

Part Two

INTRODUCTION TO DIAGNOSTIC TESTS



The diagnostic tests in this manual are designed to be used with *Rules for Writers*, Sixth Edition. Forms A and B contain the same kinds of constructions in the same kinds of sentences. Either form may be used as a diagnostic tool at the beginning of the semester or as a competency check later. This package also comes with a set of tests for classrooms that include students from ESL (English as a second language) backgrounds. In the AA and BB versions, about a quarter of the items test points of grammar and usage that are particularly troublesome to nonnative speakers of English. The rest of the test items in the AA/BB versions are exactly the same as in forms A and B. (See the chart on p. 68.)

You might use the tests to diagnose problem areas for individual students and to help in designing individual programs of self-study. Or you might choose instead to diagnose the needs of a class as a whole to guide you in planning the semester.

CONTENT OF FORMS A AND B

The tests in forms A and B cover common student problems with sentence construction, grammar, and punctuation. Included are the following specific topics, listed in the order in which they appear in *Rules for Writers*, Sixth Edition. The distribution of the sixty test items appears in the column to the right.

SECTION IN RULES FOR WRITERS	TEST ITEMS
9 Parallelism	10, 45, 50
11 Mixed constructions	43, 53, 55
12 Misplaced and dangling modifiers	37, 44, 56, 59
13 Shifts	15, 19, 51
19 Sentence fragments	2, 16, 18, 38, 52
20 Run-on sentences	12, 17, 27, 47, 49
21 Subject-verb agreement	4, 22, 23, 28, 40, 54
22 Pronoun-antecedent agreement	5, 20, 35, 42
23 Pronoun reference	24
24 Pronoun case	6, 30, 41
25 Case of <i>who/whom</i>	33
26 Adjectives and adverbs	7, 9, 21
SECTION IN RULES FOR WRITERS	TEST ITEMS
27 Verb forms	8, 26, 31, 34, 60
27 Verb tense	3
32 The comma	1, 11, 29, 46, 57
33 Unnecessary commas	32, 36, 58
34 The semicolon	48
35 The colon	13
36 The apostrophe	14, 25, 39

Students' skills are tested in two ways. In Part One (35 items), students need only to recognize the error. In Part Two (25 items), students must decide which of four possible versions best states an idea.

CONTENT OF FORMS AA AND BB (with some ESL items)

In addition to the common student problems covered in the regular versions of the diagnostic tests (sentence construction, grammar, and punctuation), forms AA and BB each include sixteen items on common ESL problems.

SECTION IN <i>RULES FOR WRITERS</i>	TEST ITEMS
9 Parallelism	10, 45
11 Mixed constructions	43, 53, 55
12 Misplaced and dangling modifiers	37, 56, 59
13 Shifts	15, 19, 51
19 Sentence fragments	2, 18, 52
20 Run-on sentences	17, 27, 47
21 Subject-verb agreement	4, 23, 28, 40, 54
22 Pronoun-antecedent agreement	5, 20, 35, 42
24 Pronoun case	6, 41
26 Adjectives and adverbs	9, 21
27 Verb forms	8, 31, 34, 60
27 Verb tense	3
28 Problems with verbs (ESL)	1, 12, 16, 22, 24, 30, 32
29 Articles (ESL)	7, 26, 33, 50
30 Sentence structure (ESL)	29, 38, 44, 49, 58
32 The comma	11, 46, 57
33 Unnecessary commas	36
34 The semicolon	48
35 The colon	13
36 The apostrophe	14, 25, 39

Students' skills are tested in two ways. In Part One (35 items), students need only to recognize the error. In Part Two (25 items), students must decide which of four possible versions best states an idea.

ADMINISTERING THE TESTS

Each test requires forty-five minutes, plus an additional five minutes for distributing materials, giving instructions, and collecting materials.

To administer the test, you need these items:

1. Tests (copied from the masters in this manual).
2. Answer forms. If the tests are to be machine scored, use cards compatible with your school's equipment. The cards must have at least four options (A, B, C, D), and they must have space for sixty answers. If the tests are to be hand scored, photocopy the answer sheet on page 41 of this booklet.
3. Pencils or markers. For machine scoring, No. 2 pencils are ordinarily required, but some scanners call for special markers. Check with the testing personnel at your school.

When students are ready, distribute the answer forms, pencils, and tests. Ask students to put their names on the answer forms. The instructions on the tests are self-explanatory, but you may want to go over them briefly and ask if students have any questions. If the tests are to be machine scored, it's a good idea to remind students to darken their answers.

At the end of the period, before collecting the answer forms, tests, and pencils, you may want to remind students to erase any stray pencil markings on the answer forms and to make sure that their answers are sufficiently dark to be read by a machine.

SCORING THE TESTS

The answer key on page 97 is the same for forms A, B, AA, and BB. An answer template is provided at the end of this book. Simply lay the template over the student's sheet and mark each empty hole with a pen or other highlighter.

For machine scoring, deliver the answer forms to your testing center. If your school's machine has the capability, you may be able to request two different printouts: one showing each student's problem areas, the other showing problem areas for the class as a whole.

INTERPRETING THE TESTS

These diagnostic tests are not intended for placement purposes. Rather, they have been designed to be used by individual instructors as a quick diagnosis of the grammar and punctuation problems their students are likely to encounter when writing. An initial diagnosis will be confirmed (or, occasionally, not confirmed) once the students begin writing.

If you are using the test results to design individualized programs of self-study, the lists on pages 36–37 will show you which sections of *Rules for Writers*, Sixth Edition, the student should turn to. The list on page 36 covers forms A and B, and the list on page 37 covers forms AA and BB.

Part Three

**DIAGNOSTIC
TEST FORMS
A AND B**



**FOR INSTRUCTORS: TOPICS TESTED IN
FORMS A AND B**

TEST ITEM	TOPIC TESTED	SECTION IN RULES FOR WRITERS	TEST ITEM	TOPIC TESTED	SECTION IN RULES FOR WRITERS
1	Comma	32	31	Verbs: <i>lie/lay</i>	27
2	Sentence fragment	19	32	Comma (misuse of)	33
3	Verb tense	27	33	Case of <i>who/whom</i>	25
4	Subject-verb agreement	21	34	- <i>ed</i> ending	27
5	Pronoun-antecedent agreement	22	35	Pronoun-antecedent agreement	22
6	Pronoun case	24	36	Comma (misuse of)	33
7	Adjectives and adverbs	26	37	Dangling modifier	12
8	Verbs: irregular	27	38	Sentence fragment	19
9	Double negative	26	39	Apostrophe	36
10	Parallelism	9	40	Subject-verb agreement	21
11	Comma	32	41	Pronoun case	24
12	Run-on sentence	20	42	Pronoun-antecedent agreement	22
13	Colon (misuse of)	35	43	Mixed construction	11
14	Apostrophe	36	44	Misplaced modifier	12
15	Shift	13	45	Parallelism	9
16	Sentence fragment	19	46	Comma	32
17	Run-on sentence	20	47	Run-on sentence	20
18	Sentence fragment	19	48	Semicolon	34
19	Shift	13	49	Run-on sentence	20
20	Pronoun-antecedent agreement	22	50	Parallelism	9
21	Adjectives and adverbs	26	51	Shift	13
22	Subject-verb agreement	21	52	Sentence fragment	19
23	Subject-verb agreement	21	53	Mixed construction	11
24	Pronoun reference	23	54	Subject-verb agreement	21
25	Apostrophe	36	55	Mixed construction	11
26	Verbs: irregular	27	56	Misplaced modifier	12
27	Run-on sentence	20	57	Comma	32
28	Subject-verb agreement	21	58	Comma (misuse of)	33
29	Comma	32	59	Dangling modifier	12
30	Pronoun case	24	60	Verbs: irregular	27

Name _____ Section _____ Date _____

Instructor _____ Form _____

Instructions

1. Use only a No. 2 pencil.
2. Make a dark mark that completely fills the circle.
3. Erase cleanly.
4. Make no stray marks.

PART ONE

PART TWO

- 1 ○ A ○ B ○ C ○ D
- 2 ○ A ○ B ○ C ○ D
- 3 ○ A ○ B ○ C ○ D
- 4 ○ A ○ B ○ C ○ D
- 5 ○ A ○ B ○ C ○ D
- 6 ○ A ○ B ○ C ○ D
- 7 ○ A ○ B ○ C ○ D
- 8 ○ A ○ B ○ C ○ D
- 9 ○ A ○ B ○ C ○ D
- 10 ○ A ○ B ○ C ○ D
- 11 ○ A ○ B ○ C ○ D
- 12 ○ A ○ B ○ C ○ D
- 13 ○ A ○ B ○ C ○ D
- 14 ○ A ○ B ○ C ○ D
- 15 ○ A ○ B ○ C ○ D
- 16 ○ A ○ B ○ C ○ D
- 17 ○ A ○ B ○ C ○ D
- 18 ○ A ○ B ○ C ○ D

- 19 ○ A ○ B ○ C ○ D
- 20 ○ A ○ B ○ C ○ D
- 21 ○ A ○ B ○ C ○ D
- 22 ○ A ○ B ○ C ○ D
- 23 ○ A ○ B ○ C ○ D
- 24 ○ A ○ B ○ C ○ D
- 25 ○ A ○ B ○ C ○ D
- 26 ○ A ○ B ○ C ○ D
- 27 ○ A ○ B ○ C ○ D
- 28 ○ A ○ B ○ C ○ D
- 29 ○ A ○ B ○ C ○ D
- 30 ○ A ○ B ○ C ○ D
- 31 ○ A ○ B ○ C ○ D
- 32 ○ A ○ B ○ C ○ D
- 33 ○ A ○ B ○ C ○ D
- 34 ○ A ○ B ○ C ○ D
- 35 ○ A ○ B ○ C ○ D

- 36 ○ A ○ B ○ C ○ D
- 37 ○ A ○ B ○ C ○ D
- 38 ○ A ○ B ○ C ○ D
- 39 ○ A ○ B ○ C ○ D
- 40 ○ A ○ B ○ C ○ D
- 41 ○ A ○ B ○ C ○ D
- 42 ○ A ○ B ○ C ○ D
- 43 ○ A ○ B ○ C ○ D
- 44 ○ A ○ B ○ C ○ D
- 45 ○ A ○ B ○ C ○ D
- 46 ○ A ○ B ○ C ○ D
- 47 ○ A ○ B ○ C ○ D
- 48 ○ A ○ B ○ C ○ D

- 49 ○ A ○ B ○ C ○ D
- 50 ○ A ○ B ○ C ○ D
- 51 ○ A ○ B ○ C ○ D
- 52 ○ A ○ B ○ C ○ D
- 53 ○ A ○ B ○ C ○ D
- 54 ○ A ○ B ○ C ○ D
- 55 ○ A ○ B ○ C ○ D
- 56 ○ A ○ B ○ C ○ D
- 57 ○ A ○ B ○ C ○ D
- 58 ○ A ○ B ○ C ○ D
- 59 ○ A ○ B ○ C ○ D
- 60 ○ A ○ B ○ C ○ D

DIAGNOSTIC TEST

FORM A

This test of English skills has two parts. When you finish Part One, go directly to Part Two. You have forty-five minutes to respond to sixty items, so you should not spend too much time on any one item.

Each item has four possible answers. Choose the best answer and mark the appropriate space on your answer form, making sure to blacken the space thoroughly and to erase any stray pencil markings.

PART ONE

This part of the test has thirty-five sentences. Some of them are correct; others have errors in grammar or punctuation. No sentence has more than one error.

Each sentence has four underlined segments lettered A, B, C, and D. Read the sentence carefully. If there is a grammar or punctuation error in any of the underlined parts of the sentence, blacken the space that corresponds to the letter under the underlined segment. If there is no error, blacken the D space on your answer form.

EXAMPLE:

Salmon always return to their birthplace at egg-laying time. Strong currents
A
and high waterfalls in a river does not keep them from swimming upstream
B
to lay their eggs in that spot. No error.
C D

Answer: A B C D
 ○ ● ○ ○

1. Because Paula wanted to study popular astrology, not classical astronomy, she was told to apply to the community services area not the academic area. No error.
A B
C D
2. The trainee for the teller's position was worried about his speed and unsure of his computer skills. Until he learned the new system. No error.
A B
C D
3. After Antigone had buried her brother, she was brought to the court and questioned by the king. No error.
A B
C D
4. Philip, unlike the thousands of students who live on campus, has to drive thirty miles each day to reach the university. No error.
A B
C D
5. The modern American family differs in many significant ways from their nineteenth-century counterpart. No error.
A B C
D
6. It's true that Sophie and her told Mark about the party, but he told the others. No error.
A B C
D
7. Frantic, Hal dialed the emergency phone number while Sarah tried repeatedly to stop the bleeding; the rescue squad responded quick to the call for help. No error.
A B
C D
8. Young Ben swore he would not cry as his father drug the nearly dead sheepdog toward the barn; Ben clung to the dog's fur, trying to help. No error.
A B
C D
9. When the disc jockey announced the winner's name, Andrew couldn't hardly believe his ears. No error.
A B C
D

18. Roger tried to ingratiate himself with the boss by getting to work early and
A B
volunteering for overtime. In addition to coming in half a day on Saturdays.
C
No error.
D
19. Marc made a mess of the trip. He arrived at the airport late. He didn't tip the
A B
baggage man (who promptly misdirected his bag), and he loses his wallet on the
C
plane. No error.
D
20. Four people saw the accident, but not one of them said they would be a witness for
A B
me in court. No error.
C D
21. Andrea knew she had done good on the essay part of the exam, but she felt bad
A B C
about her performance on the objective questions. No error.
D
22. Social scientists thinks that they have found a direct correlation between television
A B
watching and violent behavior, not only among children but also among adults.
C
No error.
D
23. Everyone who goes to the holiday parties in our neighborhood takes a dish of food to
A B C
share. No error.
D
24. The navy taught my dad how to be a plumber. He's not employed as a plumber
A
now, but he does it part-time to earn extra money. No error.
B C D
25. It's not that Marcia doesn't understand the problem; she won't even accept it's
A B C
existence. No error.
D

34. Waiting for the children to fall asleep, we adults talked about the bedtime rituals we
A B
had been use to in our own childhood. No error.
C D

35. Often a child likes to be read to because they get the reader's full attention.
A B C
No error.
D

PART TWO

This part of the test has twenty-five sentences. Some of them are correct; others have errors in grammar or punctuation.

Each sentence has one underlined segment. Below the sentence are four ways of writing the underlined part. If the underlined segment is correct, choose A (No change). If the underlined segment needs to be corrected, choose the best way to write the underlined part and indicate the corresponding letter (B, C, or D) on your answer form.

EXAMPLE:

Picture books help a child develop recognition skills. By looking at the picture, they learn how to connect what they see with what they read.

- A. No change.
- B. Picture books help children develop recognition skills. By looking at the picture, they learn
- C. Picture books help children develop recognition skills. By looking at the picture, he or she learns
- D. Picture books help a child develop recognition skills. By looking at the picture they learn

Answer: A B C D
 ○ ● ○ ○

36. Struggling, unpublished writers are sure that publishers, who seek out and publish new authors, are nonexistent.
- A. No change.
 - B. publishers (who seek out and publish new authors)
 - C. publishers — who seek out and publish new authors —
 - D. publishers who seek out and publish new authors
37. By finishing the test items before time ran out, a final recheck of his answers was possible for Gary.
- A. No change.
 - B. his answers could be given a final recheck by Gary.
 - C. a final recheck could be given to his answers by Gary.
 - D. Gary was able to give his answers a final recheck.
38. A devoted father, doing everything he could to make sure his children had all the things he had never had as a child.
- A. No change.
 - B. A devoted father, because he was
 - C. A devoted father, he was
 - D. Being a devoted father,
39. The boys at St. Andrew's School had to wear suitcoats, starched shirts, and ties. The girls uniforms were much more comfortable.
- A. No change.
 - B. The girl's uniforms
 - C. The girl's uniform
 - D. The girls' uniforms
40. In the baby pool the safety of the boys and girls was the responsibility of the parents, not the lifeguards.
- A. No change.
 - B. were
 - C. are
 - D. have been
41. The Hudsons invited my sister and me to share a beach house on the Outer Banks in North Carolina.
- A. No change.
 - B. my sister and I
 - C. my sister and myself
 - D. I and my sister

42. Everyone who shops in this store reads the magazines while they wait in the checkout line.
- A. No change.
 - B. Everyone who shop in this store read
 - C. All customers who shop in this store read
 - D. Everybody who shops in this store reads
43. Children whose last names begin with A, B, and C, teachers always choose them to be first in line.
- A. No change.
 - B. Always, children whose last names begin with A, B, and C, teachers choose them
 - C. Children whose last names begin with A, B, and C, always teachers choose them
 - D. Teachers always choose children whose last names begin with A, B, and C
44. Deirdre only wanted her father to pay her tuition, not all her college expenses.
- A. No change.
 - B. wanted her father to pay only
 - C. wanted only her father to pay
 - D. wanted her father to only pay
45. There are four things I'd like to tell you about myself. I like to cook, talk on the phone, working on computers, and going out on weekends.
- A. No change.
 - B. to cook, talking on the phone, working on computers, and going out on weekends.
 - C. cooking, talking on the phone, working on computers, and to go out on weekends.
 - D. to cook, talk on the phone, work on computers, and go out on weekends.
46. Because the central air conditioner had broken the old fan and window units were put into service.
- A. No change.
 - B. Because the central air conditioner had broken the old fan, and window units
 - C. Because the central air conditioner had broken, the old fan and window units
 - D. Because the central air conditioner had broken the old fan and window units,

47. Passing the State Department's oral proficiency examination at level 2 is one thing, passing it at level 3 is something else altogether.
- A. No change.
 - B. thing passing
 - C. thing, however, passing
 - D. thing; passing
48. My mom waited up for me and always asked whether I'd had a good time or not on my dates; she never stayed awake long enough to hear the answer.
- A. No change.
 - B. dates, she
 - C. dates; but she
 - D. dates she
49. Angelissa was late because she failed to turn right at the traffic light her teacher had warned her about that intersection.
- A. No change.
 - B. light; her
 - C. light that her
 - D. light, her
50. With her double major in physical education and nuclear medicine, Karima should be able to get a job either as a teacher or in a hospital setting.
- A. No change.
 - B. she could work in a hospital setting.
 - C. as a hospital worker.
 - D. working in a hospital setting.
51. When the registrar looked at my eighteen-hour schedule, he asked me whether or not I also planned to work?
- A. No change.
 - B. did I also plan to work.
 - C. did I also plan to work?
 - D. whether or not I also planned to work.
52. One way for parents to pass on their values to their children is to use opportunities that occur daily. Such as, chances to use the simple courtesies of "Please" and "Thank you."
- A. No change.
 - B. daily; such as, chances
 - C. daily. Such as: chances
 - D. daily, such as chances

53. Although Sue Ann had grown up in a sheltered environment, but she quickly adapted to life in New York City.
- A. No change.
 - B. environment, she
 - C. environment; but she
 - D. environment. But she
54. In each room of the restored palace were photographs of how the same room had looked after the damage done to the palace in World War II.
- A. No change.
 - B. was
 - C. is
 - D. has been placed
55. Maurine advised her daughter to study tax law and accounting because certified public accountants are in great demand and are such a promising field.
- A. No change.
 - B. able to command large salaries.
 - C. such a lucrative position.
 - D. a field just now opening up.
56. Nino cried when he saw the clown with the purple hair on stilts.
- A. No change.
 - B. the purple-haired clown on stilts.
 - C. the clown, who had purple hair on stilts.
 - D. the clown walking on stilts with purple hair.
57. Major political problems may first show themselves in minor incidents. The Watergate episode, for instance, began with the discovery of a single piece of tape on the lock of a door. It led eventually to Richard Nixon's forced resignation as president of the United States.
- A. No change.
 - B. episode for instance, began
 - C. episode; for instance, began
 - D. episode; for instance began
58. After Don and Sherry paid their household bills, and their next car payment, they had exactly twenty-two dollars left for food for two weeks.
- A. No change.
 - B. bills; and their
 - C. bills and, their
 - D. bills and their

59. Alarmed by the possibility of surgery, every suggested exercise was practiced by the patient to postpone an operation.
- A. No change.
 - B. postponing an operation required the patient to practice every suggested exercise.
 - C. an operation could be postponed by the patient by practicing every suggested exercise.
 - D. the patient practiced every suggested exercise to postpone an operation.
60. Before my English teacher would accept a paper, we had to prove that we had wrote an outline and at least two different drafts.
- A. No change.
 - B. wrote
 - C. had written
 - D. have written