

Rachel Writing Lab

Grammar Diagnostic Kit

Grade 7 Edition

Declarative → Procedural Knowledge Assessment

Name: _____	Date: _____
Grade: _____	Score: _____ / 20

*20 Questions · No time limit · No outside resources
Do your best. There are no trick questions — just honest ones.*

SECTION A Error Identification

Each sentence below contains one underlined word. If the underlined word is the *WRONG* form, write the correct form on the answer line. If it is correct, write 'No error.'

1. The scientist made a significance discovery that changed how we understand the brain.

Answer: _____

2. She responded quick to the teacher's question, but her answer was incomplete.

Answer: _____

3. The persistence student stayed after school every day until she finally understood the material.

Answer: _____

4. His explanation was confusion — nobody in the class understood what he meant.

Answer: _____

5. The author writes beautiful about the struggles of growing up in a small town.

Answer: _____

6. The committee reached a conclude that more research was needed before any decision could be made.

Answer: _____

7. The new policy had a significance impact on how students were assessed throughout the school year.

Answer: _____

8. After hearing the news, she felt badly about forgetting her friend's birthday.

Answer: _____

SECTION B Multiple Choice

Circle or underline the word form that *BEST* completes the sentence.

9. The politician gave a powerful _____ about the importance of funding public education.

- A) speak
- B) speech

- C) spoke
- D) speaker

10. It is important to act _____ in an emergency situation.

- A) responsible
- B) responsibly
- C) responsibility
- D) respond

11. The _____ of the experiment took three weeks to document fully.

- A) conclude
- B) conclusive
- C) conclusion
- D) concluded

12. Despite _____ evidence to the contrary, some people refused to change their minds.

- A) overwhelm
- B) overwhelming
- C) overwhelmed
- D) overwhelmingly

13. The teacher asked us to _____ the main themes of the novel in our essays.

- A) analysis
- B) analytical
- C) analyst
- D) analyze

SECTION C Write the Correct Form

Use the word in parentheses to fill in the blank. Change the form as needed.

14. The documentary explored the _____ (DESTROY) of the rainforest over the past fifty years.

Answer: _____

15. He spoke so _____ (PERSUADE) that even his strongest opponents agreed with him.

Answer: _____

16. Her _____ (ARGUE) for stricter school rules was well-researched and logically organized.

Answer: _____

17. The professor seemed genuinely _____ (ASTONISH) by the quality of the student's answer.

Answer: _____

SECTION D Paragraph Error Hunt

Each paragraph below contains ONE word form error. Find it, underline it, and write the correction on the answer line.

18.

"Marcus had always been a curiosity student. He asked questions that no one else thought of, and his teachers often described him as remarkably insightful. Last year, he won the school science fair with an innovate project on water filtration."

Incorrect word: _____ Correction: _____

19.

"The presentation was thorough and well-organize. Each speaker clearly explained their section, and the audience left feeling inspired by what they had seen and heard."

Incorrect word: _____ Correction: _____

20.

"Critics argue that social media has had a deeply damage effect on teenagers. While some platforms encourage creativity, many experts worry that constant comparison leads to anxiety and low self-esteem."

Incorrect word: _____ Correction: _____

ANSWER KEY

Grade 7 Edition · For Parent / Instructor Use

Q	Correct Answer	Explanation / Grammar Point
1	significance → significant	significant (adjective, not noun)
2	quick → quickly	quickly (adverb modifying 'responded')
3	persistence → persistent	persistent (adjective modifying 'student')
4	confusion → confusing	confusing (active participle: the explanation causes confusion)
5	beautiful → beautifully	beautifully (adverb modifying 'writes')
6	conclude → conclusion	conclusion (noun after article 'a')
7	significance → significant	significant (adjective modifying 'impact')
8	badly → bad	bad — 'felt' is a linking verb here; use adjective, not adverb
9	B — speech (noun)	B — speech (noun)
10	B — responsibly (adverb modifying verb 'act')	B — responsibly (adverb modifying verb 'act')
11	C — conclusion (noun after 'The')	C — conclusion (noun after 'The')
12	B — overwhelming (adjective modifying 'evidence')	B — overwhelming (adjective modifying 'evidence')
13	D — analyze (verb)	D — analyze (verb)
14	destroy → destruction	destruction
15	persuade → persuasively	persuasively
16	argue → argument	argument
17	astonish → astonished	astonished
18	innovate → innovative	innovate → innovative
19	well-organize → well-organized	well-organize → well-organized
20	deeply damage → deeply damaging	damage → damaging

Scoring Guide

Score	Level	What It Means
19 – 20	Excellent	Strong procedural command. Ready for advanced analytical writing.
15 – 18	Proficient	Solid foundation. Some word form errors under writing pressure — needs targeted practice.

10 – 14	Developing	Declarative knowledge in place; procedural application is inconsistent. Focus: writing in context.
0 – 9	Emerging	Significant procedural gap. Grammar instruction should shift from rule-memorization to context-based production.

Note for Parents

A low score does not mean your child hasn't worked hard. It means the type of knowledge they have — knowing grammar rules — hasn't yet become the type they need: using grammar automatically in their own writing. This is a normal and solvable gap. The questions in this kit were designed to reveal exactly that difference.

For questions or to schedule a consultation, contact Rachel Lee via email: rachel@semonemo.us