

Introduction

This diagnostic assessment is designed to evaluate students' understanding of basic grammar rules, vocabulary, and reading comprehension skills in English Language Arts.

The assessment is aligned with the learning objectives of identifying and understanding basic grammar rules, developing vocabulary, comprehending short stories and poems, and applying reading comprehension skills.

Section 1: Multiple Choice Questions

Choose the correct answer for each question.

1. What is the correct form of the possessive adjective "its" in the following sentence: "The cat chased _____ tail."?
 1. a) it's
 2. b) its
 3. c) its'
 4. d) it's
2. Which of the following sentences is in the correct form of subject-verb agreement?
 1. a) The cat and the dog chase each other.
 2. b) The cat and the dog chases each other.
 3. c) The cat and the dog chasing each other.
 4. d) The cat and the dog are chasing each other.
3. What is the correct punctuation mark to use at the end of a sentence that asks a question?
 1. a) Period (.)
 2. b) Comma (,)
 3. c) Question mark (?)
 4. d) Exclamation mark (!)

Section 1: Multiple Choice Questions (continued)

Choose the correct answer for each question.

4. What does the word "nuance" mean?
 1. a) A subtle difference or shade of meaning
 2. b) A strong or obvious difference
 3. c) A type of fruit
 4. d) A type of animal
5. Which of the following words is a synonym for the word "happy"?
 1. a) Sad
 2. b) Angry
 3. c) Joyful
 4. d) Tired

Section 2: Short Answer Questions

Answer each question in complete sentences.

1. Identify the adjective phrase in the following sentence: "The sun was shining brightly in the clear blue sky." Explain its function in the sentence.

2. What is the difference between a simile and a metaphor? Provide an example of each.

Section 2: Short Answer Questions (continued)

Answer each question in complete sentences.

3. Read the following passage: "The sun was shining brightly in the clear blue sky." What is the main idea of the passage?

Section 3: Essay Question

Read the following poem: "The Road Not Taken" by Robert Frost. Analyze the theme of the poem and explain how the poet uses literary devices to convey the message.

Marking Guide

The following marking guide will be used to assess your work:

- Multiple Choice: 1 point for each correct answer, 0 points for each incorrect answer
- Short Answer: 2 points for each correct answer, 1 point for each partially correct answer, 0 points for each incorrect answer
- Essay: Content (40 points), Organization and Coherence (20 points), Style and Conventions (20 points)

Differentiation Options

The following differentiation options are available:

- For students with learning disabilities: provide extra time to complete the assessment, offer a reader or scribe to assist with reading and writing tasks, use assistive technology
- For English language learners: provide a bilingual dictionary or glossary, offer additional support with vocabulary and grammar instructions, allow students to complete the assessment in their native language
- For gifted students: provide additional challenging questions or tasks, offer opportunities for students to create their own assessments or quizzes, encourage students to research and present on a topic of interest

Universal Design Principles

The following universal design principles are used in this assessment:

- Clear and concise language
- Multiple means of representation (visual, auditory, and kinesthetic)
- Multiple means of expression (written, oral, and visual)
- Multiple means of engagement (choice, autonomy, and feedback)

Bloom's Taxonomy Alignment

The following Bloom's taxonomy alignment is used in this assessment:

- Knowledge and comprehension (multiple-choice and short-answer questions)
- Application and analysis (short-answer and essay questions)
- Synthesis and evaluation (essay question)

Multiple Intelligence Approaches

The following multiple intelligence approaches are used in this assessment:

- Linguistic intelligence (reading and writing tasks)
- Logical-mathematical intelligence (grammar and vocabulary tasks)
- Spatial intelligence (visual aids and diagrams)
- Interpersonal intelligence (peer discussion and feedback)

Clear Success Criteria

The following clear success criteria are used in this assessment:

- Understanding of basic grammar rules
- Development of vocabulary
- Comprehension of short stories and poems
- Application of reading comprehension skills

Evidence Collection Methods

The following evidence collection methods are used in this assessment:

- Multiple-choice and short-answer questions
- Essay question
- Observation of student behavior and participation during the assessment

Feedback Opportunities

The following feedback opportunities are available:

- Immediate feedback during the assessment
- Written feedback on student responses
- Verbal feedback during one-on-one conferences or group discussions

