look at Question 5. It reads:

5. What is the weather like in the story? Check the "Yes" or "No" box for each answer. There may be more than one "Yes."

Then it lists several choices. Decide if each one is correct for the question. The choices are:

A. It is warm.

Check "Yes" if it is warm in the story or "No" if it is not. Pause.

B. It is sunny.

Check "Yes" or "No." Pause.

C. It is raining.

D. It is cold.

The students' forms look like the following:

	Yes	No
A. It is warm.	<input type="checkbox"/>	<input type="checkbox"/>
B. It is sunny.	<input type="checkbox"/>	<input type="checkbox"/>
C. It is raining.	<input type="checkbox"/>	<input type="checkbox"/>
D. It is cold.	<input type="checkbox"/>	<input type="checkbox"/>

For this example, you would have checked “Yes” for warm. The story said it is gray, not sunny, so you would check “No” for sunny. Then you would have checked “Yes” for “It is raining” and “No” for “It is cold.” So, for this kind of question, it’s okay to answer “Yes” for more than one choice. Answer “Yes” only for each choice that is correct.

We have now learned how to answer the different kinds of questions that will be on the *Second Step* Knowledge Assessment. Do you understand how to answer these kinds of questions? Pause. What questions do you have about how to answer these kinds of questions?

Story 1

Now turn the page and we will begin the test with Story 1. Remember, for the first reading of the story, just listen carefully and imagine the character and what is happening in the story. You do not need to read along with me. Here is Story 1.

Story 1, as in students' booklets:

Jeremy loves to draw.

He entered the art contest at school.

The principal announced the winners at the end of the day, but Jeremy didn't win.

His shoulders are slumped, and his eyes are droopy.

He feels like crying and wants to yell at someone.

Jeremy is disappointed.

Now look at Story 1 and follow along with me as I read it again.

Jeremy loves to draw.

He entered the art contest at school.

The principal announced the winners at the end of the day, but Jeremy didn't win.

His shoulders are slumped, and his eyes are droopy.

He feels like crying and wants to yell at someone.

Jeremy is disappointed.

Look at the questions for Story 1. I will read the questions aloud while you follow along. I will give you time to write your answers to each question. If you finish early, DO NOT go ahead to the next story. Sit quietly and wait to go on to the next story.

You may give the students extra time at the end of the Assessment to go over their answers and answer any questions they skipped. Some teachers find it helpful to allow students to draw on the test booklet while they wait for others.

Look at Question 1. It asks:

1. After he doesn't win, what is Jeremy's impulse?

Write your answer in the answer box. Pause.

Look at Question 2. It reads:

2. First, Jeremy calms himself down. What are two other things that Jeremy can do to plan for the next art contest?

In the box, write one idea on the line by number 1 and your other idea on the line by number 2. Pause.

Story 2

Now turn the page and we will go on to Story 2.

Story 2, as in students' booklets:

*After school, Suzanne goes back inside the classroom to get a book she forgot.
The classroom coloring pencils are still out on the counter.
Suzanne would like to have some coloring pencils at home.
She doesn't think anyone will notice if she takes a few pencils.
She has to decide quickly what to do because the teacher will return soon.
Her heart is beating fast, and her hands feel sweaty.*

Look at Story 2 and follow along with me as I read it again.

*After school, Suzanne goes back inside the classroom to get a book she forgot.
The classroom coloring pencils are still out on the counter.
Suzanne would like to have some coloring pencils at home.
She doesn't think anyone will notice if she takes a few pencils.
She has to decide quickly what to do because the teacher will return soon.
Her heart is beating fast, and her hands feel sweaty.*

Now look at the questions for Story 2. If you finish early, do NOT go ahead to the next page. Question 1 says:

1. *Suzanne needs to calm down. How will calming down help her?*

Write your explanation in the answer box. Pause. Turn to the next page for the next question.

Suzanne doesn't have any coloring pencils at home and is thinking about stealing some of the classroom coloring pencils.

2. *Some possible solutions to this problem are:*

- A. *Suzanne could steal a few coloring pencils, but only the older ones.*
- B. *Suzanne could take some coloring pencils for the weekend. She would return them on Monday when nobody is looking.*
- C. *Suzanne could do some extra chores for her grandfather to earn money to buy some coloring pencils.*

Which solution should Suzanne use?

Circle the letter for the correct answer. Pause. The second part of the question says:

What are three different reasons that the solution you circled is the best solution?

List your reasons in the answer box. When you finish writing your answers, do not turn the page until I ask you to.

Story 3

Now turn the page to Story 3.

Story 3, as in students' booklets:

*Joanna's good friend Meg has started calling her Jo-Jo.
Joanna doesn't like the nickname but hasn't told Meg.
At recess, Meg waves to Joanna and yells, "Hi, Jo-Jo!"
Joanna feels tense and hot.
She feels a knot in her stomach as she walks across the playground.
She wants to say something mean to Meg.*

Look at Story 3 and follow along with me as I read it again.

*Joanna's good friend Meg has started calling her Jo-Jo.
Joanna doesn't like the nickname but hasn't told Meg.
At recess, Meg waves to Joanna and yells, "Hi, Jo-Jo!"
Joanna feels tense and hot.
She feels a knot in her stomach as she walks across the playground.
She wants to say something mean to Meg.*

Look at the questions for Story 3. If you finish early, do NOT go ahead to Story 4. Question 1 asks:

1. Was Meg TRYING to upset Joanna with the nickname?

Circle one answer: "Yes," "Maybe," or "No." Pause. The second part of Question 1 says:

Explain all of the ways that you know whether or not Meg was TRYING to upset Joanna.

Pause. The next question is:

2. What are the FIRST TWO things that Joanna should do before she does anything else about this problem?

Story 4

Now turn the page to Story 4.

Story 4, as in students' booklets:

Anthony and Joe are in the same class at school.

They both like to write stories.

The teacher asked Anthony to read his story out loud to the class.

While Anthony was reading, a lot of students sneaked looks at each other and laughed to themselves.

They made fun of Anthony because he is taller and weighs more than anyone else in the class.

At lunch, Joe noticed Anthony sitting alone.

Anthony's mouth was in a frown and his lips were sticking out a little.

Look at Story 4 and follow along with me as I read it again.

Anthony and Joe are in the same class at school.

They both like to write stories.

The teacher asked Anthony to read his story out loud to the class.

While Anthony was reading, a lot of students sneaked looks at each other and laughed to themselves.

They made fun of Anthony because he is taller and weighs more than anyone else in the class.

At lunch, Joe noticed Anthony sitting alone.

Anthony's mouth was in a frown and his lips were sticking out a little.

Look at the questions for Story 4. If you finish early, do NOT go ahead to Story 5. Question 1 says:

1. *Circle the word that BEST describes how Anthony is feeling.*

Circle one answer: "Sad," "Scared," or "Angry." Pause. Next, it says:

Explain all of the ways that you know that the word you circled describes how Anthony is feeling.

Pause. Now turn the page to the next question.

2. *What are two different ways in which Anthony and Joe are similar?* Pause.

3. *What are two different ways that Joe can show concern for Anthony?* The next question reads:

4. *Anthony feels upset because students were laughing. If Joe shows concern, how could Anthony's feelings change?*

Story 5

Now turn the page to the last story on the test, Story 5.

Story 5, as in students' booklets:

Lenny is telling his friends Kyle and Jared about a movie he watched.

While Lenny is talking, Kyle reads a comic book.

Jared looks at Lenny and then looks at the clock.

Kyle looks down the hall and waves at some students who walk by.

Jared nods at Lenny and looks interested.

Look at Story 5 and follow along with me as I read it again.

Lenny is telling his friends Kyle and Jared about a movie he watched.

While Lenny is talking, Kyle reads a comic book.

Jared looks at Lenny and then looks at the clock.

Kyle looks down the hall and waves at some students who walk by.

Jared nods at Lenny and looks interested.

Look at the question for Story 5. It asks:

1. *Which of the following actions from the story show good listening skills while Lenny talks? Check the "Yes" or "No" box for each answer. There may be more than one "Yes."*

The first answer is:

- A. *Reads a comic book.*

Check "Yes" or "No" to say whether or not this shows good listening skills. Pause. Next is:

- B. *Looks at Lenny.*

Check "Yes" or "No." Pause. Next is:

- C. *Looks down the hall.*

- D. *Waves at some students.*

- E. *Nods.*

The students' forms look like the following:

	Yes	No
A. Reads a comic book.	<input type="checkbox"/>	<input type="checkbox"/>
B. Looks at Lenny.	<input type="checkbox"/>	<input type="checkbox"/>
C. Looks down the hall.	<input type="checkbox"/>	<input type="checkbox"/>
D. Waves at some students.	<input type="checkbox"/>	<input type="checkbox"/>
E. Nods.	<input type="checkbox"/>	<input type="checkbox"/>

The End

This is the end of the *Second Step* Knowledge Assessment.

Allow students to check their work to make sure that they did not skip any questions and that their answers are written clearly. Then collect the assessment forms.

***Second Step* Grade 3 Knowledge Assessment**

Introduction to the Student Test

This section includes the printing masters for the Student Test.

The cover page of the Student Test has been designed to include information that may be useful in tracking student and class information between the pre- and posttest, especially if you are using this assessment tool as part of a large schoolwide or district-wide initiative.

A single classroom teacher may not need to assign ID numbers for students, since he or she will know the students within the class. However, if large numbers of classes at the same grade level are using the assessment, it may be useful to assign numbers. Special care should be taken to make sure each student is assigned the same number on the pretest as on the posttest.

**Knowledge Assessment for
*Second Step®: A Violence Prevention Curriculum***

Grade 3

Student Name: _____

Student ID: _____

Teacher Name: _____

Kate is waiting at the bus stop for the school bus.

It is a warm day, so Kate is not wearing her coat.

The sky is gray, and it begins to rain.

Kate likes rainy weather, but sunny weather is her favorite.

1. What is Kate waiting for?

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2. Is Kate waiting for the train?

Circle one answer.

Yes	Maybe	No
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Describe all the ways that you know whether or not Kate is waiting for the train.

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3. Why isn't Kate wearing a coat?

- A. She forgot it.
- B. She doesn't like coats.
- C. It is a warm day.

Circle one answer.

A	B	C
---	---	---

4. Circle the word that BEST describes the weather that Kate likes most.

Circle one answer.

Snowy	Sunny	Rainy
-------	-------	-------

Explain how you know that the word you circled describes the weather that Kate likes most.

5. What is the weather like in the story?

Check the "Yes" or "No" box for each answer. There may be more than one "Yes."

	Yes	No
A. It is warm.	<input type="checkbox"/>	<input type="checkbox"/>
B. It is sunny.	<input type="checkbox"/>	<input type="checkbox"/>
C. It is raining.	<input type="checkbox"/>	<input type="checkbox"/>
D. it is cold.	<input type="checkbox"/>	<input type="checkbox"/>

<<STOP>>

Jeremy loves to draw.

He entered the art contest at school.

The principal announced the winners at the end of the day, but Jeremy didn't win.

His shoulders are slumped, and his eyes are droopy.

He feels like crying and wants to yell at someone.

Jeremy is disappointed.

1. After he doesn't win, what is Jeremy's impulse?

<hr/> <hr/> <hr/> <hr/>

2. First, Jeremy calms himself down. What are two other things that Jeremy can do to plan for the next art contest?

1. <hr/> <hr/>
2. <hr/> <hr/>

<<STOP>>

After school, Suzanne goes back inside the classroom to get a book she forgot.

The classroom coloring pencils are still out on the counter.

Suzanne would like to have some coloring pencils at home.

She doesn't think anyone will notice if she takes a few pencils.

She has to decide quickly what to do because the teacher will return soon.

Her heart is beating fast, and her hands feel sweaty.

1. Suzanne needs to calm down. How will calming down help her?

<hr/> <hr/> <hr/> <hr/>

Suzanne doesn't have any coloring pencils at home and is thinking about stealing some of the classroom coloring pencils.

2. Some possible solutions to this problem are:

- A. Suzanne could steal a few coloring pencils, but only the older ones.
- B. Suzanne could take some coloring pencils for the weekend. She would return them on Monday when nobody is looking.
- C. Suzanne could do some extra chores for her grandfather to earn money to buy some coloring pencils.

Which solution should Suzanne use?

Circle one answer.

A	B	C
---	---	---

What are three different reasons that the solution you circled is the best solution?

1.	<hr/> <hr/>
2.	<hr/> <hr/>
3.	<hr/> <hr/>

<<STOP>>

Joanna’s good friend Meg has started calling her Jo-Jo.

Joanna doesn’t like the nickname but hasn’t told Meg.

At recess, Meg waves to Joanna and yells, “Hi, Jo-Jo!”

Joanna feels tense and hot.

She feels a knot in her stomach as she walks across the playground.

She wants to say something mean to Meg.

1. Was Meg TRYING to upset Joanna with the nickname?

Circle one answer.

Yes	Maybe	No
-----	-------	----

Explain all of the ways that you know whether or not Meg was TRYING to upset Joanna.

2. What are the FIRST TWO things that Joanna should do before she does anything else about this problem?

1. _____

2. _____

<<STOP>>

Anthony and Joe are in the same class at school.

They both like to write stories.

The teacher asked Anthony to read his story out loud to the class.

While Anthony was reading, a lot of students sneaked looks at each other and laughed to themselves.

They made fun of Anthony because he is taller and weighs more than anyone else in the class.

At lunch, Joe noticed Anthony sitting alone.

Anthony's mouth was in a frown and his lips were sticking out a little.

1. Circle the word that BEST describes how Anthony is feeling.

Circle one answer.

Sad	Scared	Angry
-----	--------	-------

Explain all of the ways that you know that the word you circled describes how Anthony is feeling.

2. What are two different ways in which Anthony and Joe are similar?

1. _____
2. _____

3. What are two different ways that Joe can show concern for Anthony?

1. _____

2. _____

4. Anthony feels upset because students were laughing. If Joe shows concern, how could Anthony's feelings change?

<<STOP>>

Lenny is telling his friends Kyle and Jared about a movie he watched.

While Lenny is talking, Kyle reads a comic book.

Jared looks at Lenny and then looks at the clock.

Kyle looks down the hall and waves at some students who walk by.

Jared nods at Lenny and looks interested.

1. Which of the following actions from the story show good listening skills while Lenny talks?

Check the “Yes” or “No” box for each answer. There may be more than one “Yes.”

	Yes	No
A. Reads a comic book.	<input type="checkbox"/>	<input type="checkbox"/>
B. Looks at Lenny.	<input type="checkbox"/>	<input type="checkbox"/>
C. Looks down the hall.	<input type="checkbox"/>	<input type="checkbox"/>
D. Waves at some students.	<input type="checkbox"/>	<input type="checkbox"/>
E. Nods.	<input type="checkbox"/>	<input type="checkbox"/>

<<STOP>>

***Second Step* Grade 3 Knowledge Assessment**

Introduction to the Scoring Guide

Allow an hour and a half to score the Assessments and record the data for a class of 25 students.

It is more efficient to score the same question for the entire class set of tests and then score the next item for the whole class rather than scoring each individual student test from beginning to end. Doing all of the same question at once allows for greater assurance that the scorer is applying the same standard of consistency to each question and increases the reliability of the scoring.

Follow the scoring instructions closely. Do not take off points for errors in spelling or grammar or for incomplete sentences. It is important that the scores reflect children's social skill knowledge as much as possible, rather than their academic skills. After scoring the tests for the entire class, go back and total each individual student's score. Since you will not be returning tests to students, write their totals on the cover sheets of their tests for easy reference and use in the Interpreting the Data section.

When the *Second Step* Knowledge Assessment is given as a pre- and posttest, it is important to use the same standards for scoring the pretests as the posttests. For many teachers it may seem odd to score the pretests, since students are being tested before being taught the material; however, this creates a baseline to calculate change after the posttest is scored. In order to keep the scoring consistent between the pre- and posttests, follow the scoring instructions closely. Many items test for knowledge that students would not usually have without *Second Step* lessons or that most children their age would not usually know. In those cases, do not be tempted to give them extra points just because it is reasonable for them to be lacking that information. Remember that the pretest must be allowed to reflect the knowledge that students lack and that they will gain from the *Second Step* curriculum. Therefore, it is fine if scores are low on the pretest.

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***Second Step* Grade 3 Knowledge Assessment**

Scoring Guide

Practice Story: Skip—Don't SCORE.

Story 1, Page 3

Question 1:
Score 0 or 1.

Question's objective: Student demonstrates ability to recognize and name impulsive behavior.

After he doesn't win, what is Jeremy's impulse?

SCORE = 1 point for naming an impulse from the story.

CORRECT examples: Crying, wants to yell at someone.

It is INCORRECT to guess other impulses that aren't directly named or implied in the story.

Question 2:
Score 0, 1, or 2.

Question's objective: Student identifies positive actions/steps for dealing with a disappointment and achieving a goal.

First, Jeremy calms himself down. What are two other things that Jeremy can do to plan for the next art contest?

SCORE = 1 point for each different positive step or future action.

CORRECT examples:

- Any of the steps from "Dealing with Disappointment."
 - He can think about whether his goal is a good one.
 - He can think about whether his goal is achievable.
 - He can try to understand why he hasn't reached his goal yet.
 - He can plan his next steps for reaching his goals for his drawing skills.
- Other prosocial planning for the next contest.
- Use of the problem-solving steps:
 - He can state the problem.
 - He can think of some solutions.
 - He can ask, "Is it safe?"
 - He can ask, "How might people feel about it?"
 - He can ask, "Is it fair?"
 - He can ask, "Will it work?"
 - He can choose a solution.

It is INCORRECT for students to answer, "He's disappointed that he didn't win," or some other simple description of Jeremy's situation. This would not demonstrate that they are thinking that stating the problem is a step toward solving it. It should be considered correct if students answer, "Jeremy should say, 'I'm disappointed that I didn't win.'"

Story 2, Page 4

Question 1:
Score 0 or 1.

Question's objective: Student can explain the benefits of calming down.

Suzanne needs to calm down. How will calming down help her?

SCORE = 1 point for giving one or more correct benefits of calming down.

CORRECT examples:

- It will help her think clearly or solve the problem.
- It will help her control her impulses, or she will carry out an undesirable behavior if she doesn't calm down.
- She will be able to make a more positive or constructive response when she's calm.

It is INCORRECT to:

- State a calming-down strategy without stating the benefit of calming down.
- State only a generality, such as:
 - It's better to be calm.
 - It's the right answer.
 - Because she's overreacting.
- Say or imply that the situation is not important enough to be upset about, for example, "Because she's overreacting."
- State an unrelated reason not supported by story detail.

Story 2, Page 5

Question 2:**Score 0, 1, or 3.****Do not use a score of 2 for this item.**

Question's objective: Student is able to evaluate solutions against criteria, predict consequences of the solution, and explain why it is the best solution.

Which solution should Suzanne use?

If **A** or **B**, SCORE = 0.

- Do NOT give any further score for this item.
- Do NOT score the second part of the question—why he or she chose this solution.

If **C**, go on to the second part of the question. The SCORE depends on why he or she chose this solution.

What are three different reasons that the solution you circled is the best solution?

SCORE = 1 point for giving ONE or TWO different reasons that correctly predict consequences.

SCORE = 3 points for giving THREE different reasons that correctly predict consequences.

- Reasons must show evidence that the student evaluated the solution by predicting correctly the consequences of the solution or the alternatives.
- Generalities such as “She would be doing the right thing” or that another solution would be a wrong or immoral behavior should be considered the same answer and given only 1 point if more than one of this type of answer is given.
- Two answers referring to the same idea are scored as 1 point. For example, “It is safe” and “It won’t hurt anything” should be counted as only one answer and given 1 point.

CORRECT examples:

- Relating the choice of solution to his or her own prior experience.
- Saying or implying that the solution is safe.
- Saying or implying that people will feel fine or good about the solution.
- Saying or implying that the solution is fair.
- Saying or implying that the solution will work.
- Giving a reason that he or she didn’t choose another solution.

Story 3, Page 6

Question 1:
Score 0 or 1.

Question's objective: Student recognizes ways that the situation might not be hostile and might be benign or uncertain.

Was Meg TRYING to upset Joanna with the nickname?

If **Yes**, SCORE = 0.

- Do NOT give any further score for this item.
- Do NOT score the second part of the question—why he or she chose this answer.

If **No** or **Maybe**, go on to the second part of the question. The SCORE depends on why he or she chose this answer.

Explain all of the ways that you know whether or not Meg was TRYING to upset Joanna.

SCORE = 1 point for stating that Joanna doesn't have enough information or describing correct situational cues from the story.

CORRECT examples of situational cues from the story:

- Meg is a good friend.
- Meg didn't say it in a mean way.
- Joanna hasn't told Meg she doesn't like it.

Question 2:
Score 0, 1, or 2.

Question's objective: Student remembers to calm down before attempting to solve a problem and uses prosocial action to resolve a problem with a friend.

What are the FIRST TWO things that Joanna should do before she does anything else about this problem?

SCORE = 1 point for listing only one of the following:

- Calm down.
- Naming one correct calming-down strategy.
- Get more information.
- Make a complaint to Meg.

SCORE = 2 points for:

- Naming two calming-down strategies.
- Listing "calm down" or a calming-down strategy **plus** "Get more information" or "Make a complaint to Meg."

INCORRECT example:

- "Tell an adult." Tattling would be a mistake, and although it may be fine to get help from an adult, the more socially competent children will try to solve the problem themselves FIRST.

Story 4, Page 7

Question 1:**Score 0, 1, 2, or 3.**

Question's objective: Student uses situational and physical cues to recognize another person's feelings.

Circle the word that BEST describes how Anthony is feeling.

If **Scared** or **Angry**, SCORE = 0.

- Do NOT give any further score for this item.
- Do NOT score the second part of the question—why he or she chose this answer.

If **Sad**, go on to the second part of the question. The SCORE depends on why he or she chose this answer.

Explain all of the ways that you know that the word you circled describes how Anthony is feeling.

SCORE = 1 point for each different correct reason, up to 3 points.

CORRECT examples of different reasons:

- Nonverbal cues from the story, such as "Mouth in a frown."
- Situational cues, such as "Students are making fun of him."
- Student relates the situation to his or her own experience, for example "I would feel sad."

INCORRECT examples:

- Situational cues that are not stated in the story, such as "Someone probably wouldn't sit with him."
- "Sitting alone." Not necessarily a cue for sadness.
- Saying, "He is bigger than his classmates," without referring to being made fun of.

Story 4, Page 8

Question 2:
Score 0, 1, or 2.

Question's objective: Student recognizes similarities.

What are two different ways in which Anthony and Joe are similar?

SCORE = 1 point, up to 2 points, for each separate, correct similarity named that is either from the story or known from the information given (both are boys, for example).

Question 3:
Score 0, 1, or 2.

Question's objective: Student generates ways of making sensitive responses (expressing concern) to peers.

What are two different ways that Joe can show concern for Anthony?

SCORE = 1 point, up to 2 points, for each different way of expressing concern.

Two answers referring to the same thing are scored as 1 point. For example, "Pay attention to what he says" and "Show Anthony he is listening."

CORRECT examples of different ways to show concern:

- Let him know that he will help.
- Listen to him.
- Sit with him.
- Invite him to play.
- Leave him alone if that's what he wants.
- Say something encouraging.
- Empathize: Let him know you know how he feels.
- Help him get his mind off of feeling bad. (Unless the response falls into the INCORRECT category of false assurances.)
- Get help from someone else; talk to an adult.

INCORRECT examples:

- Vague answers that are not likely to be recognized as concern by the other child, such as "Be nice" or "Be his friend."
- False assurances, such as "The kids weren't really laughing at you."
- Trying to change Anthony's opinions, such as "It's okay if kids laugh."
- Adding information that is not stated in the story, such as "They laughed at me too," or "They're best friends."
- Physical expressions of concern, such as "Give him a hug" are often inappropriate, since there is no indication in the story that the children are close friends.

Story 4, Page 8 (continued)

Question 4:
Score 0 or 1.

Question's objective: Student understands how feelings could change based on the actions of another person.

Anthony feels upset because students were laughing. If Joe shows concern, how could Anthony's feelings change?

SCORE = 1 point for describing how feelings could change or relating question to own experience.

CORRECT examples:

- Stating a reason that the feelings might change, such as "He'll feel better if he knows that someone else understands."
- Specific changes stated as a generality with reasoning, such as "People feel better when someone says a nice thing about them."
- Describing a possible change, such as "He becomes happier instead of sad."
- Relating the situation to his or her own experience.

INCORRECT examples:

- Vague answers simply restating that feelings can change.
- Simple generalities with no specific example or reasoning, such as, "He'll be happy," or "Because things don't stay the same."
- Saying that he could be happy at another time or in some other situation.
- Responses not supported by story details, such as, "He's his best friend."

Story 5, Page 9

Question 1:
Score 0, 1, or 2.

Question's objective: Student recognizes and identifies good listening skills and behaviors.

Which of the following actions from the story show good listening skills while Lenny talks?

Check the "Yes" or "No" box for each answer. There may be more than one "Yes."

Key

	Yes	No
A. Reads a comic book.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. Looks at Lenny.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Looks down the hall.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D. Waves at some students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E. Nods.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SCORE = 0 if total correct is zero, one, or two.

SCORE = 1 if total correct is three or four.

SCORE = 2 if total correct is all five.

Second Step Grade 3 Knowledge Assessment

Interpreting the Data

The purpose of using a pretest and posttest format is to show the growth, or change, that results from students' experience learning the concepts and skills in the *Second Step* curriculum. You may find it helpful to assess your outcomes in the following way.

After administering and scoring the pretest and posttest, create a chart that includes each student's name and his or her total score as shown in the example below. A computer spreadsheet may also be useful for this task. Make one of these charts for the pretest scores and another for the posttest scores.

Sample Chart

Pretest	
Student Name	Score
Pam	10
Doug	12
Allison	11

Calculating Percentage of Change

To calculate the percentage of change, you will only use the scores of students who took **both** the pretest and posttest. Using your score charts, identify the subset of students who took both tests. For example, if Doug did not take the posttest, you would only consider Pam and Allison's scores.

Once you've identified this subset of students, add their scores together to come up with a grand total of pretest points and a separate grand total of posttest points. The formula below is used to calculate percentage of change.

$$\text{Percentage (\%) of change} = \frac{\text{Posttest Grand Total} - \text{Pretest Grand Total}}{\text{Pretest Grand Total}} \times 100$$

The resulting number is the percentage of change.

If the percentage of change is a positive number, it indicates growth from the pretest to the posttest. A negative number indicates a decrease.

No single test can be expected to reflect accurately every child's level of knowledge every time the test is taken. Just as children's overall understanding of math is best understood when several tests or homework assignments are averaged together, the *Second Step* Knowledge Assessment scores are more reliable for a class average than for individual student scores. The *Second Step* Knowledge Assessment is designed to assess the gains of a whole class of students. Similarly, the school average taken across several classes of the same grade is more reliable than the average for an individual class.