NOTE: Guidelines for making Reading diagnostics are pretty much the same for all levels. However, the outcomes change and the level of difficulty of the material increases with each subsequent level.

**Tips for ERD 002 Diagnostics/Finals**

1. Exams can be a mix of discrete point and production-based questions. What this means is that they can have M/C, T/F, fill-in-the-blank...type questions as well as ones requiring students to write their own answers. This could be in the form of a couple words, a sentence, or longer.

2. The reading has to be end-of-level appropriate in difficulty. Difficulty is determined by the length of the article, the complexity of the grammar, how common the vocabulary terms are, and the subject matter of the article.

[If you choose an article from the text book, make sure it’s from the end of the book. You can also choose an article from the end of a book from a previous semester that is no longer in use.]

3. The exam questions should cover all the outcomes for the level.

You will need to have...

1. questions testing identifying stated main idea

2. limited critical thinking [ making basic inferences, giving and supporting an opinion]

3. comprehension questions/supporting detail

4. vocab skills [definition + use]

4. If you can’t cover all the outcomes with a single reading, then you might want to use a short literary/story passage with questions that focus more on critical thinking and vocab skills, as well as a short academic passage with questions that focus more on main idea and comprehension/supporting details.

5. The points should be mostly balanced between outcomes. This means that no single reading outcome makes up a disproportionate amount of the points on the exam. For example, it is common for new teachers to put too much emphasis on vocabulary type questions when making a reading exam.

Sample points spread:

Stated main idea = 5 points

Limited critical thinking = basic inference, prediction, opinion = 10 points

Comprehension ques/Supporting details = 12 points

Vocab skills = 10 points

6. In choosing your reading passage(s) and writing your questions, make sure they fit into the time

allotted for the exam.

**Tips for ERD 003 Diagnostics/Finals**

1. Exams should be mostly production-based. What this means is that they should not have too many M/C, T/F, fill-in-the-blank...type questions. Questions should require students to write their own answers. This could be in the form of a couple words, a sentence, or longer.

Ex: Instead of …

Which statement best expresses the main idea of the article? Put a **√** next to that statement. **(2 points)**

\_\_\_\_ 1. Namibia is a country rich in natural resources.

\_\_\_\_ 2. Sailing from Portugal to India was dangerous in the 16th century.

\_\_\_\_ 3. The ship sank with a valuable treasure on board.

\_\_\_\_ 4. We can only speculate about the fate of the ship.

….you could use….

What is the main idea of the article? **(2 points)**

2. The reading has to be end-of-level appropriate in difficulty. Difficulty is determined by the length of the article, the complexity of the grammar, how common the vocabulary terms are, and the subject matter of the article.

[If you choose an article from the text book, make sure it’s from the end of the book. You can also choose an article from the end of a book from a previous semester that is no longer in use.]

3. The exam questions should cover all the outcomes for the level.

You will need to have...

1. questions testing identifying both stated and implied main idea

2. critical thinking [ making inferences, giving and supporting an opinion]

3. comprehension questions/supporting detail

4. vocab skills [definition + use]

4. If you can’t cover all the outcomes with a single reading, then you might want to use a short literary/story passage with questions that focus more on critical thinking and vocab skills, as well as a short academic passage with questions that focus more on main idea and comprehension/supporting details.

5. The points should be mostly balanced between outcomes. This means that no single reading outcome makes up a disproportionate amount of the points on the exam. For example, it is common for new teachers to put too much emphasis on vocabulary type questions when making a reading exam.

Sample points spread:

Stated main idea = 5 points

Implied main idea = 5 points

Critical thinking = inference, analysis, opinion = 10 points

Comprehension ques/Supporting details = 12 points

Vocab skills = 10 points

6. In choosing your reading passage(s) and writing your questions, make sure they fit into the time allotted for the exam.

**Tips for ERD 004 and ERD 5 Diagnostics/Finals**

1. Exams should be mostly production-based. What this means is that they should not have too many M/C, T/F, fill-in-the-blank...type questions. Questions should require students to write their own answers. This could be in the form of a couple words, a sentence, or longer.

Ex: Instead of …

Which statement best expresses the main idea of the article? Put a **√** next to that statement. **(2 points)**

\_\_\_\_ 1. Namibia is a country rich in natural resources.

\_\_\_\_ 2. Sailing from Portugal to India was dangerous in the 16th century.

\_\_\_\_ 3. The ship sank with a valuable treasure on board.

\_\_\_\_ 4. We can only speculate about the fate of the ship.

….you could use….

What is the main idea of the article? **(2 points)**

2. The reading has to be end-of-level appropriate in difficulty. Difficulty is determined by the length of the article, the complexity of the grammar, how common the vocabulary terms are, and the subject matter of the article.

[If you choose an article from the text book, make sure it’s from the end of the book. You can also choose an article from the end of a book from a previous semester that is no longer in use.]

3. The exam questions should cover all the outcomes for the level.

You will need to have...

1. questions testing identifying both stated and implied main idea

2. critical thinking [ making inferences, giving and supporting an opinion]

3. comprehension questions/supporting detail

4. vocab skills [definition + use]

4. If you can’t cover all the outcomes with a single reading, then you might want to use a short literary/story passage with questions that focus more on critical thinking and vocab skills, as well as a short academic passage with questions that focus more on main idea and comprehension/supporting details.

5. The points should be mostly balanced between outcomes. This means that no single reading outcome makes up a disproportionate amount of the points on the exam. For example, it is common for new teachers to put too much emphasis on vocabulary type questions when making a reading exam.

Sample points spread:

Stated main idea = 5 points

Implied main idea = 5 points

Critical thinking = inference, analysis, opinion = 10 points

Comprehension ques/Supporting details = 12 points

Vocab skills = 10 points

6. In choosing your reading passage(s) and writing your questions, make sure they fit into the time allotted for the exam.