

DIAGNOSTIC PRE-ASSESSMENT D

Use this Diagnostic Pre-Assessment to identify students who require intervention in these areas:

*Grammar & Usage
Vocabulary*

Standards Plus®
**COMMON CORE
INTERVENTION**

Grade
7
D

*After analyzing the
pre-assessment data, you can
implement your intervention
program with our ready-to-teach
Standards Plus Common Core
Intervention Materials.*

LANGUAGE ARTS GRADE 7

Diagnostic Pre-Assessment



Administering the Diagnostic Pre-Assessment:

- Determine if all or a subgroup of your students will be assessed.
- Print the appropriate number of student assessments.
- Distribute the assessments and review the directions with the students.
- Have students complete the assessment independently.
- Collect and score the assessments.
- Students who perform at 75% or lower will benefit from intervention instruction for the topic.

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See the next page for the Diagnostic Pre-Assessment procedure and answer key.

Procedure and Answer Key

Standards Plus® – Common Core Intervention Language Arts – Grade 7

Procedure: Each intervention assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices. Collect the assessments and use the answer key to correct.

Strand: Grammar & Usage

Focus: Building Sentences

Pre-Assessment: #D1

Answers:

1. Adjective
2. Verb
3. Adverb
4. Article
5. Preposition
6. Interjection
7. Pronoun
8. Noun
9. Conjunction
10. flies
11. has
12. play
13. go
14. Simon brought the baseball, but he forgot a bat and a mitt.
15. I couldn't believe the size of the snake, for it was several feet long and very fat.

Strand: Vocabulary Acquisition & Use

Focus: Word Meanings

Pre-Assessment: #D2

Answers:

1. C
2. J
3. Answers will vary; possible answers: filled/stuffed: Filled implies that the box is full to its correct capacity; stuffed implies that the box has more in it than it was designed to hold.
4. C
5. F

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See the next two pages for the Diagnostic Pre-Assessments.

Name: _____

Pre-Assessment D1

Directions: Read the words. Circle the type of speech.

- | | | | |
|-------------------|-----------|--------------|-------------|
| 1. <u>green</u> | adjective | noun | pronoun |
| 2. <u>walked</u> | article | noun | verb |
| 3. <u>quickly</u> | adverb | interjection | verb |
| 4. <u>the</u> | article | conjunction | pronoun |
| 5. <u>behind</u> | adjective | conjunction | preposition |
| 6. <u>Oops!</u> | adverb | interjection | verb |
| 7. <u>they</u> | adjective | interjection | pronoun |
| 8. <u>banana</u> | article | noun | preposition |
| 9. <u>yet</u> | adverb | conjunction | preposition |

Directions: Read each sentence. Determine if the subject is singular or plural. Circle the verb that correctly completes the sentence.

10. My grandma (fly / flies) to Seattle every summer.
11. Tina (has / have) worked for Mr. Robson since college.
12. Jennifer and Malik (plays / play) the oboe in the school orchestra.
13. They (goes / go) to the beach three times this week.

Directions: Underline the coordinating conjunctions and circle the articles in these sentences.

14. Simon brought the baseball, but he forgot a bat and a mitt.
15. I couldn't believe the size of the snake, for it was several feet long and very fat.

Name: _____

Pre-Assessment D2

Directions: Read the sentence. Choose the sentence that uses the underlined word in the same way as in the original sentence.

1. The greyhound is a long and lean dog.
 - A. The gardener will lean the rake against the wall while he mows.
 - B. The hamburgers were made with lean beef.
 - C. Jackie has been running a lot, so her legs are really lean and tanned.
 - D. Jacob can lean on me whenever he needs a friend.
2. She has red polish on the tip of her finger.
 - F. Tip the bowl over, and dump out the water.
 - G. Her advice that I should wear tennis shoes was a good tip.
 - H. We left a good tip for the waitress.
 - J. The tip of the pencil needs to be sharpened.

Directions: Explain the shades of meaning of the underlined words in the following sentences.

3. The box was filled with candy.
The box was stuffed with candy.
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Directions: Read each sentence and use context clues to determine the meaning of the underlined words. Circle your answer choices.

4. Fiona designed the choreography, dance moves, for the show.
 - A. a dance show
 - B. a dancer
 - C. dance moves
 - D. designs
5. The art forms displayed at the museum include some beautiful pieces. Art forms may include sculptures, paintings, and woven tapestries.
 - F. types of art
 - G. pictures of art
 - H. beautiful art
 - J. art museum

Standards Plus® Common Core Intervention

Diagnostic Pre-Assessment Results

Once you have the results of the Diagnostic Pre-Assessment, providing targeted intervention instruction is easy with Standards Plus Common Core Intervention. Simply teach the topic(s) that meet your students' needs. Each topic includes scaffolded, ready-to-teach, scripted, direct instruction lessons, performance tasks, and post-assessments.

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More About Standards Plus Common Core Intervention

What is Standards Plus CC Intervention?

Standards Plus CC Intervention is a set of research-based, scaffolded 1-8 language arts and math lessons written to the Common Core Standards. These explicit, direct instruction lessons were designed to build the essential prerequisite elements of the grade level standards.

Benefits:

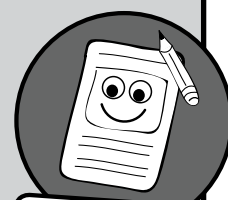
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal for:
 - Small group instruction
 - After school programs
 - Special Ed. settings to meet IEP goals
 - Summer school programs

Standards Plus Common Core Intervention Instructional Components

Step-by-Step

Direct Instruction Lessons:

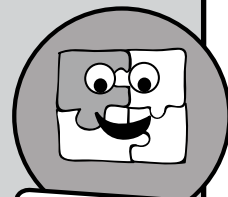
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step
Lessons**

Performance Tasks:

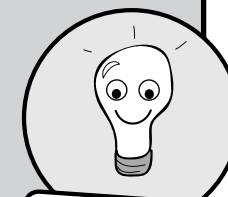
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**Performance
Tasks**

Post-Assessments:

Parallel to the Diagnostic Pre-Assessments, these assessments provide data directly related to the instruction provided.



**Post-Assessments
(Parallel to Diagnostic)**

Standards Plus[®]

COMMON CORE INTERVENTION

Grade	ELA Topic A	ELA Topic B	ELA Topic C	ELA Topic D
1	Reading Literature and Writing	Reading Informational Text	Reading Foundational Skills, Capitalization, and Punctuation	Spelling, Grammar & Usage, and Vocabulary
2	Reading Literature and Writing	Reading Informational Text	Reading Foundational Skills, Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
3	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
4	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
5	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
6	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
7	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
8	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, Spelling, and Grammar & Usage	Vocabulary
Grade	Math Topic A	Math Topic B	Math Topic C	Math Topic D
1	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
2	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
3	Operations & Algebraic Thinking	Number & Operations – Fractions	Number & Operations in Base Ten and Geometry	Measurement & Data
4	Operations & Algebraic Thinking	Number & Operations – Fractions	Number & Operations in Base Ten and Geometry	Measurement & Data
5	Number & Operations in Base Ten	Number & Operations – Fractions	Measurement & Data	Operations & Algebraic Thinking
6	The Number System	Ratios & Proportional Relationships	Expressions & Equations	Geometry and Statistics & Probability
7	Ratios & Proportional Relationships and The Number System	Expressions & Equations	Statistics & Probability	Geometry
8	The Number System and Expressions & Equations	Functions	Statistics & Probability	Geometry

To learn more, please contact 1.877.505.9152