

# Diagnostic Assessment for Grammar Fun

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**Duration:** 45-60 minutes

**Standards Assessed:** FL.A.2.3.2, FL.B. 1.3.1, LA.C.1.3.1.6.1, LA.C.1.3.1.6.2  
LA.C.1.3.3.6.1, LA.C.1.3.4.6.1, LA.D.1.3.1.6.1

**Description of Assessment Activity:** This diagnostic assesses students on their ability to designate words as nouns, verbs, and adjectives, use and label them in sentences, and determine the main message in a presentation. It also assesses whether students can listen alertly and follow oral directions. Use the information gained from this unit to adjust the instructions and practices for the students.

**Teacher Directions:**

Prior to class, duplicate the Student's Copy of the Diagnostic Assessment. Write the words, noun, verb, and adjective on the board. On the appropriate day, help students to locate Part I and say: **Label each of these words in part I word as a noun, verb, or adjective.** . Repeat the directions but do not say anything else. [This assesses LAC13161 (verbal directions) LAC13461 and LAD13161 (patterns and rules in English)]

Help students to locate Part II. Say: **Use the 20 words that you just labeled to complete the following the sentences. Listen as I read each direction.** Then read the directions and the example one at a time allowing time for students to write each sentence. [This assesses LAD 13161 (patterns and rules in English).]

Prior to the class when you are giving the Diagnostic Assessment, choose a song that has a simple message. The choice should be appropriate for the age and English proficiency of your students. Try to choose one with which they are not familiar. Bring the tape/CD to class along with a tape recorder/CD player on the appropriate day. Have students to locate Part III and then say: **Listen to the song that I will play. Tell what the song is mainly about or paraphrase (say in other words) what the singer is saying. Please use whole sentences. Misspelling and incorrect punctuation will not count as long as what you say makes sense. I will only play the song once.** [This assesses LAC13461 (alert while listening) FLA 232 (main idea/details) and LAC13162 (paraphrases info)]

Help students to locate Part IV. Tell them: **I will read each question aloud. Then I will read the answers. Listen to all of the answers before circling the one you think is correct. If you need the question read a second time, raise your hand.** Read each question and circulate and note which students are following the oral directions and which are not. You may need to read questions/answers a second time.

**Student Directions:**

Tell students: In order to complete this diagnostic test, you will have to listen to my oral directions. I will only repeat the directions for each part two times, so listen carefully.

**Scoring Method:** Use the answer key to check Part I. Check Part II to make see if students can put the words together using the stated criteria to make a complete sentence. Check Part III to see if students were able to determine the main idea of the song and paraphrase it. They should not use the exact words from the song. Observe to see if students listened to the directions and followed them even if the answers were incorrect. In other words, a student could demonstrate that he listens alertly but doesn't know how to pick out the main idea from the song. When scoring part IV, note those students who indicate inappropriate choices. These students will need explicit instructions concerning proper interaction with peers during the unit.

DIAGNOSTIC ASSESSMENT for GRAMMAR FUN  
NOUNS, VERBS, AND ADJECTIVES  
—TEACHER COPY

Use this copy to make your own answer key for parts II and III.

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

Part I:

1. red \_\_ADJ\_\_

11. (to) cry\_\_VERB

2. (to) run \_\_VERB\_\_

12. little \_\_ADJ\_\_

3. school \_\_NOUN\_\_

13. dog \_\_NOUN\_\_

4. singer \_\_NOUN\_\_

14. purse \_NOUN\_\_

5. (to) give \_\_VERB\_\_

15. smart \_\_ADJ\_\_

6. round \_\_ADJ\_\_

16. (to) write VERB

7. large \_\_ADJ\_\_

17. tiny \_ADJ\_\_

8. shirt \_\_NOUN\_\_

18. desk \_\_NOUN\_\_

9. animal \_\_NOUN\_\_

19. arm \_NOUN\_\_

10. boy \_\_NOUN\_\_

20. beautiful ADJ\_\_

## Part II

1. Use a noun, a verb, and an adjective to create a sentence. Label each of the words from page one that you used.
2. Use a noun, a verb, and 2 adjectives to create a sentence. Label each of the words from page one that you used.
3. Use two nouns, a verb and two adjectives to create a sentence. Label each of the words from page one that you used.

**Part III—Auditory Song** Listen to the teacher for directions.

**Part IV--** Choose the correct answer:

1. If you are listening to another student's song and you want to remember the words that you heard, what could you do?
  - A. Write a letter while listening.
  - B. Write down the words you hear that you think are nouns.**
  - C. Talk to another student in Spanish.
2. If you finally know the answer to the question your teacher asked about verbs, what would you do?
  - A. Yell out the answer
  - B. Raise your hand**
  - C. Climb on your desk
3. In order to recognize the adjectives in the commercials, what should you do?
  - A. Listen for words that describe.**
  - B. Listen for action words.
  - C. Listen for place words.

DIAGNOSTIC ASSESSMENT for GRAMMAR FUN  
NOUNS, VERBS, AND ADJECTIVES  
—STUDENT COPY

Name \_\_\_\_\_

Date \_\_\_\_\_

Part I: Listen to your teacher for directions.

1. red \_\_\_\_\_

2. (to) run \_\_\_\_\_

3. school \_\_\_\_\_

4. singer \_\_\_\_\_

5. (to) give \_\_\_\_\_

6. round \_\_\_\_\_

7. large \_\_\_\_\_

8. shirt \_\_\_\_\_

9. animal \_\_\_\_\_

10. boy \_\_\_\_\_

11. (to) cry \_\_\_\_\_

12. little \_\_\_\_\_

13. dog \_\_\_\_\_

14. purse \_\_\_\_\_

15. smart \_\_\_\_\_

16. (to) write \_\_\_\_\_

17. tiny \_\_\_\_\_

18. desk \_\_\_\_\_

19. arm \_\_\_\_\_

20. beautiful \_\_\_\_\_

## **PART II**

**Student Directions:** Use the 20 words that you just labeled to complete the following: **Example:** The little (adj) dog (noun) runs (verb) fast.

**1. Use a noun, a verb, and an adjective to create a sentence. Label each of the words from page one that you used.**

**2. Use a noun, a verb, and 2 adjectives to create a sentence. Label each of the words from page one that you used.**

**3. Use two nouns, a verb and two adjectives to create a sentence. Label each of the words from page one that you used.**

**Part III—Auditory Song** Listen to the teacher for directions.

**Part IV--Choose the correct answer:**

4. If you are listening to another student's song and you want to remember the words that you heard, what could you do?
  - A. Write a letter while listening.
  - B. Write down the words you hear that you think are nouns.
  - C. Talk to another student in Spanish.
  
5. If you finally know the answer to the question your teacher asked about verbs, what would you do?
  - A. Yell out the answer
  - B. Raise your hand
  - C. Climb on your desk
  
6. In order to recognize the adjectives in the commercials, what should you do?
  - A. Listen for words that describe.
  - B. Listen for action words.
  - C. Listen for place words.