

# Second Step Grade 5 Knowledge Assessment

## Overview and Contents

In this kit, you will find everything you need for carrying out the *Second Step* Knowledge Assessment for Grade 5. 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 5.

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.

<b>Time Planner</b> (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 Client Support Services at Committee for Children 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 5 Knowledge Assessment**

## **Introduction to the Test Script**

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 5 Knowledge Assessment**

## **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 six 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:

***Pam is waiting at the bus stop for the school bus.  
It is a warm day, so Pam is not wearing her coat.  
The sky is gray, and it begins to rain.  
Pam 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.

***Pam is waiting at the bus stop for the school bus.  
It is a warm day, so Pam is not wearing her coat.  
The sky is gray, and it begins to rain.  
Pam 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 five 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 Pam 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 “Pam is waiting for the school bus.”

### **Practice Story Question 2**

Another kind of question asks you to write two or three answers in the answer box. For example, look at Question 2. It says:

*2. List TWO WORDS that describe what the weather is like in the story.*

Write your answers on the lines in the answer box. Pause. When a question asks you to list two things, double-check that you remembered to write both answers in the answer box. What are some descriptions that you could write for this example? Accept answers such as warm, gray, cloudy, or rainy.

### **Practice Story Question 3**

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 choose only one answer for this part of the question. Look at Question 3. It asks:

*3. Do you think that Pam is waiting for the train? Circle one answer.*

Look in the box and circle the correct answer: “Yes” or “No.” Pause. Next, the question reads:

*Describe the ways that you know whether or not Pam is waiting for the train.*

In the answer box, write all the clues to explain how you know whether or not Pam is waiting for the train. Pause. In this example, the correct answer to the first part would be “No.” What could you write in the second part to explain why you chose to circle “No?” Accept answers such as “It says she’s waiting for the bus.”

### **Practice Story Question 4**

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

*4. Circle the word that BEST describes the weather that Pam likes most.*

The choices are “Snowy,” “Sunny,” or “Rainy.” Circle the one that Pam likes most. Pause. Now look at the second part of Question 4. It says:

*Explain all of the ways that you know that the word you circled describes the weather that Pam likes most.*

In the answer box, explain why you chose the word 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 possible answer to the question. If an answer is correct for the question, check the “Yes” box next to the answer. If an answer is not correct for the question, check the “No” box for that answer. 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 five kinds of questions that will be on the *Second Step* Knowledge Assessment Test. Do you understand how to answer these five kinds of questions? Pause. What questions do you have about how to answer these kinds of questions? Pause.

**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 characters 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:

*Anita worked hard on her social studies project, but she didn't like the way it turned out.*

*Claire sees Anita sitting alone at lunch.*

*Anita's shoulders are slumped, and her eyes are droopy.*

Now look at the story and follow along with me as I read it again.

*Anita worked hard on her social studies project but she didn't like the way it turned out.*

*Claire sees Anita sitting alone at lunch.*

*Anita's shoulders are slumped, and her eyes are droopy.*

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. If you finish early, do NOT go ahead to Story 2. 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 review their answers and to 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 says:

*1. What are two different ways that Claire can give emotional support to Anita?*

Make sure you write two different ways in the answer box. Pause.

*2. Anita feels upset about her project. If Claire gives her emotional support, how could Anita's feelings change?*

Write your answers in the box. Pause.

**Story 2**

Turn the page, and we will begin Story 2.

Story 2, as in students' booklets:

*Emily is in the living room tossing a football in the air before her mom gets home from work.*

*She misses the ball, and it breaks a lamp.*

*Emily is not allowed to throw the football indoors, so she doesn't want to tell her mom what happened.*

*Emily is pacing around the living room.*

Now look at story 2 and follow along with me as I read it again.

*Emily is in the living room tossing a football in the air before her mom gets home from work.*

*She misses the ball, and it breaks a lamp.*

*Emily is not allowed to throw the football indoors, so she doesn't want to tell her mom what happened.*

*Emily is pacing around the living room.*

Look at the questions for Story 2. If you finish early, do NOT go ahead to Story 3.

Question 1 says:

1. Circle the word that BEST describes how Emily is feeling. Circle one answer: "Frustrated," "Guilty," or "Nervous."

Pause. Next, it says:

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

2. *Emily needs to calm down. How will calming down help her?*

Turn the page to Question 3. It says:

*Emily has a problem: She broke a lamp while doing something she wasn't supposed to be doing, and she doesn't want to tell her mom what happened. She decides not to tell her mom what she did and to pretend that she doesn't know how the lamp got broken.*

3. *Do you think that this is a good solution to Emily's problem? Circle one answer.*

Pause. The second part of the question says:

*What are three different reasons that this IS or IS NOT a good solution?*

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



### **Story 3**

Now turn the page to Story 3.

Story 3, as in students' booklets:

*Koshi's friend wants her to call another student names. Koshi doesn't want to give in to her friend.*

Now follow along with me as I read it again.

*Koshi's friend wants her to call another student names. Koshi doesn't want to give in to her friend.*

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

1. *Describe two things that might happen as a result if Koshi calls the student names.*
2. *Describe one step that Koshi should take to resist peer pressure.*

**Story 4**

Now turn the page to Story 4.

Story 4, as in students' booklets:

*Miguel and Delia are both ten-year-olds who live in the West Hills neighborhood.*

*Miguel goes to West Hills Elementary School like most of the other kids in the neighborhood.*

*Delia goes to a private school.*

*The kids in the neighborhood say that Delia is stuck up and unfriendly because she goes to a private school.*

*None of the kids has ever tried to talk to Delia.*

*One day Miguel is playing catch with his younger brother in front of their apartment.*

*Delia asks if she can play with them.*

*Miguel wants to play catch with Delia, but he is afraid the other kids will make jokes about him if he plays with her.*

Now follow along with me as I read it again.

*Miguel and Delia are both ten-year-olds who live in the West Hills neighborhood.*

*Miguel goes to West Hills Elementary School like most of the other kids in the neighborhood.*

*Delia goes to a private school.*

*The kids in the neighborhood say that Delia is stuck up and unfriendly because she goes to a private school.*

*None of the kids has ever tried to talk to Delia.*

*One day Miguel is playing catch with his younger brother in front of their apartment.*

*Delia asks if she can play with them.*

*Miguel wants to play catch with Delia, but he is afraid the other kids will make jokes about him if he plays with her.*

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

1. *Miguel has conflicting feelings. What are Miguel's conflicting feelings?*
2. *The kids in the neighborhood are prejudiced against Delia. What are two ways that you can tell that they are prejudiced?*

Turn the page to Question 3.

3. *List THREE WORDS to describe how Delia might feel if Miguel tells her that he DOES NOT want to play with her.*
4. *List THREE WORDS to describe how Delia might feel if Miguel tells her that he DOES want to play with her.*

**Story 5**

Now turn the page to Story 5.

Story 5, as in students’ booklets:

*Marc is telling his friends Janie and Carl about a movie he watched.  
While Marc is talking, Janie reads a comic book.  
Carl looks at Marc and then looks at the clock.  
Janie looks down the hall and waves at some students who walk by.  
Carl nods at Marc and looks interested.*

Now follow along with me as I read it again.

*Marc is telling his friends Janie and Carl about a movie he watched.  
While Marc is talking, Janie reads a comic book.  
Carl looks at Marc and then looks at the clock.  
Janie looks down the hall and waves at some students who walk by.  
Carl nods at Marc 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 Marc 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 Marc.

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 Marc.	<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"/>

**Story 6**

We will now go to the last story on the test, Story 6.

Story 6, as in students' booklets:

*Brian hears that his good friend Kevin has been spreading bad rumors about him.*

*Brian can't stop thinking about it and is getting angrier every minute.*

*He decides to confront Kevin at recess.*

*As Brian walks outside to the playground he feels hot, and his teeth and fists are clenched.*

*He feels like punching Kevin.*

Now follow along with me as I read it again.

*Brian hears that his good friend Kevin has been spreading bad rumors about him.*

*Brian can't stop thinking about it and is getting angrier every minute.*

*He decides to confront Kevin at recess.*

*As Brian walks outside to the playground he feels hot, and his teeth and fists are clenched.*

*He feels like punching Kevin.*

Look at the questions for Story 6.

1. *As he walks to the playground, what is Brian's impulse?*
2. *What are the FIRST TWO things Brian should do before he does anything else about this problem?*

**The End**

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

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 5 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 5**

**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_

**Pam is waiting at the bus stop for the school bus.**

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

**The sky is gray, and it begins to rain.**

**Pam likes rainy weather, but sunny weather is her favorite.**

1. What is Pam waiting for?

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2. List TWO WORDS that describe what the weather is like in the story.

1. _____
2. _____

3. Do you think that Pam is waiting for the train?

*Circle one answer.*

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

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

*Circle one answer.*

Snowy	Sunny	Rainy
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Explain all of the ways that you know that the word you circled describes the weather that Pam likes most.

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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>>



Anita worked hard on her social studies project, but she didn't like the way it turned out.

Claire sees Anita sitting alone at lunch.

Anita's shoulders are slumped, and her eyes are droopy.

1. What are two different ways that Claire can give emotional support to Anita?

1. _____ _____
2. _____ _____

2. Anita feels upset about her project. If Claire gives her emotional support, how could Anita's feelings change?

_____
_____
_____
_____

<<STOP>>

Emily is in the living room tossing a football in the air before her mom gets home from work.

She misses the ball, and it breaks a lamp.

Emily is not allowed to throw the football indoors, so she doesn't want to tell her mom what happened.

Emily is pacing around the living room.

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

*Circle one answer.*

Frustrated	Guilty	Nervous
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Explain all of the ways that you know that the word you circled describes how Emily is feeling.

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2. Emily needs to calm down. How will calming down help her?

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**Emily has a problem: She broke a lamp while doing something she wasn't supposed to be doing, and she doesn't want to tell her mom what happened. She decides not to tell her mom what she did and to pretend that she doesn't know how the lamp got broken.**

3. Do you think that this is a good solution to Emily's problem?

*Circle one answer.*

Yes	No
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What are three different reasons that this IS or IS NOT a good solution?

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

**<<STOP>>**

**Koshi's friend wants her to call another student names. Koshi doesn't want to give in to her friend.**

1. Describe two things that might happen as a result of Koshi calling the student names.

1. _____ _____
2. _____ _____

2. Describe one step that Koshi should take to resist peer pressure.

1. _____ _____
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**<<STOP>>**

Miguel and Delia are both ten-year-olds who live in the West Hills neighborhood.

Miguel goes to West Hills Elementary School like most of the other kids in the neighborhood.

Delia goes to a private school.

The kids in the neighborhood say that Delia is stuck up and unfriendly because she goes to a private school.

None of the kids has ever tried to talk to Delia.

One day Miguel is playing catch with his younger brother in front of their apartment.

Delia asks if she can play with them.

Miguel wants to play catch with Delia, but he is afraid the other kids will make jokes about him if he plays with her.

1. Miguel has conflicting feelings. What are Miguel’s conflicting feelings?

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2. The kids in the neighborhood are prejudiced against Delia. What are two ways that you can tell that they are prejudiced?

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

3. List three words to describe how Delia might feel if Miguel tells her he DOES NOT want to play with her.

1. _____
2. _____
3. _____

4. List three words to describe how Delia might feel if Miguel tells her that he DOES want to play with her.

1. _____
2. _____
3. _____

**<<STOP>>**

Marc is telling his friends Janie and Carl about a movie he watched.

While Marc is talking, Janie reads a comic book.

Carl looks at Marc and then looks at the clock.

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

Carl nods at Marc and looks interested.

1. Which of the following actions from the story show good listening skills while Marc 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 Marc.	<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>>**

Brian hears that his good friend Kevin has been spreading bad rumors about him.

Brian can't stop thinking about it and is getting angrier every minute.

He decides to confront Kevin at recess.

As Brian walks outside to the playground he feels hot, and his teeth and fists are clenched.

He feels like punching Kevin.

1. As he walks to the playground, what is Brian's impulse?

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2. What are the FIRST TWO things Brian should do before he does anything else about this problem?

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

<<STOP>>



# ***Second Step* Grade 5 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 5 Knowledge Assessment**

## **Scoring Guide**

**Practice Story: Skip—Don't SCORE.**

## Story 1, Page 3

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

*Question's objective: Student generates ways to make sensitive responses (give emotional support) to peers.*

What are two different ways that Claire can give emotional support to Anita?

SCORE = 1 point, up to 2 points, for each different correct way of giving emotional support.

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

CORRECT answers must be actions that are clearly different from each other. CORRECT examples of different ways to give emotional support:

- Let her know that she will help.
- Listen to her.
- Sit with her.
- Invite her to play.
- Leave her alone if that's what she wants.
- Say something encouraging.
- Empathize: Let her know you know how she feels.
- Help her get her 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."
- False assurances.
- Trying to change Anita's opinions, such as "You should be happy you did as well as you did."
- Adding information that is not stated in the story, such as "I got a B on my project."
- Physical expressions of concern, such as "Give her a hug" are often inappropriate, since there is no indication in the story that the children are close friends.

## Story 1, Page 3 (continued)

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

*Question's objective: Student understands how feelings could change as a result of the actions of another person.*

Anita feels upset about her project. If Claire gives her emotional support, how could Anita's feelings change?

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

CORRECT examples:

- Stating a reason that the feelings might change, such as "She'll feel better if she knows that someone else understands."
- Stating specific changes as generalities with reasoning, such as "People feel better when someone says a nice thing about them."
- Describing a possible change, such as "She 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 "She'll be happy," "Cheer her up," or "Because things can change."
- Saying that she could be happy at another time or in some other situation.
- Responses not supported by story details, such as "She's her best friend" or "She could do the project over."

## Story 2, Page 4

**Question 1:**

Score 0, 1, 2, or 3.

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

Circle the word that BEST describes how Emily is feeling.

If **Frustrated**, 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 **Guilty** or **Nervous**, 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 Emily is feeling.

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

CORRECT examples of different reasons:

- Because she broke the lamp.
- Because she broke a rule.
- Student relates the situation to his or her own experience, for example, "I would feel guilty."

It is INCORRECT for the student to give situational cues that are not stated in the story, such as "Her sister's probably going to tell her mom."

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

CORRECT examples of different reasons:

- Nonverbal cues from the story, such as pacing.
- Situational cues, such as "She might get in trouble" or "She doesn't want to tell her mom."
- Student relates the situation to his or her own experience, such as "I would feel nervous."

It is INCORRECT for the student to give situational cues that are not stated in the story, such as "She is going to lie to her mom."

## Story 2, Page 4 (continued)

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

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

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

SCORE = 1 point for 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 that is not supported by story detail.

## Story 2, Page 5

**Question 3:****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.*

Do you think that this is a good solution to Emily's problem?

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

What are three different reasons that this IS or IS NOT a good solution?

SCORE = 1 point for giving one or two 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 correctly predicting the consequences of the solution or the alternatives.
- Generalities such as "She would be doing the wrong thing" or that another solution would be a more moral behavior should be considered to be 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, "She would be lying," and "She should tell her mom the truth," 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 with the consequences of the solution(s).
- 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 why he or she didn't choose another solution.



## Story 3, Page 6

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

*Question's objective: Student predicts possible consequences for an action.*

Describe two things that might happen as a result if Koshi calls the student names.

SCORE = 1 point for each different correct consequence, up to 2 points.

- Two answers referring to the same thing are scored as 1 point. For example, "She may get into trouble," "She may get sent to the principal's office."
- Generalities, such as "She would be doing the wrong thing" or that another solution would be a right or moral behavior, should be considered to be the same answer and given only 1 point if more than one of this type of answer is given.
- Answers that are completely opposite in wording get only 1 point, for example, "She may get in trouble," "She may not get in trouble."
- Single word answers without enough context score 0 points.

CORRECT examples:

- The friend might like her better. (Positive consequences can be correct.)
- The friend might not like her any better anyway. (It might not work.)
- Koshi may get in trouble.
- Other students might not respect her as much.
- The situation could escalate. Someone could get hurt.
- Koshi could lose friendships or make the other student feel bad.
- Koshi might feel bad about herself.
- It would not be fair to call someone names.
- Student relates the situation to his or her own prior experiences with the consequences of calling students names.

## Story 3, Page 6 (continued)

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

*Question's objective: Student recalls prosocial steps for resisting peer pressure.*

Describe one step that Koshi should take to resist peer pressure.

SCORE = 1 point for a correct example of resisting peer pressure.

CORRECT answers must be either a kind of refusal, calming down, or reflecting about the problems that might result.

CORRECT examples:

- Calm down or a calming-down strategy.
- Steps from "Dealing with Peer Pressure."
  - Verbal refusal, such as "Say 'No' like she means it."
  - Nonverbal refusal, such as "Just walk away."
  - Decide whether it's something Koshi really wants to do.
  - Decide whether it's against a rule.
  - Decide whether it's safe.
- Other problem-solving steps:
  - State the problem.
  - Think of some solutions.

## Story 4, Page 7

**Question 1:**  
**Score 0 or 1.**

*Question's objective: Student identifies conflicting feelings.*

Miguel has conflicting feelings. What are Miguel's conflicting feelings?

SCORE = 1 point for correct contradictory emotions or desires.

Answers must include two different emotions or desires. (Synonyms such as longing/wanting are considered one emotion.)

CORRECT examples:

- Naming two reasonable conflicting feelings, such as "happy and afraid."
- Describing the conflict between what he wants to do and his fear. Answer must include both parts.

INCORRECT examples:

- Saying, "He's trying to decide whether or not to play with Delia."
- Naming conflicting actions, for example "playing catch" and "making jokes."

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

*Question's objective: Student identifies the defining components of prejudice.*

The kids in the neighborhood are prejudiced against Delia. What are two ways you can tell that they are prejudiced?

SCORE = 1 point for referring to a negative assumption about Delia. (Delia is stuck up and unfriendly.)

SCORE = 1 point for stating that there is a lack of evidence to support negative assumptions about Delia. (None of the kids knows her or has tried to talk with her.)

## Story 4, Page 8

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

*Question's objective: Student can describe a person's feelings based on situational cues.*

List THREE WORDS to describe how Delia might feel if Miguel tells her he DOES NOT want to play with her.

SCORE = 1 point for THREE different negative feeling words (single words, not descriptions of thoughts, actions, and so on.)

**Question 4:**  
**Score 0 or 1.**

*Question's objective: Student can describe a person's feelings based on situational cues.*

List THREE WORDS to describe how Delia might feel if Miguel tells her that he DOES want to play with her.

SCORE = 1 point for THREE different positive feeling words (single words, not descriptions of thoughts, actions, and so on).

## 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 Marc 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 Marc.	<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.

## Story 6, Page 10

**Question 1:**  
**Score 0 or 1.**

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

As he walks to the playground, what is Brian's impulse?

SCORE = 1 point for an impulse named or clearly implied in the story.

CORRECT examples:

- Punching Kevin.
- Confronting Kevin.

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

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

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

What are the FIRST TWO things Brian should do before he does anything else about this problem?

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

- Calm down.
- One correct calming-down strategy.
- Get more information. Could be from an adult.
- Talk to Brian.

SCORE = 2 points for:

- Naming two calming-down strategies.
- Listing "calm down" or calming-down strategy plus "Get more information" or "Talk to Brian."

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.
- Answers must not assume that Kevin is spreading rumors. The story only says that Brian hears that he is. For example, "Tell Kevin to stop" assumes rumor spreading, which may not be true. Therefore, the student needs to get more information on Brian's part.

# Second Step Grade 5 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.