

GRAMMAR SPY™

Beginning-of-Year Diagnostic Assessment

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Grammar & Writing Diagnostic Assessment for Multilingual Learners

Beginning-of-Year Diagnostic Assessment

Grades 6–12 | ELD Levels 1–4



Teacher Guide

Purpose of This Assessment

Grammar Spy™ is a diagnostic assessment designed to help teachers identify students' current grammar, reading, writing, and speaking language skills. It gives a clear snapshot of what multilingual learners can do at the beginning of the year so you can plan targeted instruction. The assessment is designed specifically for multilingual learners in grades 6–12 at ELD levels 1–4. Use the results to guide small-group instruction, scaffolded support, and flexible grouping. By the end, you'll have a stronger picture of each student's strengths and next instructional steps.

How to Administer

1. Introduce the assessment purpose to students and explain that it will help you understand how to support their learning.
2. Tell students that the assessment is not graded and that their best effort is what matters most.
3. Plan to complete the assessment over 2–3 days so students have enough time to work carefully.
4. Allow students to skip any item they do not know and move on without pressure.
5. Provide a quiet testing environment with minimal interruptions and enough space for students to focus.
6. Read directions aloud for students at ELD levels 1–2 when needed to support access and understanding.
7. Allow dictionaries for the writing section if that support matches your classroom assessment routines.
8. Observe the speaking section individually or in pairs, depending on scheduling and student comfort.

Suggested Timing

Section	Suggested Time
Grammar Diagnostic	25–30 minutes
Reading Diagnostic	15–20 minutes
Writing Diagnostic	20–25 minutes
Speaking Diagnostic	5–7 minutes per student
Total	65–82 minutes

Scoring Recommendations

Use the answer key to score the objective sections quickly and consistently. For writing, use a rubric that looks at ideas, organization, grammar, and vocabulary so you can capture both meaning and language control. Rate speaking on a 1–4 scale to reflect how well students communicate ideas, use language, and respond to prompts. Keep notes on patterns you notice, since those details will help you plan instruction after scoring.

How to Use Results for Grouping

Instructional Group	Score Range	Instructional Focus
Starting	0-40%	Basic grammar, vocabulary building, sentence structure
Building	41-65%	Grammar accuracy, paragraph writing, reading comprehension
Extending	66-85%	Complex sentences, academic vocabulary, text analysis
Secure	86-100%	Advanced grammar, essay writing, critical thinking

Note: these ranges are Grammar Spy instructional groupings - suggested starting points for planning. They are not a language proficiency finding, a program placement, or a reclassification decision, and they are not a WIDA, ELPAC, or other standardized level.



SECTION 1: Grammar Diagnostic

Student Name: _____ Date: _____

Instructions: Choose the best answer for each question. If you don't know an answer, it's okay to skip it.

Part A: Multiple Choice (35 questions)

1. She ___ a student.
- a. am

b. is

c. are

d. be
2. They ___ in the library right now.
- a. am

b. is

c. are

d. was
3. I ___ from Mexico.
- a. am

b. is

c. are

d. be
4. My brother ___ basketball after school.
- a. play

b. plays

c. played

d. playing
5. She always ___ carefully in class.
- a. listen

- b. listens
- c. listened
- d. listening

6. The class usually ___ the lesson quickly.

- a. finish
- b. finishes
- c. finished
- d. finishing

7. I ___ my homework right now.

- a. do
- b. am doing
- c. does
- d. doing

8. We usually ___ to school by bus, but today we ___ walking.

- a. go / are
- b. goes / is
- c. going / are
- d. went / was

9. She ___ her phone at the moment.

- a. check
- b. checks
- c. is checking
- d. checked

10. The students ___ a project this week.

- a. complete
- b. completed
- c. are completing
- d. completes

11. He ___ to school by bus yesterday.

- a. go
- b. goes
- c. went
- d. gone

12. My mom ___ dinner last night.

- a. cooks
- b. cooked
- c. cooking
- d. cook

13. We ___ a movie last weekend.

- a. watch
- b. watched
- c. watches
- d. watching

14. They ___ the homework before class started.

- a. finish
- b. finished
- c. finishes
- d. finishing

15. While I ___ TV, my phone ____.

- a. watched / rang
- b. was watching / rang
- c. was watching / was ringing
- d. watch / rings

16. She ___ to music when her brother walked in.

- a. listened
- b. was listening
- c. is listening
- d. listens

17. We ___ dinner when the lights went out.

- a. had
- b. were having
- c. have
- d. are having

18. The teacher ___ the class was quiet while students ___ their tests.

- a. said / took
- b. was saying / take
- c. said / were taking
- d. says / are taking

19. We ___ visit the museum next week.

- a. will
- b. are
- c. did
- d. have

20. Look at those clouds. It ___ rain soon.

- a. will
- b. is going to
- c. is going
- d. are going to

21. I ___ my aunt tomorrow afternoon.

- a. visit
- b. am visiting
- c. visited
- d. visits

22. By next month, they ___ the entire book.

- a. will finish
- b. are finishing
- c. have finished
- d. finish

23. Give the book to ___, please.

- a. he
- b. him
- c. his
- d. he's

24. ___ and I are in the same class.

- a. Me
- b. I
- c. Mine
- d. My

25. The teacher asked ___ to bring our notebooks.

- a. we
- b. us
- c. our
- d. ours

26. This essay belongs to Maria. It is ___.

- a. her
- b. hers
- c. she
- d. herself

27. I stayed home ___ I was sick.

- a. because
- b. although
- c. while
- d. if

28. ___ it was raining, we went to the park.

- a. Because
- b. Although
- c. Since
- d. If

29. I finished the assignment ____ I had extra time.

- a. because
- b. although
- c. while
- d. since

30. The students listened carefully ____ the directions were complex.

- a. because
- b. although
- c. while
- d. if

31. The research ____ that students learn better with visuals.

- a. shows
- b. says
- c. does
- d. makes

32. Students must ____ the assignment by Friday.

- a. complete
- b. do
- c. make
- d. take

33. The teacher asked the class to ____ evidence from the text.

- a. identify
- b. identifying
- c. identified
- d. identities

34. What ____ she ____ at the moment?

- a. does / do
- b. is / doing
- c. did / do
- d. will / doing

35. Where ____ they ____ after school yesterday?

- a. do / go
- b. did / go
- c. are / going
- d. will / go

Part B: Sentence Correction (10 questions)

Find and correct the mistake in each sentence. Write the correct sentence on the line.

36. He is study for the test right now. _____

37. While I watched TV, my sister was calling me. _____
38. She usually walk to school, but today she is drove with her mother. _____
39. The students discussed that the article was very inform. _____
40. If it will rain, we will stay inside. _____
41. They was working on the project when the teacher entered. _____
42. I finished the homework because I can turn it in tomorrow. _____
43. My friend and me are reading the same novel. _____
44. The research say that bilingual students benefit from reading daily. _____
45. She didn't knew the answer during class discussion. _____

Part C: Sentence Building (5 questions)

Use the words to write a correct sentence. You may need to change the form of some words.

46. (I / doing / am / my homework / right now) _____
47. (she / usually / walk / to school / but today / take / the bus) _____
48. (while / we / study / the teacher / explain / the directions) _____
49. (because / the article / was difficult / we / read / it / twice) _____
50. (the data / show / that / students / improve / with practice) _____
-



SECTION 2: Reading Diagnostic

Student Name: _____ Date: _____

Read the passage carefully. Then answer the questions below.

Reading Passage: A New Beginning

When Sara moved to a new country, everything felt unfamiliar. The streets looked different, the food tasted strange, and the language was difficult to understand. On her first day at school, she held her backpack tightly and walked into the building with a nervous smile. She did not know anyone, and the hallways seemed very large. In class, the teacher spoke clearly and used gestures to help her understand. Sara listened carefully and tried her best to follow along.

At lunch, Sara sat alone for a few minutes. Then another student named Omar noticed her. He asked if she wanted to sit with his friends. Sara nodded and said yes. They talked about music, sports, and favorite foods. Even though Sara made a few mistakes, the students were patient and kind. By the end of the day, she felt a little braver. She realized that change can be hard, but it can also lead to new friendships and new opportunities. Sara decided that tomorrow, she would smile first and speak a little more.

Comprehension Questions

1. What does the word **unfamiliar** mean in the passage?

- a. new or not known
- b. very loud
- c. easy to explain
- d. full of people

2. What does the word **gestures** mean in the passage?

- a. long speeches
- b. hand or body movements
- c. school lessons
- d. written notes

3. What does the word **opportunities** mean in the passage?

- a. chances to do something good
- b. problems that are hard to solve
- c. places to sit down
- d. rules to follow

4. What is the main idea of the passage?

- a. Sara does not like school food
- b. Moving to a new place can be hard, but people can grow stronger
- c. Omar is the best student in the class
- d. Schools should be larger

5. Why did the author write this passage?

- a. To entertain readers with a mystery story
- b. To show how a student adapts to a big change
- c. To explain how to cook new foods
- d. To compare two schools

6. Which sentence best describes the central theme of the passage?

- a. Practice makes perfect
- b. Friendship can help people feel better during change
- c. Winning is more important than trying
- d. Rules should never change

7. What did Sara do on her first day at school?

- a. She gave a presentation
- b. She sat with her old friends
- c. She walked in feeling nervous and did her best to follow along
- d. She left school early

8. Who invited Sara to sit with a group at lunch?

- a. Her teacher
- b. Omar
- c. Her sister
- d. The principal

9. What did Sara and the other students talk about?

- a. Homework and tests only
- b. Music, sports, and favorite foods
- c. The weather in another city
- d. A school project

10. How does Sara feel by the end of the day?

- a. More confident
- b. More confused
- c. Angry and frustrated
- d. Ready to leave school forever

11. What can you infer about Omar?

- a. He likes to ignore new students
- b. He is kind and welcoming
- c. He does not like talking to others
- d. He is nervous all the time

12. Why does Sara decide to smile first and speak more tomorrow?

- a. She wants to become a teacher
- b. She wants to show courage and make more connections
- c. She wants to leave school early
- d. She wants to avoid her classmates

Reading Passage 2: The Science of Sleep

Sleep is essential for teenagers because it supports health, learning, and daily performance. During sleep, the body repairs itself and the brain organizes information from the day. Teenagers need enough sleep because their brains are still developing, and sleep supports memory, attention, and mood. Another important idea is circadian rhythm, the body's natural sleep-wake cycle, which often shifts during adolescence. Because of that shift, many teens feel tired later at night and have a harder time falling asleep early. Regular sleep habits help students stay focused in class and complete tasks more successfully.

One major benefit of sleep is improved cognitive function. When students sleep well, they can think more clearly, solve problems more easily, and remember what they learned. Sleep also supports the immune system, which helps the body fight illness. When teenagers do not get enough rest, they may feel tired, irritable, or distracted during the school day. Over time, poor sleep can affect grades, participation, and emotional health. Sleep also helps the brain process new information and strengthen important connections, which is one reason students often learn better after a good night's rest.

Teenagers can improve their sleep by following healthy routines. They should go to bed at a consistent time, limit screen use before bed, and create a quiet, comfortable sleep environment. Avoiding caffeine late in the day can also make it easier to fall asleep. Good sleep is not just about feeling rested; it is a key part of being ready to learn, grow, and succeed each day.

Comprehension Questions: Passage 2

13. In the passage, what does circadian rhythm mean?

- a. a natural sleep-wake cycle
- b. a type of exercise routine
- c. a school schedule
- d. a healthy breakfast

14. In the passage, what does cognitive function mean?

- a. the ability to think, learn, and remember
- b. the ability to sleep longer
- c. the ability to run faster
- d. the ability to eat better

15. In the passage, what does immune system mean?

- a. the part of the body that helps fight illness
- b. the part of the body that makes music
- c. the part of the body that controls homework
- d. the part of the body that helps with reading

16. What is the main purpose of this passage?

- a. to tell a story about a teenager
- b. to explain why sleep is important for teenagers
- c. to persuade students to join a sports team
- d. to compare two schools

17. How is this passage organized?

- a. by describing a mystery and then solving it
- b. by listing random facts without a central idea
- c. by presenting information with details and a conclusion
- d. by giving directions for an experiment

18. Which sentence best states the main idea of the passage?

- a. Teenagers should never use technology
- b. Sleep helps teenagers stay healthy, focused, and ready to learn
- c. School should start later every day

d. Teenagers do not need much sleep

19. According to the passage, what happens during sleep?

a. The body repairs itself and the brain organizes information

b. The body forgets everything from the day

c. The body stops working completely

d. The brain becomes smaller

20. Which of the following is one reason teenagers may have trouble falling asleep early?

a. Their circadian rhythm shifts during adolescence

b. They eat too much lunch at school

c. They never feel tired

d. They sleep too much during the day

21. What effect can poor sleep have on students over time?

a. It can improve grades and participation

b. It can affect grades, participation, and emotional health

c. It can make homework disappear

d. It can stop students from needing teachers

22. Based on the passage, why should teenagers avoid caffeine late in the day?

a. It can make it harder to fall asleep

b. It helps them wake up earlier for school

c. It improves memory immediately

d. It replaces the need for dinner

23. Based on the passage, what can you infer about students who get enough sleep?

a. They are likely to feel more focused and ready to learn

b. They will never have any school problems

c. They do not need to study

d. They should stay awake later

24. According to the passage, why should teenagers follow a consistent bedtime routine?

a. It helps the body and brain prepare for sleep

b. It makes screens less interesting

c. It allows students to skip breakfast

d. It guarantees perfect grades



SECTION 3: Writing Diagnostic

Student Name: _____ Date: _____

Writing Prompt

Tell the story of a memorable experience in your life. What happened? How did you feel? Why was it important to you?

Planning Box

Use this space to plan your writing. You can draw a picture, make a list, or write notes.

Write Your Story Here

Writing Checklist

- ☐ I wrote about a memorable experience
- ☐ I included details about what happened
- ☐ I described my feelings
- ☐ I used complete sentences
- ☐ I checked my spelling
- ☐ I used capital letters and periods
- ☐ I read my story again to make sure it makes sense

Writing Rubric (1-4 Scale)

Criteria	1 - Starting	2 - Building	3 - Extending	4 - Secure
Ideas	Minimal or unclear ideas, difficult to understand the experience	Basic ideas present but limited details or development	Clear ideas with some specific details about the experience	Well-developed ideas with rich, specific details that engage the reader
Organization	No clear structure, ideas are disconnected	Attempts organization but may be hard to follow	Clear beginning, middle, and end with logical flow	Strong organization with smooth transitions and engaging structure
Vocabulary	Very limited vocabulary, many words missing or repeated	Basic vocabulary, some repetition, simple word choices	Varied vocabulary with some descriptive or specific words	Rich, precise vocabulary with strong word choices throughout
Grammar	Many errors that make meaning unclear	Frequent errors but meaning is mostly clear	Some errors but they don't interfere with meaning	Few errors, strong control of grammar structures

SECTION 4: Speaking Diagnostic

Partner Interview Activity

Work with a partner or your teacher. Take turns asking and answering the questions below. Speak for at least 30 seconds for each response.

Interview Questions

1. Tell me about yourself. Where are you from? What languages do you speak?
2. What do you like to do in your free time? What are your hobbies or interests?
3. Tell me about your family. Who do you live with? What are they like?
4. What are your goals for this school year? What do you want to learn or achieve?

Teacher Observation Checklist

Student Name: _____ Date: _____

Skill	Rating (1-4)	Notes
Vocabulary Range (uses a variety of words)		
Fluency (speaks smoothly, with few long pauses)		
Grammar Accuracy (uses correct verb forms and sentence structure)		
Confidence (willing to speak, makes eye contact)		
Comprehensibility (easy to understand)		
Response Quality (answers fully, gives details)		

Rating Scale: 1 = Starting | 2 = Building | 3 = Extending | 4 = Secure

Speaking Proficiency Rubric

Score	Group	Vocabulary & Fluency	Grammar & Accuracy	Communication & Confidence
1	Starting	Uses very limited vocabulary, long pauses, single words or short phrases, struggles to express ideas	Many grammar errors, incomplete sentences, difficult to understand	Hesitant to speak, minimal eye contact, gives very brief responses, relies heavily on prompts
2	Building	Uses basic vocabulary, frequent pauses, simple sentences, can express basic ideas with support	Frequent grammar errors but meaning is usually clear, uses mostly present tense	Willing to try but needs encouragement, some eye contact, answers questions but doesn't elaborate much
3	Extending	Uses varied vocabulary, speaks with some fluency, occasional pauses to search for words, can express ideas in connected sentences	Some grammar errors but they don't interfere with meaning, uses multiple tenses with some accuracy	Speaks willingly, maintains eye contact, provides details and examples, asks for clarification when needed
4	Secure	Uses rich, precise vocabulary, speaks fluently with natural rhythm, minimal pauses, expresses complex ideas clearly	Few grammar errors, uses complex sentences and multiple tenses accurately	Speaks confidently and naturally, strong eye contact, elaborates without prompting, engages in conversation easily



SECTION 5: Data Tracking and Grouping

Individual Student Score Sheet

Use this form to record each student's scores and note a suggested starting point.

Student Name	Grammar (out of 40)	Reading (out of 12)	Writing (1-4)	Speaking (1-4)	Overall Level

Suggested Starting Points

Group	Criteria	Instructional Grouping
Starting	Grammar 0-16, Reading 0-5, Writing and Speaking 1-2	Intensive support, small group instruction
Building	Grammar 17-26, Reading 6-8, Writing and Speaking 2-3	Targeted skill building, guided practice
Extending	Grammar 27-34, Reading 9-10, Writing and Speaking 3-4	Independent practice, academic language focus
Secure	Grammar 35-40, Reading 11-12, Writing and Speaking 4	Advanced tasks, grade-level content support

How to read these results

The scores above are one classroom data point. Use them to decide where to start instruction and how to group students in the first weeks, then adjust as you read student work. This packet is not a standardized, validated, or normed assessment: it does not find a student's language proficiency, it does not set or change a program placement, and it does not inform reclassification. Read it alongside your own observations, student writing, and your district's official assessment data.



Whole-Class Overview

Class/Period: _____ Teacher: _____ Date: _____

Use this chart to see your class distribution across instructional groups and plan differentiated instruction.

Instructional Group	Number of Students	Percentage	Primary Needs	Grouping Strategy
Starting				
Building				
Extending				
Secure				

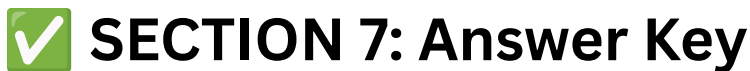
Class Strengths and Areas for Growth

Based on the diagnostic results, identify patterns across your class:

Strengths: _____

Areas for Growth: _____

Priority Skills to Teach: _____



Section 1: Grammar Diagnostic - Part A (Multiple Choice)

[illegible]

Part B: Sentence Correction

26. He goes to school every day.

27. Where are you from?

28. They are happy today.

29. My sister likes apples.

30. I do not understand the question.

31. She went to the store yesterday and bought milk.

32. We are ready for the test.

33. What time will you leave?

34. The cat is sleeping on the chair.

35. We were at the park last weekend.

Part C: Sentence Building

36. She likes to read books.

37. They go to school every day.

38. Where do you live?

39. He will help his friend.

40. The keys are on the table.

Section 2: Reading Diagnostic

Section 2: Reading Diagnostic - Passage 1 (A New Beginning)

1. a (unfamiliar = new or not known)

2. b (gestures = hand or body movements)

3. a (opportunities = chances to do something good)

4. b (Moving to a new place can be hard, but people can grow stronger)

5. b (To show how a student adapts to a big change)

6. b (Friendship can help people feel better during change)

7. c (She walked in feeling nervous and did her best to follow along)

8. b (Omar)

9. b (Music, sports, and favorite foods)

10. a (More confident)

11. b (He is kind and welcoming)

12. b (She wants to show courage and make more connections)

Section 2: Reading Diagnostic - Passage 2 (The Science of Sleep)

13. a (circadian rhythm = a natural sleep-wake cycle)

14. a (cognitive function = the ability to think, learn, and remember)

15. a (immune system = the part of the body that helps fight illness)

- 16. b (to explain why sleep is important for teenagers)
- 17. c (by presenting information with details and a conclusion)
- 18. b (Sleep helps teenagers stay healthy, focused, and ready to learn)
- 19. a (The body repairs itself and the brain organizes information)
- 20. a (Their circadian rhythm shifts during adolescence)
- 21. b (It can affect grades, participation, and emotional health)
- 22. a (It can make it harder to fall asleep)
- 23. a (They are likely to feel more focused and ready to learn)
- 24. a (It helps the body and brain prepare for sleep)

What Should I Teach Next?

Instructional Decision Tree

Use your diagnostic results to identify the most critical areas for instruction. Follow the decision tree below to plan your next steps.

If Student Scores	Then Focus On	Recommended Activities	Grammar Spy Connection
Grammar below 60 percent	Grammar Intervention Needed	Targeted mini-lessons on verb tenses, sentence structure practice, error correction activities, daily grammar warm-ups	Use Grammar Spy Missions for systematic skill building
Writing score 1-2	Writing Support Needed	Sentence frames and templates, paragraph structure instruction, guided writing practice, peer editing with checklists	Grammar Spy writing scaffolds and graphic organizers
Reading score below 7	Reading Support Needed	Vocabulary pre-teaching, graphic organizers for comprehension, partner reading, text annotation strategies	Grammar Spy reading passages with embedded grammar focus
Speaking score 1-2	Speaking Support Needed	Structured partner activities, sentence starters, low-stakes speaking opportunities, recorded practice	Grammar Spy speaking prompts and conversation cards

Continue the Learning Journey

Targeted Skill Development Guide

Based on diagnostic results, use this guide to select the most appropriate Grammar Spy™ resources for targeted instruction.

Skill Weakness Identified	Recommended Focus	Grammar Spy™ Connection
Subject-Verb Agreement (am/is/are, he/she/it +s)	Basic verb forms and agreement rules	Grammar Spy™ Mission 1: Verb Be & Grammar Spy™ Mission 2: Simple Present
Present Continuous vs. Simple Present	When to use each tense, time markers	Grammar Spy™ Mission 3: Present Continuous
Simple Past Formation	Regular and irregular past tense verbs	Grammar Spy™ Mission 4: Simple Past
Past Continuous and Interruptions	Past progressive, while/when clauses	Grammar Spy™ Mission 5: Past Continuous
Future Forms (will, going to, present continuous)	Different ways to express future meaning	Grammar Spy™ Mission 6: Future Tenses
Pronoun Usage (subject, object, possessive)	Correct pronoun forms and placement	Grammar Spy™ Mission 7: Pronouns
Question Formation	Word order, do/does/did, question words	Grammar Spy™ Mission 8: Questions
Complex Sentences with Conjunctions	Because, although, while, if, when	Grammar Spy™ Mission 9: Connecting Ideas
Academic Vocabulary and Collocations	Content-specific language, formal register	Grammar Spy™ Academic Language Pack
Sentence Structure and Word Order	Building complete, correct sentences	Grammar Spy™ Sentence Building Intervention
Reading Comprehension (Narrative)	Story elements, inference, character analysis	Grammar Spy™ Reading Comprehension: Stories
Reading Comprehension (Informational)	Main idea, text structure, academic vocabulary	Grammar Spy™ Reading Comprehension: Informational Texts

This diagnostic is just the beginning. Use the data you have collected to create targeted, engaging lessons that meet your students where they are.

Ready for the next step? Continue the learning with Grammar Spy™ Missions - systematic, engaging grammar instruction designed specifically for multilingual learners in grades 6-12.

For more resources, lesson plans, and support materials, visit the Grammar Spy™ resource library.