

KWL Diagnostic Assessment for Wellness Wonders



Table of Contents

Item	Page Number
KWL Diagnostic Pretest	2
Wellness Wonders Class KWL Chart	4
Wellness Wonders KWL Diagnostic Pretest	5
Wellness Wonders KWL Pretest Guiding Questions & Possible Answers	7
Checklist for LA.C.1.2.4.3.1	9

Assessment Title: KWL Diagnostic Pretest
Assessment Form: Diagnostic
Type of Assessment: Constructed Response and Selected Response

Duration: 30 minutes

Standard (s) Assessed: HE.A.1.2.2, HE.A.1.2.10, HE.B.1.2.4, HE.B.2.2.1, HE.C.1.2.4, HE.C.2.2.1, HE.C.2.2.6, LA.C.1.2.4.3.1, LA.D.2.2.5.3.1, Information Managers, and Critical and Creative Thinkers

Description of Assessment Activity: The KWL chart will be given to students to assess their knowledge of the health standards and two language arts standard for the unit. Students complete the KWL in response to the guiding questions posed by the teacher. The teacher summarizes student responses and fills out the What We Know part of the **class** KWL chart. The teacher also observes the listening skills of students. Information from the diagnostic assessment is used to guide the instruction of the unit.

Teacher Directions:

Prior to the assessment:

1. Download the KWL Diagnostic Pretest.
2. Make copies of the KWL Diagnostic Pretest, one per student.
3. Make a class KWL chart on poster board or chart paper. A sample KWL class chart is provided in this associated file.
4. Acquire a newspaper and locate and highlight examples of 2 facts and 2 opinions. The examples should be on an appropriate readability level.

The day of the assessment:

1. See student directions.
2. Read the Guiding Questions and allow time for student responses.
3. Observe students' listening skills (i.e. making eye contact and facing the teacher, etc.) while reading the questions and record observations on the Language Arts/Listening Checklist. The same checklist will be used at other times throughout the unit.
4. Take up student papers.

After the assessment:

1. Check student responses for accuracy. Summarize accurate responses for each question and post the summary ideas on the class KWL chart.
2. Lead students in completing the What We Want to Know column of the KWL chart.

Note: There are three diagnostic assessments for this unit. They include this KWL diagnostic, a language arts diagnostic, and a math diagnostic. To minimize student fatigue, the teacher might consider beginning the KWL and language arts diagnostics two days in advance and conducting one diagnostic each day.

Student Directions:

1. Write your name on your paper.
2. This is a low-stakes pretest. Do your best, but do not worry if you cannot think of an answer for each question. Just leave the answer space blank. The purpose of the test is to find out what you already know. This will help me plan the instruction for the unit.
3. Listen carefully to each question and write your answers on your KWL Pretest. While I read the questions I will also be observing to see who is listening.
4. Remember, if you do not know the answer, leave it blank. It's OK.

Scoring Method and Criteria:

The diagnostic assessment is not scored. However, the teacher should tally and record the number of correct responses on each student's KWL Diagnostic Pretest. At the end of the unit these results are to be compared with the number of correct responses on the KWL Diagnostic Posttest as an indication of student achievement. The Language Arts Checklist/Listening is used to check names of students who have difficulty listening attentively.



Wellness Wonders
Class KWL Chart



What we know	What we want to know	What we have learned



Wellness Wonders
KWL Diagnostic Pretest



Name _____

What I Know

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

5.

6.

7.

8.

9. Fact _____ Opinion _____

10. Fact _____ Opinion _____

11. Fact _____ Opinion _____

12. Fact _____ Opinion _____

Wellness Wonders
KWL Diagnostic Pretest
Guiding Questions

1. What are some things you can do to stay healthy and well?
2. What are some foods that are good for your health?
3. What are some foods that are bad for your health?
4. How does the media affect the way you think and feel about health behaviors? Note: Feel free to define media and help students understand the question. Media is any means of communication with wide reach such as newspapers, television, radio, the Internet, etc.
5. Name some steps you take to stay healthy.
6. What is the first step you might take to reach a personal health goal?
7. How could you share health information or ideas with a friend?
8. How could you get your family, your school, or your community to help you reach a health goal?
- 9, – 12.

Listen as I read from the newspaper. Decide if the statement I read is a fact or an opinion. Put a check beside the answer you choose.

Wellness Wonders
KWL Diagnostic Pretest
Possible Answers Might Include:

1. I can eat a balanced diet. I can get regular exercise. I can sleep 8-10 hours each night. I can wash my hands before eating.
2. Meat helps my muscles grow. Milk is good for my bones and teeth. Vegetables and fruits have lots of vitamins.
3. Eating too much candy is bad for you. Eating too much greasy food is bad for you.
4. The media can tell you facts about your health. The media can make you want to buy, use, or own things they are selling.
5. I eat good foods. I exercise everyday. I don't eat too many sweets. I wash my hands a lot.
6. I make a plan.
7. I can write him a note. I can talk with him.
8. I can ask my mom for help. I can write a letter to someone in the community for help. I can talk with the school nurse for help.
9. – 10. These responses will depend upon what is read.

Language Arts Checklist/Listening

Key: + = listened appropriately Δ = needs more practice
 □ = Formative assessment □ = Summative assessment

Student	KWL Diagnostic	Pyramid Power Lesson	Class Speaker 1	That's A Fact - video	Class Speaker 2	Class Speaker 3	Summary	Language Arts Summative	KWL Posttest/
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									

LA.C.1.2.4.3.1 - The student listens attentively (Makes eye contact, faces the speaker, does not talk while the speaker is talking, and does not disturb others)

Student	KWL Diagnostic	Pyramid Power Lesson	Class Speaker 1	That's A Fact - video	Class Speaker 2	Class Speaker 3	Summary	Language Arts Summative	KWL Posttest/
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									

LA.C.1.2.4.3.1 - The student listens attentively (Makes eye contact, faces the speaker, does not talk while the speaker is talking, and does not disturb others).