

Diagnostic Grammar and Usage Assessment

Directions for Preparation, Administration, Correction, and Recording the Data

The purpose of this whole class assessment is to determine which of the previous grade-level grammar and usage Standards, content, skills, and rules have and have not been mastered.

Preparation

This four-page assessment should be copied back-to-back for each student.

Administration

Inform students that this is a test on grammar and usage. Tell them to read each set of directions as they take the test. Read the first set of directions aloud to get them started. The assessment is given “whole class” and is un-timed. Most students finish in 20–25 minutes.

Correction

Grade the assessment from the Diagnostic Grammar and Usage Assessment Answers page, marking errors.

Recording the Data

Write the names of your students in alphabetical order on the recording matrix or copy and paste the class roster into an Excel spreadsheet. Record the grammar and usage deficits for each student in numerical order on the Diagnostic Grammar and Usage Assessment Mastery Matrix. Mark a / for each error in the student’s row on the matrix and assign that Grammar and Mechanics Worksheet for remediation.

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

Although they apologized, either Kim or Tom was always arriving late for their team practices and league games.

- ___1. The proper nouns in the sentence are ____ and ____.
A. practices, games B. always, late C. Kim, Tom
D. they, their E. Tom, games
- ___2. The common nouns in the sentence are ____ and ____.
A. team, practices B. practices, games C. Kim, Tom
D. they, their E. Kim, games
- ___3. The pronouns in the sentence are ____ and ____.
A. they, their B. Kim, Tom C. team, league
D. apologized, arriving E. always, late
- ___4. The adjectives in the sentence are ____ and ____.
A. apologized, arriving B. either, or C. practices, games
D. always, late E. team, league
- ___5. The verbs in the sentence are ____ and ____.
A. arriving, practices B. always, late C. apologized, was arriving
D. practices, games E. apologized, practices
- ___6. The adverbs in the sentence are ____ and ____.
A. Although, always B. always, late C. team, league
D. arriving, practices E. either, late
- ___7. The preposition in the sentence is ____.
A. for B. and C. or
D. either E. their
- ___8. The coordinating conjunction in the sentence is ____.
A. late B. or C. either
D. for E. and
- ___9. The subordinating conjunction in the sentence is ____.
A. either B. for C. Although
D. or E. and
- ___10. The correlative conjunctions in the sentence ____ and ____.
A. Although, either B. either, for C. or, for
D. either, or E. for, and
- ___11. Identify the simple subject in this sentence: She watched the movie three times.
A. She B. watched C. movie
D. three E. times
- ___12. Identify the compound subjects in this sentence: The train and ship arrived at noon.
A. The train B. ship C. noon
D. at noon E. train and ship

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

- ___13. Identify the simple predicate in this sentence: The clown was smiling at the children.
A. was B. clown was C. children
D. smiling E. was smiling
- ___14. Identify the compound predicates in this sentence: Mariel sat down and crossed her legs.
A. sat down B. crossed C. sat, crossed
D. sat, and E. down and crossed
- ___15. Mr. Nelson looked at the photograph. This is a _____ sentence.
A. simple declarative B. compound interrogative C. simple imperative
D. complex imperative E. compound-complex exclamatory
- ___16. She failed the test twice, but she passed it the third time. This is a _____ sentence.
A. simple B. complex C. compound
D. run-on E. compound-complex
- ___17. Carla went to the store after she watched the television show. This is a _____ sentence.
A. simple B. complex C. compound
D. run-on E. compound-complex
- ___18. Although it may be dated, Tom Sawyer is still an enjoyable book, and its humor stands the test of time. This is a _____ sentence.
A. simple B. compound C. complex
D. run-on E. compound-complex
- ___19. Identify the best way to fix this sentence problem: While we waited in line for our lunch and the principal spoke to us.
A. While we waited in line the principal spoke to us for our lunch.
B. The principal speaking to us while we waited in line for our lunch.
C. While the principal spoke to us and we waited in line for our lunch.
D. The principal spoke to us while we waited in line for our lunch.
E. While we waited for our lunch our principal spoke in line to us.
- ___20. Identify the best way to fix this sentence problem: That was a great movie, I really enjoyed the popcorn.
A. That was a great movie I really enjoyed the popcorn.
B. A great movie that was, I really enjoyed the popcorn.
C. That was a great movie, and I really enjoyed the popcorn.
D. That was a great movie, because I really enjoyed the popcorn.
E. I really enjoyed the popcorn, that was a great movie.

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

- ___21. The students who got into trouble are ____.
- A. them B. those C. I and he
D. they E. me and she
- ___22. The teacher yelled at two students, Rachel and ____.
- A. I B. me C. it
D. he E. us
- ___23. They ____ had never sailed a boat by ____.
- A. themselves; them B. themselves; themselves C. theirselves; theirself
D. them; theirself E. theirselves; theirselves
- ___24. He stirred the sauce, and then let John taste ____.
- A. them B. this C. it
D. these E. that
- ___25. That movie ____ we watched was entertaining.
- A. who B. whose C. it
D. which E. that
- ___26. ____ who wants to try out for the team can do so, but not ____ is chosen.
- A. Anyone; everybody B. Everyone; both C. Someone; one
D. Everyone; others E. Others; neither
- ___27. ____ of the candy is on the counter, though ____ is free.
- A. Some; fewer B. Plenty; little C. Many; nothing
D. All; none E. A large amount; few
- ___28. She should ____ for her school pictures.
- A. have smiled B. is smiling C. had smiled
D. smiled E. has smiled
- ___29. Jamie ____ three miles around the track for the fundraiser.
- A. walk B. has walk C. is walking
D. walking E. had walking
- ___30. The cat played with its stuffed mouse, and ____ went outside to chase birds.
- A. it B. then it C. then they
D. it then E. then the cat
- ___31. Compared to her happy sister, she is ____.
- A. happier B. most happy C. happiest
D. more happier E. most happiest
- ___32. Of all the happy people, he was ____.
- A. happier B. most happy C. happiest
D. more happier E. most happiest

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

- ___33. Compared to last time, this work is definitely _____.
A. most difficult B. more difficulter C. difficultest
D. more difficult E. difficulter
- ___34. He is the _____ student in his class.
A. most intelligent B. more intelligent C. intelligentest
D. more intelligent E. intelligenter
- ___35. Dennis _____ ready and he _____ prepared well.
A. seem; has B. seems; have C. seems; has
D. seems; was E. seem; is
- ___36. She _____ passed the test, but she didn't study.
A. did have B. could have C. should of
D. did might E. would of
- ___37. She _____ hard for the test last night.
A. studied B. did studied C. study
D. had studying E. have studied
- ___38. She _____ hard for the test last night when she fell asleep.
A. studied B. was studied C. was studying
D. studying E. have studied
- ___39. She _____ for two hours when I called. *
A. will have been studying B. will study C. study
D. had studied E. studied
- ___40. She always _____ hard for tests.
A. study B. will studied C. studies
D. are studied E. will be studied
- ___41. Today she _____ hard for the test
A. will have been studying B. had studied C. study
D. is studied E. is studying
- ___42. This whole morning she _____ hard for the test. *
A. will have studied B. has studied C. had studied
D. is studied E. have studying
- ___43. We _____ more later this afternoon.
A. will have been studying B. will study C. study
D. are studied E. have studied
- ___44. She _____ for the test the whole night.
A. will have studying B. will be studying C. have studied
D. are studied E. have studying
- ___45. By the time the clock strikes three, we _____ for four long hours. *
A. have studied B. will study C. study
D. are studied E. will have studied

*Standard introduced in Grade 5.

Diagnostic Grammar and Usage Assessment Answers

Directions: If the student misses an item, mark a / in the same number column on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

- | | | |
|-------|-------|-------|
| 1. C | 16. C | 31. A |
| 2. B | 17. B | 32. C |
| 3. A | 18. E | 33. D |
| 4. E | 19. D | 34. A |
| 5. C | 20. C | 35. C |
| 6. B | 21. D | 36. B |
| 7. A | 22. B | 37. A |
| 8. E | 23. B | 38. C |
| 9. C | 24. C | 39. D |
| 10. D | 25. D | 40. C |
| 11. A | 26. A | 41. E |
| 12. E | 27. D | 42. B |
| 13. E | 28. A | 43. B |
| 14. C | 29. C | 44. B |
| 15. A | 30. E | 45. E |

Diagnostic Mechanics Assessment

Directions for Preparation, Administration, Correction, and Recording the Data

The purpose of this whole class assessment is to determine which of the previous grade-level mechanics Standards, skills, and rules have and have not been mastered.

Preparation

This two-page assessment should be copied back-to-back for each student.

Administration

Inform students that this is a test on punctuation and capitalization. Tell them to read each set of directions as they take the test—especially the **boldface** directions. Read the first set of directions aloud to get them started. Remind students to print neatly.

The assessment is given “whole class” and is un-timed. Most students finish in 10–15 minutes.

Correction

Grade the assessment according to the directions on the Diagnostic Mechanics Assessment Answers page.

Recording the Data

Write the names of your students in alphabetical order on the recording matrix or copy and paste the class roster into an Excel spreadsheet. Record the mechanics deficits for each student in numerical order on the Diagnostic Mechanics Assessment Mastery Matrix. Mark a / for each error in the student’s row on the matrix and assign that Grammar and Mechanics Worksheet for remediation. Ignore errors unrelated to the targeted assessment items.

Diagnostic Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

1. a friend named john said I am glad I dont need any help on my homework

2. that new student paula is from south africa she told me she had never seen the star wars movie in that country **Note: Don't place a comma or a period after "africa."**

3. she saw pictures of the costumes robots and ship models in the newsweek article the one that featured space camp **Note: Don't place a comma or colon after "article."**

4. yes you should listen to that song called the one monsters howl sometime before halloween

5. bring both girls best dresses to atlanta georgia to see the play titled up on the roof

Diagnostic Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

6. joe please read these chapters knots and cooking to prepare for the boy scouts meeting tonight

7. mr wong put on his glasses and he read the magazine article titled my dog spoke english

8. dear mary

what a complete surprise no one had read the short story titled yanks and rebs about the civil war the whole messy story is sad depressing and true

yours truly

amy

Diagnostic Mechanics Assessment

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the Diagnostic Grammar and Mechanics Assessment Mastery Matrix.

- 55 46 69 (needs both) 70
1. a friend named **J**ohn said, "I am glad I don't need any help on my homework"
- 47 (needs both) 56 (needs both) 71 62
2. that new student, paula, is from **S**outh **A**frica; she told me she had never seen the star wars movie in that country
- 48 (needs both) 63
3. she saw pictures of the costumes, robots, and ship models in the newsweek article
72 (needs both) 57 (needs both)
(the one that featured **S**pace **C**amp)
- 49 64 (needs both) 73 58
4. yes, you should listen to that song called "the one monster's howl" before **H**alloween
- 74 50 65
5. bring both girls' best dresses to atlanta, georgia to see the play titled up on the roof
- 51 75 66 (needs both sets) 59 (needs both)
6. joe, please read these chapters: "knots" and "cooking" to prepare for the **B**oy **S**couts meeting tonight
- 76 52 67 (needs both)
7. mr. wong put on his glasses, and he read the magazine article titled "my dog spoke
60
English"
- 53 (needs both greeting and closing)
8. dear mary,
- 77 68 (needs both)
- what a complete surprise! no one had read the short story titled "yanks
54 (no commas with whole messy story; needs both commas)
61 (needs both) with sad, depressing,)
and rebs" about the **C**ivil **W**ar the whole messy story is sad, depressing, and true
- yours truly,
- amy

Diagnostic Spelling Assessment

Directions for Preparation, Administration, Correction, and Recording the Data

The purpose of this whole class assessment is to determine which of the previous grade-level spelling patterns have and have not been mastered.

Preparation

Students take this spelling test on binder paper. You may wish to make an audio recording of the test on your phone or computer for future administrations and make-ups.

Administration

Inform students that this is a test on spelling patterns. Tell them to print the spelling words. The test should take less than 10 minutes to administer.

Correction

Mark errors only if the focus spelling pattern is incorrectly applied. For example, if the focus spelling pattern applies the i before e rule, don't mark believe or beliefs wrong, because the student has correctly spelled the focus spelling pattern.

Recording the Data

Write the names of your students in alphabetical order on the recording matrix or copy and paste the class roster into an Excel spreadsheet. Record the spelling deficits for each student in numerical order on the Diagnostic Spelling Assessment Mastery Matrix. Mark a / for each error in the student's row on the matrix and assign that Spelling Patterns Worksheet for remediation.

Diagnostic Spelling Assessment

Directions: Students number binder paper from 1–20. Administer the spelling test to assess student mastery of the eight conventional spelling rules.

"ie"/ "ei"

1. believe	I will believe it when I see it.	believe
2. receive	Did you receive the letter?	receive

Drop/Keep Final y

3. denied	He denied any knowledge of the crime.	denied
4. carrying	We got tired of carrying the baskets.	carrying

Drop/Keep Final e

5. skating	I had my birthday party at the skating rink.	skating
6. wisely	She wisely asked the teacher for help.	wisely

Consonant Doubling

7. forgetting	I keep forgetting where I placed my glasses.	forgetting
8. commitment	The coach questioned his commitment.	commitment

"ance"/ "ence"

9. significance	The significance of her research was huge.	significance
10. confidence	The teacher earned our highest confidence.	confidence

"able"/"ible"

11. laughable	His clumsy response was laughable.	laughable
12. eligible	I was now eligible to win the grand prize.	eligible

/ion/

13. explosion	A loud explosion followed the car crash.	explosion
14. musician	He made his career as a musician.	musician
15. emotional	Her poetry triggered an emotional response.	emotional

Plurals

16. radios	We listened to our radios.	radios
17. bushes	They found the child hiding in the bushes.	bushes
18. ladies	The ladies softball team won their game.	ladies
19. bookshelves	They dusted the bookshelves.	bookshelves
20. women	The women volunteered for the carnival.	women