



## Scholastic Reading Counts! Writing a Quiz

Each quiz item has two parts: the question stem and the answer choices. Quiz items are either expressed as a question, sentence completion or fill-in-the blank statements. The correct answer will always be placed in the first, or “a,” answer a lot.



These hints will help you write an effective Reading Counts! Quiz:

- Write clear, concise stems.
- Focus on important story features.
- Don't ask questions about trivial or unimportant details.
- Write the correct answer first.
- Make sure the wrong answers are really wrong.
- Write equivalent distractors so that the correct answer is not obvious.
- Keep distractors parallel for their parts of speech.
- Don't give away answers with other questions. Because Reading Counts!
- Randomizes the questions, an answering questions might appear before the question it answers.

### Sample Questions

How did the Artful Dodger make a living?

- a) He stole from other people
- b) He sold painting equipment
- c) He delivered groceries.
- d) He worked on a cattle ranch

- **Sentence Completion**

Before he went to the workhouse, Oliver

- a) Stayed with Mrs. Mann.
- b) Visited his mother's grave.
- c) Worked in a clothing factory.
- d) Slept in Nancy's barn.

- **Fill-in-the Blank (Cloze)**

Fagin \_\_\_\_\_ to learn where she was secretly going.

- a) Had Noah follow Nancy
- b) Questioned Mrs. Maylie's maid
- c) Stole Rose's diary
- d) Spied on Charlotte in the park

Students should NEVER start writing a Reading Counts test without talking with Ms. Holleman first. She has created a google form and a process for getting this accomplished.

	<b><u>A question about...</u></b>	<b><u>Example:</u></b>
1	<b>tone of book</b>	<b>The author created a tone for the book that was</b> a) gloomy b) scary c) humorous/funny d) dramatic
2	<b>sequencing (putting things in order)</b>	<b>Which event happened last in the story?</b> a) the baseball game b) Emily got hurt c) the family celebrated the Autumn Moon Festival d) Harry met Sally
3	<b>comparing</b>	<b>Joy was more _____ than Fred.</b> a) cheerful b) adventurous c) young d) shy
4	<b>cause and effect</b>	<b>Before (event) could happen, the characters had to (action.) Or, The result of the (event) was that ____ .</b>
5	<b>characterization (how the qualities of a character were explained)</b>	<b>The scene where James was fishing showed that James was</b> a) patient b) had bad eyesight c) could not swim d) had many friends
6	<b>problem-solving</b>	<b>To solve the main problem in the story, the main character had to...</b>
7	<b>the moral of the story or the lesson of the story</b>	<b>Which was the moral of this story?</b> a) Good guys finish last b) If you try hard, you will succeed c) It is more important to have friends than to have things d) Nothing lasts forever.
8	<b>Vocabulary (pick an unusual word from the story and check for meaning.)</b>	<b>The kids enjoyed Quidditch, which is</b> a) a type of food            b) a game c) a movie                    d) a story-teller.
9	<b>judging the characters</b>	<b>Which character was most sensible? (or most likeable, or truthful, or courageous?)</b>
10	<b>the reason for a scene in the book</b>	<b>The scene about the baseball game was important because it...</b>
11	<b>the role of the illustrations</b>	<b>The pictures in the book were designed to make you... (feel... notice...)</b>
12	<b>what the author probably wanted you to feel</b>	<b>The author probably wanted you to feel _____ Ali.</b> a) sorry for                    b) inspired by c) angry at                    d) afraid of
13	<b>setting</b>	<b>Which objects were an important part of the setting?</b>
14	<b>genre</b>	<b>The genre (category) this book belongs to is...</b> a) historical fiction            b) science fiction c) drama                        d) humor e) non-fiction                 f) action/adventure g) mystery                      h) sports drama
	<b>Writing</b>	<b>Ask about the organization, voice, word choice, ideas, conventions, or sentence fluency that the writer used. For example, This writer's style showed that</b> a) people in the South at the time of the Civil War had their own dialect and used words with which people from other cultures might not be familiar b) he needed a better editor for sentence fluency c) his organization of the story was not presented in chronological (time) order d) the voice he was using was that of a teacher giving a lesson