

# STRONG KIDS UNIT TESTS

*For Use with Strong Kids-E and Strong Kids-M Curricula  
Students in Grades 3-8*

## INSTRUCTIONS FOR TEACHERS/GROUP LEADERS

The Strong Kids Unit Tests include a 10-item Symptoms Test and a 20-item Knowledge Test. The symptoms test is designed to measure students' feelings and thinking patterns related to emotional distress. The Knowledge Test is designed to measure students' knowledge of social and emotional concepts and coping strategies, based on content from the curriculum. The unit tests may be used to measure how effective the Strong Kids curriculum is in increasing student's knowledge of social-emotional concepts and coping strategies, and decreasing their symptoms of emotional distress.

If you choose to use the Unit Tests as a pre- and post-test measure, you should administer them prior to the first lesson (Lesson 1), and after the last lesson (Lesson 12). Most students can complete the entire Unit Tests in about 20 minutes. Some students (especially younger students and those students with reading problems) may have difficulty understanding the Knowledge Test, and may require assistance (such as reading the items out loud, or being available to answer questions about specific words) in completing it.

**HOW TO SCORE THE SYMPTOMS TEST:** For the Symptoms Test, the 10 items include boxes in which the students place their answer (X) regarding how they feel. These boxes have lightly shaded number values in them, ranging from 0 to 3, with the higher number indicating more emotional distress. This test is scored by summing the values selected in the student's ratings for the 10 items, and entering the total score on the line indicated at the bottom of the form.

**HOW TO SCORE THE KNOWLEDGE TEST:** A scoring key is included for the Knowledge Test, containing the correct answers for each of the 20 items, along with an indication of which lesson the question was drawn from. To score students' tests, compare the scoring key answers to the student's actual answers, and place an "X" or other mark by every answer that is incorrect. Each item that has a correct answer should be given one point, and the final tally of correct answers can be converted into a percentage of correct responses. For example, if a student correctly answered 17 of the 20 questions, his or her raw score would be 17, and the percentage correct would be 85%

**HOW TO USE THE UNIT TEST SCORES:** To compare post-test scores to pre-test scores, subtract the pre-test total score from the post-test total score for each of the two tests. The difference reflects how much change occurred from the beginning to the end of the curriculum. Remember that higher scores on the Symptoms Test indicate more emotional distress or upset, whereas higher scores on the Knowledge Test indicate more knowledge of social and emotional concepts and coping strategies. Ideally, participation in the Strong Kids curriculum will result in an increase from pre-test to post in knowledge (the post-test scores will be greater than the pre-test scores), and a decrease from pre-test to post-test in symptoms (the post-test scores will be lower than the pre-test scores).

Pretest \_\_\_\_\_

Posttest \_\_\_\_\_

## **Strong Kids Unit Tests** *For Students in Grades 3-8*

Name \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

School \_\_\_\_\_ Today's Date \_\_\_\_\_

I am a:    boy       girl

On the next few pages, you will be asked to answer questions about how you have been feeling over the past month. Think about how you have been feeling overall and answer the questions as well as you can. After answering those questions, you will then be asked to answer more questions to see how much you know about healthy and unhealthy ways to express feelings, thoughts, and behavior. Read each question carefully and choose what you think is the best answer to the questions.

You will not be graded on your answers. Your answers will be kept confidential. If you have any questions, please ask your teacher.

## Part One: Strong Kids Symptoms Test

**Directions:** The following statements tell some ways that kids might sometimes feel and things they might sometimes do. Read each of these statements and decide how often they are true for you *for the past month*. Ask yourself, is this *Never True*, *Hardly Ever True*, *Sometimes True*, or *Often True* for me?" After you have decided how often the statement is true for you, make an **X** in the box that goes with that answer. There are no right or wrong answers, just choose the answer that tells how you feel.

	Never True	Hardly Ever True	Sometimes True	Often True
1. There is very little that I like to do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can't deal with my problems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I argue with other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I get so mad that I break or throw things .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I worry about things .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel depressed or sad.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Things don't work out for me .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I get headaches.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel sick to my stomach .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I argue with my parents .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TOTAL SCORE** \_\_\_\_\_

## Part Two: Strong Kids Knowledge Test

**Directions:** This test has 20 questions about healthy and unhealthy ways to express feelings, thoughts, and behavior. Read each question carefully and pick what you think is the best answer.

**TRUE-FALSE.** Read each sentence. If you think it is true or mostly true, circle the **T**, which means “true.” If you think it is false or mostly false, circle the **F**, which means “false.”

1. T F Self-esteem is your feelings of worth for yourself.
2. T F When identifying a problem, it is important to describe how you feel and then listen to how the other person says they feel.
3. T F When people feel embarrassed, they are likely to stand tall, smile, and talk to others.
4. T F Clenched fists and trembling or shaking hands are often signs of stress.
5. T F Your friend took the last ice cream bar at the class party and you hadn't gotten one yet. A good way to deal with this is to first identify how you feel, figure out if you feel comfortable or uncomfortable, and then choose 3 positive ways to express your feeling.

**MULTIPLE CHOICE.** Circle the letter that goes along with the best answer for each question.

6. Devin's gym teacher tells him to try out for the basketball team. Devin thinks that he is too short and won't make it, so he decides to not try out for the team. What thinking error is Devin making?
  - a. Binocular vision
  - b. Black and white thinking
  - c. Making it personal
  - d. Fortune telling

7. An example of an emotion that is uncomfortable for most people is
  - a. Excited
  - b. Frustrated
  - c. Curious
  - d. Content
  
8. What is an emotion?
  - a. A thought you have about a situation
  - b. Your inner voice inside your head
  - c. A memory you have about something that happened to you
  - d. A feeling that tells you something about a situation you are in
  
9. Self-talk is a way to calm down after you get angry. Self-talk includes telling yourself
  - a. I don't deserve this
  - b. I should get angry when something like this happens
  - c. I can work through this
  - d. I need to stop getting angry so often
  
10. Which of the following statements best describes empathy?
  - a. Knowing how you are feeling
  - b. Not knowing why another person is feeling sad
  - c. Understanding another person's feelings
  - d. Thinking about another person
  
11. What is the meaning of the thinking error dark glasses?
  - a. Looking at the whole picture
  - b. Seeing only the part of a situation that makes you sad
  - c. Trying to see things in a different way
  - d. Thinking about only the negative or bad parts of things
  
12. Thinking errors occur when
  - a. You see things differently than what really happened
  - b. You see both the good and bad of each situation
  - c. You think something different than your friend
  - d. You tell yourself you shouldn't try to do something

13. Reframing is a way to
  - a. See the whole picture
  - b. Think about the things that make you smile
  - c. Think about the situation more realistically
  - d. Think about what you will do next
  
14. Why would you want to know how someone else is feeling?
  - a. So you can leave them alone when they're angry
  - b. To better understand that person's feelings
  - c. To tell other people about that person
  - d. To act the same when you are together
  
15. What does the ABCDE plan for optimism help you to do?
  - a. Look at both sides of a situation
  - b. View situations more positively
  - c. Control your positive and negative thoughts
  - d. Realize that you sometimes have no control over things
  
16. Conflict resolution is best described as
  - a. Discussing a problem until there is a winner and a loser
  - b. Arguing with another person until they see your point and give in
  - c. Problem-solving so you can reach an agreement
  - d. Talking about the problem until something changes the other person's mind
  
17. Which of the following is a positive way to express how scared you are for your parents to get your report card?
  - a. Tell them why you are scared
  - b. Hide your report card
  - c. Tell your parents they are expecting too much from you
  - d. Say that your grades were bad because other kids at school distracted you
  
18. Why is it important to make an agreement when you are trying to solve a problem?
  - a. To understand what the other person is feeling
  - b. To let the other person know what you think about the problem
  - c. To make sure both people accept the solution to the problem
  - d. To solve the problem more quickly

19. Which of the following is one of the best ways to deal with a problem with you are feeling stressed?

- a. Crying
- b. Talking about the problem with a friend
- c. Complaining to your mom
- d. Ignoring the problem

20. Which of the following is the better way to deal with feeling very angry when the person next to you in class keeps talking and annoying you?

- a. Yell at them and tell the to stop
- b. Call out to the teacher about the student
- c. Take their backpack to get even
- d. Stop, count to ten, and try to relax

## **STRONG KIDS**

### **Knowledge Test Answer Key**

**Correct answers for each of the 20 items are in boldface and underlined type. The Strong Kids lesson to which the question corresponds is indicated in parentheses.**

1. **T** (Lesson 1)
2. **T** (Lesson 9)
3. **F** (Lesson 2)
4. **T** (Lesson 10)
5. **T** (Lesson 3)
6. **d** (Lesson 6)
7. **b** Lesson 2)
8. **d** (Lesson 1)
9. **c** (Lesson 4)
10. **c** (Lesson 5)
11. **d** (Lesson 6)
12. **a** (Lesson 6)
13. **c** (Lesson 7)
14. **b** (Lesson 5)
15. **b** (Lesson 8)
16. **c** (Lesson 9)
17. **a** (Lesson 3)
18. **c** (Lesson 9)
19. **b** (Lesson 10)
20. **d** (Lesson 4)