

Diagnostics

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INDIVIDUAL MODULE PLAN DEVELOPMENT

After each student has completed the required diagnostics, the facilitator should be able to clearly identify areas that each student will need to improve upon. These modules are not intended to have every student take each module, but rather, a customized selection of the modules. Below you will find a recommendation of what students should take which modules based on the area for improvement presented in the diagnostics. In some instances, the facilitator may deem that the student should enroll in all modules and this is fine. However, ensure that your selection of recommended modules is aligned with the results of the diagnostics.

Individual Module Planning	
If a student is identified to have a weakness in _____, we should encourage them to enroll in the Module ____ workshop at its next offering.	
Grammar/Lexicogrammatical	Module 1, 5
Delivering a public speech or presentation	Module 2, 4
Vocabulary/Concision/Audience	Module 3, 4, 5
Sentence structure/Concision	Module 4, 5
Wordiness and redundancy/Lexicogrammatical	Module 5
Identifying relevant vs irrelevant information/Rhetorical/Audience	Module 6, 4, 5
Composing formal, technical, and/or professional writing/Rhetorical/Argument/Audience	Module 7, 4, 6
Oral communication	Module 8, 4

English Proficiency Test

PURPOSE AND USE OF THE ENGLISH PROFICIENCY TEST

The English Proficiency Test (EPT) is a short exam that assesses a student's ability to understand, analyze and summarize information in a report. This test is aimed at students who perform poorly in English or otherwise exhibit language difficulties.

HOW DOES THE EPT WORK?

In this test, a reader reads a situation aloud to the class. Both useful and irrelevant information is presented, so students need to take notes, identify their most important findings and then summarize them into an email to a specific individual. It is very important for students to have the skills that are necessary to organize and present technical information in a professional context, so using the EPT as a diagnostic will help the instructor identify if the students can demonstrate English proficiency in listening comprehension and written expression.

The facilitator can gain information on a student's ability to identify the most important findings (ability to understand spoken English), to structure a manuscript (organize technical information), and to ensure that they will produce an adequate technical document in English. The facilitator will have the opportunity to find out whether students have the skills to organize technical information and summarize it in an email. In addition, the facilitator can see the professionalism of a student's writing and identify whether students need to improve their English language skills.

Other aspects of correct language use that the instructor can see through the EPT are: skills in taking notes, summary writing, and correct use of grammar, transitional words, prepositions, conditional sentences, tenses, spelling, vocabulary, etc.

Instructions for Facilitating the English Proficiency Test

1. Preparation:

a. Selecting a time and room

The facilitator should book a room for about 2 hours at a specific time and let students know where and when the test will take place.

b. Organizing proctors (people)

Depending on the number of students who will take the test, the facilitator will decide whether he/she needs extra help with proctoring the test. In general, if there are less than 50 students in the room, the facilitator can both be the reader and the proctor. If there are between 50-150 students, two people will be needed; one reader and another proctor. If there are over 150 students in the room, three people will be needed; one reader and two proctors.

c. Preparing writing materials

The materials the facilitator needs are:

- The Instructions sheet that will be read aloud to the students
- The Script that will be read aloud to the students
- 1 Exam booklet for every student
- Extra pencils
- Extra lined paper

2. Delivery of the English Proficiency Test:

a. Give each student a booklet

Just before the test begins, the facilitator should give one booklet to each student in the room.

b. Ensure all students have proper writing materials

All students need to have is a couple of pencils and an eraser.

c. Instruct students to read the first page of the EPT exam booklet

Students should read very carefully the instructions given on the first page of the exam booklet.

d. Read the Instructions for the EPT

All students should be listening carefully to the instructions.

e. Read the Script

The reader can start reading the script after students have read the instructions on the first page of the booklet. Readers are to read the test twice, clearly and at a reasonable pace. Please watch your speed and annunciation. The second time the test is read, you can finish with you can begin writing now. Once the reading is complete, no questions are allowed.

f. Begin the test

After the second reading, students can start writing the test. Ensure you note the time the exam officially starts.

INSTRUCTIONS TO BE READ TO STUDENTS

Please announce the following information to the students:

1. This examination is 1 hour and 15 minutes in length. No aids are allowed. Cell phone must be on silent and not within reach during the exam. The only items allowed on the desk in front of you are your writing utensils, and the paper copy of your EPT (notes, rough draft, and final draft pages & extra pages in case you run out).
2. This test will be read aloud twice. Please read the instruction sheet carefully before you begin.
3. Please add your name on all sheets now (give a few minutes to the students to do this).
4. Your report should be written in sentence form -- not point form. If you need extra paper please feel free to use the back of the final draft or if you run out, or you may get an extra piece of paper from the proctor.
5. You have 1 hour and 15 minutes to write the test.

ENGLISH PROFICIENCY TEST ASSESSMENT

In this test, a reader reads a situation aloud to the class in which they describe both useful and irrelevant information. Students are told to take rough notes and then compile their notes into a formal letter to a specific individual.

The memo must:

- be written in a letter format (formal letter sent by email)
- be written in clear, concise, technically precise, well-formed sentences
- be written in paragraphs (no point form)
- clearly present the information given
- delete irrelevant information
- place information in a suitable order
- use proper punctuation and spelling

The test should be scored in two categories using the rubric below:

	Fail (F)	Marginal Pass (M)	Pass (P)
1. Content	Critical information required to achieve purpose of email missing; email difficult to follow.	Some important content was missed, or extraneous information included; illogical order.	Email provides required information in logical order to intended audience.
2. Correctness	Numerous grammar errors and frequent spelling errors; lack of paragraphs; not in letter format; disorganized sentence structure.	Occasional punctuation/ grammar/ spelling errors (1-2 per paragraph), not so well-organized paragraphs & sentences.	Well-formed sentences, organized paragraph/ sentence structure, very few minor grammar/ punctuation errors.

On the marking sheet provided for your stack of tests, assign a Fail (F), Marginal Pass (M), or Pass (P) to the two categories.

- For category 1. *Content*: place a “1” in the appropriate column for PASS, MARGINAL PASS, or FAIL on the attached sheet.
- For category 2. *Correctness*: place a “2” in the appropriate column for PASS, MARGINAL PASS, or FAIL on the attached sheet.

There may be occasions where a second grader may be required to confirm the outcome of the test. Follow these instructions in this instance.

- * If a paper receives a PASS (P) in both categories by the first grader, it is deemed to have passed.
- * If a paper receives a (P) in one category and a MARGINAL PASS (M) in the other category, it will be reviewed again by a second grader.
- * If a paper receives a (M) in both categories, it will be reviewed again by a second grader.
- * If a student receives a (P) in one category and a FAIL (F) in the other category, it will be reviewed again by a second grader.
- * If a student receives a (M) in one category and a (F) in the other category, it will be reviewed again by a second grader.
- * If a student receives a (F) in both categories, it will be reviewed again by a second grader.

The second grader's mark is the final mark.

ENGLISH PROFICIENCY TEST RUBRIC TEMPLATE

Use this rubric to grade each EPT. You may only use the Grader 1, but you may also require the Grader 2 rubric. Highlight the appropriate column for each category.

Grader 1:

	Fail (F)	Marginal Pass (M)	Pass (P)
1. Content	Critical information required to achieve purpose of email missing; email difficult to follow.	Some important content was missed, or extraneous information included; illogical order.	Email provides required information in logical order to intended audience.
2. Correctness	Numerous grammar errors and frequent spelling errors; lack of paragraphs; not in letter format; disorganized sentence structure.	Occasional punctuation/ grammar/ spelling errors (1-2 per paragraph), not so well-organized paragraphs & sentences.	Well-formed sentences, organized paragraph/ sentence structure, very few minor grammar/ punctuation errors.

Grader 2:

	Fail (F)	Marginal Pass (M)	Pass (P)
1. Content	Critical information required to achieve purpose of email missing; email difficult to follow.	Some important content was missed, or extraneous information included; illogical order.	Email provides required information in logical order to intended audience.
2. Correctness	Numerous grammar errors and frequent spelling errors; lack of paragraphs; not in letter format; disorganized sentence structure.	Occasional punctuation/ grammar/ spelling errors (1-2 per paragraph), not so well-organized paragraphs & sentences.	Well-formed sentences, organized paragraph/ sentence structure, very few minor grammar/ punctuation errors.

Accident Report

English Proficiency Test Materials

ENGLISH PROFICIENCY TEST SCRIPT

ACCIDENT REPORT

Facilitator: You will read this script aloud to the students two times. It is critical that you read this script very slowly to allow students time to process the information and make notes while you are reading.

SCRIPT:

You work as a safety inspector in the Department of Environmental Health and Safety at Queen's University. This office is responsible for enforcing compliance with the Ontario Health and Safety Act. **You have been assigned the task of organizing information that has been collected as the result of an accident that happened in a lab on campus. You must summarize the information in a report to your supervisor. Your supervisor is Russell Burns, the Director of Environmental Health and Safety (his last name is spelled B U R N S).**

On Monday September 9, 2017 at 6:30pm, a student was performing a chemical reaction in room 83, which resulted in an explosion. The building is located behind a student residence. The student was in the lab with several others at the time of the accident. Everyone had to be evacuated from the building and from the nearby residence for several hours. Two students had to be sent to the hospital for treatment of their injuries.

The students were admitted to hospital and treated for first- and second-degree burns. They were released at approximately 10:00pm. The doctor treating the burns said it could have been fatal but given both students were wearing protective equipment it helped reduce the severity of their injuries.

Residence students who were evacuated understood the precaution, however were upset at being asked to leave during the university study period for exams.

Students who work in the lab and the lab manager report that it is a requirement to wear a protective lab coat and goggles in the lab, but students feel that the university should provide additional protective materials.

The lab manager, Mark Jones (spelled J O N E S) stated "that this type of reaction has been performed in the lab for many years and is standard in most chemistry labs around the world". He also stated that a commission has been established to investigate the proper placement of waste containers and the training of staff and students regarding proper disposal of chemical waste.

Waste containers in the lab are colour coded to aid in proper disposal of materials. Proper placement of these containers is key to minimizing risk to staff and students.

Jones said the department is also looking at the possibility of unpredictable reactions occurring in the labs and hopes the investigation will lead to further improvements in standard laboratory procedures. "The fact is you can't predict the unpredictable," he said. "Something happened in that laboratory that was totally unpredictable, and so we look at whether we can minimize even the smallest risk.

Overseeing the investigation into the explosion is the Director of the Department of Environmental Health and Safety, Russell Burns, (spelled B U R N S) and the university Fire Marshall, Brian Cook (spelled C O O K). While they have not yet determined the cause of the explosion, they believe the explosion resulted from residue in a waste container which was next to the acids.

This incident has provided officials with a good opportunity to re-evaluate procedures and safety protocol. Recommendations to improve safety are being considered such as; simple procedural changes like how to label containers and small layout issues to contribute to a safer lab.

"Even freak accidents have root causes," Director of Environmental Safety Russell Burns said. "There are always things you can improve to try to minimize risk."

You should start writing your email now.

Name: _____



English Proficiency Test

Duration: 1 hour and 15 minutes

INSTRUCTIONS

Please put your name on each sheet.

Format

You are a summer student working for Green Consultants. You have been asked to write a detailed report about your inspection of Rosewood Mall and submit it to your supervisor, Melanie White. She will decide whether or not the firm will conduct a more in-depth inspection. The detailed information about the inspection will be read aloud.

Your Task

Your task is to write a report and send it by email to your supervisor containing the results of your inspection. The report should clearly present the information that you have been given.

You should:

1. Address the email To: Fr: Subject...etc
2. take notes from the information provided,
3. record only the important information,
4. place the information in a chronological order,
5. write a clear, concise, technically precise report in complete, well-formed sentences on the lined answer sheet with the heading "Final Submission"
6. punctuate your report and use paragraphs appropriately

When Complete

Make sure you have put your name on **all of the sheets**. Hand in your rough work and your final submission as you leave the exam hall.

Name: _____

[illegible]

Name: _____

[illegible]



Queen's
UNIVERSITY



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Name: _____



ENGLISH PROFICIENCY TEST ACCIDENT REPORT EXEMPLARS

Fail Exemplar

Spelling and grammar issues

Score

0

Faculty of Engineering & Applied Science, English Proficiency Test

Duration: 1 hour and 15 minutes

Final Graded Copy

To: Melanie White

Subject: The inspection of Rosewood Mall

Body of Email: ?

Dear ~~Melanie~~ White

My name is Shihao Lu, a summer student working for Green Consultants. I am writing this report to you ~~for~~ the results of my inspection of Rosewood Mall.

awkward wording

Firstly, I reviewed the building plan and the related papers about the Rosewood Mall to have a general background about it at 10 am on October 23. The building has three levels which ~~are~~ food area, hotel, gym, office, public library and many stores.

include articles

include

~~The~~ building was built ~~on~~ Jun 1977 and it had ~~been~~ repaired many times. The ownership ~~has~~ changed many

~~over the~~ ~~mes~~ last ten years. Many owners wanted to repair the building, but they did not do it due to ~~the~~ budget ~~problem~~.

problems

I went to the Mall at 1 pm on August 23. I found that there are many serious problems on the ground floor like water leakage and water ~~pooling~~. There are many rooms closed, but one of them opened.

been repaired

awkward wording, info not in script

incorrect info

Q5

No score

and the room use ~~son~~ incorrect info over their goods to
 prevent water damage. I asked Ms. Blue, the owner
 of a restaurant. She said that there are many problems
 in the restaurant like water leakage pluralize tried
 to contact ~~with~~ building ~~managment~~ to repair the items
 however, the issue ~~did~~ was not addressed she said she would
~~close~~ close the restaurant after the end of ~~leasing~~ the lease. I
 also asked the cashier in the food area who collect
~~yellow~~ awkward wording Mr. Yellow have been workal in the building for five
 years. He said there was an accident that ~~penal~~ incorrect tense
 in ago, ~~but~~ the building ~~managment~~ did not come
 repair ~~even~~ two weeks after the accident happened.
 He also said that the people in the town always
 complain the ~~Man~~ incomplete sentence
 Then, I went to public library, they said
 they are worried about the book ~~due~~ should be plural to the water
 damage. The ~~shels~~ shelves are covered by ~~tofts~~ not in script
 and that the fire alarms are not functional and they do
 not have extinguishers. The emergency exit is blocked
 by goods. Also the ~~mat~~ spelling ments room is locked. They

said that there is no need to check the room since it had been checked by the other inspector from other company in May.

I went to the parking area. It also has water damage problem. And also there are some dissolve DEC salt.

These are all of the informations that I collected during the inspection of Rosewood Mall.

Sincerely

Marginal Pass Exemplar

Score

1

Faculty of Engineering & Applied Science, English Proficiency Test

Duration: 1 hour and 15 minutes

Final Graded Copy

To: Melanie White

Subject: Inspection report of Rosewood Mall

Body of Email:

Dear Ms. White,

This is my inspection report. I inspected Rosewood Mall on August 23, 2017. There are lots of problems that need to be solved as soon as possible.

I got to the mall at 1pm on August 23. I started the inspection from the ground floor. There was a serious problem that the roof was water leaking. Lots of buckets were put on all levels to catch the leaking water. Many businesses closed; one store opened and put tarps to protect their goods.

awk

incorrect

missing "that"

found the walls were rusted. It could cause breathing issues for customers.

I asked some staff about the mall conditions and issues in their areas. Ms. Blue, who was the owner of a restaurant, said the building had not been attended by ~~the~~ management. There were lots of problems, including

Q5

No score

wc

missing article

the leaking proof, blocked drains in bathroom, and the window leaking. Mr. Yellow was a worker in a burger store. He said the pieces of concrete fell from ? ceiling a month ago. He reflected this problem 2 weeks ago, but the inspector never came. The management did not response to the incident.

awk paragraph structure

As for the Public Library, many shelves had been covered ^{by} tarps, because of the concerns about the conditions of the books. In addition, the fire alarm was not functional and the fire extinguishers missed. Emergency exit was blocked by construction materials.

awk

missing article

the room which

?

missing word

on the top floor, I wanted to check for ~~fast~~ was locked.

I called the mall manager to ask for assessment ~~to the room~~, but he said it was not necessary because the mall had passed the inspection in May by other engineering company.

wc

wc

The ~~he~~ roof top was a parking area. The concrete ^{expansion} joints were loose, ~~because of The the~~ which caused water damage ~~caused the~~ water went through and made the leakage. ~~the roof~~

In conclusion, there were lots of problems in the mall. They should be corrected immediately, and I think we had better inspect again in the future.

Regards,

Pass Exemplar

Score

2

Faculty of Engineering & Applied Science, English Proficiency Test

Duration: 1 hour and 15 minutes

Final Graded Copy

To: Melanie White

Subject: Rosewood Mall Inspection

Body of Email:

Hello Ms. White,

On August 23rd, I arrived at Rosewood Mall to complete an inspection regarding the state of the building. Rosewood Mall was built in 1997, and has had several renovations and management changes over the past 10 years. Additionally, there were several records of unfinished maintenance projects due to budget constraints.

Rosewood Mall has three floors and a 2-level rooftop parking garage. I began my inspection on the main floor. The first issue I noticed was a serious water leakage problem, which I suspect originated from the roof. There were buckets scattered throughout the mall to catch falling water. Additionally, of the few stores that remained open within the mall, had spread out tarps to protect their merchandise. There were prevalent signs of mold and rust near the water-damaged areas, which can be a source of airborne pollutants that may cause breathing issues for both customers and staff.

As my inspection continued, I spoke to various employees within the mall. The first person I interviewed was Jennifer Blue, the owner, of Blue's Bistro.

Jennifer explained how the building had various issues that were routinely ignored by mall management, including a leaky roof, frequently backed up bathroom drains and window leaks that rotted the windowsills, causing moisture problems. Jennifer had not been warned about these conditions previous to signing the lease, and despite attempting to work with management on these issues, constantly has her complaints dismissed. The water leakage in her restaurant requires customers to use umbrellas when in the take-out line. These issues are so severe that Jennifer does not plan on resigning her lease.

The next person I interviewed was John Yellow, a long-time employee at Donkey Burger in the mall's food court. He mentioned that one month ago, a slab of concrete the size of a plate fell from the ceiling and into a trash can. The mall promised that an inspector would arrive within the following two weeks, however nobody ever came. The mall did not respond further to the issue. John confirmed the mall's pattern of unresponsiveness, mentioning that the residents of the city have been complaining for some time on the state of the mall without any response.

My inspection continued at the public library, where I saw many shelves covered with tarps. The librarian confirmed that these tarps were in place to protect the collection of the books from any water damage. My inspection

of the library showed that several fire alarms were not functional, while the sprinkler system was not up to building codes. Additionally, there was a missing fire extinguisher, and a pile of construction materials blocking an emergency exit.

I attempted to enter a maintenance room on the top floor in order to inspect the roof support beams for rust, however this room was locked. Upon phoning Orange Incorporates, the company managing Rosewood mall, I was told that accessing the maintenance room is unnecessary, as the mall had already passed inspection from another engineering firm.

I ended my inspection on the rooftop parking garage. There, I found a loose expansion joint in the concrete floor. This area showed signs of water damage, and ^{the crack} appeared to be an entry point for water into the mall.

Upon inspecting Rosewood Mall, I have found several concerns with the quality of the building. There are copious examples of water damage throughout the mall, poor air quality, neglect towards fire safety in the library, and an overall unresponsiveness in the mall's management. The state of the mall is compromising the safety and quality of life of its employees and customers. Therefore, I recommend a more in-depth inspection of Rosewood Mall.

Thank you,

Inspection Report

English Proficiency Test Materials

ENGLISH PROFICIENCY TEST SCRIPT

INSPECTION REPORT

Facilitator: You will read this script aloud to the students two times. It is critical that you read this script very slowly to allow students time to process the information and make notes while you are reading.

SCRIPT:

You are a summer student working at Green Consultants. Green Consultants is an Engineering firm that inspects buildings and decides whether they are structurally sound. Your Supervisor Melanie White, (spelled W H I T E) has asked you to inspect Rosewood Mall. **Your job is to write a detailed report that highlights any major problems and the condition of the mall building. Your report is to be submitted to Ms. White and will include your recommendation as to whether or not the firm will need to conduct a more in-depth inspection.**

On Thursday August 23, at 10:00am, you reviewed the building plans and related building documents for Rosewood Mall. The mall has three levels and contains a food court, hotel, gym, theater, offices, a public library, and many retail stores. The roof of the building is used for parking and holds a two-level parking garage. The mall was built June 10, 1977 and has had several renovations over the years. You found that most of the building's architecture was distinctive of the period it was built in. In reviewing real estate records, you found that the mall had changed ownership several times over the last ten years. There were several records of maintenance projects, but many appeared to have not been finished due to budget problems.

You arrived at 1:00pm in the afternoon of August 23rd. Your inspection began on the ground floor and the first thing you noticed was a serious water leakage problem, which you suspected was coming from the roof. There were buckets scattered around all levels of the mall to catch water leaking. Many of the businesses were closed, but the ones that were open had put tarps out to protect their goods. Near the water damaged areas, you noticed mold and rust on the walls. This could contribute to airborne pollutants and cause breathing issues for staff and customers.

You spoke with several mall staff regarding the condition of the mall and issues they were having in their area. The owner of a restaurant called Blue's Bistro, Jennifer Blue (spelled B L U E), said the building generally had many problems that had not been attended to by the Management. She mentioned the leaking roof, frequently backed up drains in the bathrooms, and window leaks that rotted the window sills and created moisture problems. Her restaurant had tried to work with management on getting these items repaired however none of the complaints have been addressed. She said she was not warned about the conditions before she signed the lease, and that at times customers had to use umbrellas to stand at the take-out counter. She also said she plans to close the location as soon as the lease ends.

In the food court, you talked to the cashier of Donkey Burger, named John Yellow (spelled Y E L L OW). Donkey Burger serves the most delicious burgers and you decided to grab a meal for the way home. John has worked at Donkey Burger for 5 years now and he was quite proud that he had been chosen employee of the year. He told you that about a month ago, a chunk of concrete about the size of a plate fell through the restaurant ceiling and landed in the garbage bins. The mall promised that an inspector would come in two weeks after the incident, but the inspector never came. The mall management did not respond any further to the incident. John said that residents of the town had been complaining about the mall for some time, but that the management was always unresponsive.

Next, you went into the public library in the mall. You noticed that many shelves had been covered completely with tarps. You talked to the librarian and he told you that the library was worried about the condition of the books.

You continued your tour and found that several fire alarms were not functional, along with the sprinkler system not being up to building code. There were missing fire extinguishers, and an emergency exit was blocked by some piled construction material.

There was a maintenance room on the top floor that might have been able to give you a look at the roof support beams to check for rust. However, it was locked. You called the mall management, which was a company called Orange Incorporated. You asked about getting access to the

maintenance room, but they assured you that it was unnecessary. They insisted that the mall had passed an inspection in May by another engineering firm.

When you arrived at the rooftop parking lot you noticed an expansion joint in the concrete floor that appeared to be loose. There was water damage, indicating that water often ran through this crack and into the mall. There was also residue buildup that appeared to be from dissolved de-icing salt during the winter. You noted these final details and returned to your office to write your report.

You should start writing your email now.

Name: _____



English Proficiency Test

Duration: 1 hour and 15 minutes

INSTRUCTIONS

Please put your name on each sheet.

Format

Assume that you are a safety inspector who has just completed an inspection of a lab at Queen's University. You will be given information about your safety inspection when the test begins.

Your Task

Your task is to write a report in proper email format to the Director, Russell Burns of the Environmental Health and Safety Department. The report should include the detailed information collected as a result of the investigation. The report should present the information in a clear and accurate format.

You should:

1. Address the email To: Fr: Subject...etc
2. take notes from the information provided,
3. record only the important information,
4. place the information in a chronological order,
5. write a clear, concise, technically precise report in complete, well-formed sentences on the lined answer sheet with the heading "Final Submission"
6. punctuate your report and use paragraphs appropriately

When Complete

Make sure you have put your name on **all of the sheets**. Hand in your rough work and your final submission as you leave the exam hall.

Name: _____



English Proficiency Test

Duration: 1 hour and 15 minutes

NOTES AND ROUGH WORK

[illegible]

Name: _____

[illegible]

Name: _____

[illegible]



Final Graded Copy

To: _____

Subject: _____

Body of Email:

[illegible]

Name: _____



Final Submission Page 2

[illegible]



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TORONTO

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[illegible]

Name: _____



ENGLISH PROFICIENCY TEST INSPECTION REPORT EXEMPLARS

Fail Exemplar

FAIL: Content errors and missing content.
Some spelling and grammar issues.

Q4

0

Faculty of Engineering & Applied Science, English Proficiency Test

Duration: 1 hour and 15 minutes

Final Graded Copy

To: Dr. Burns

Subject: The Investigation Result About An Explosion Accident

Body of Email:

Dear Dr. Burns,

I am writing to report some details about an explosion accident which occurred in a building behind the students' residence.

The explosion happened when students performed a chemical reaction in Room 83 of the building.

All students and staff evacuated from the building; however, two students got injured. Doctors said the injury was not fatal to them and provided protective equipment to reduce the damage.

Some measures need to be taken to avoid such an explosion. Firstly, the protective coats and glasses are required during the experimental research. It is better to provide additional protective materials. Moreover, manager James suggested we should establish some equipment to dispose the waste. In addition, we should follow the laboratory procedure strictly and predict the reactions; therefore, the risk can be minimized. Lastly, some safety measures should

Content
issues for
this entire
passage

Content
issues

Q5

No score

be taken such as putting the labels on the containers
In conclusion, the accident made some students
get injured although it was not fatal. We should
attach a great importance on chemical reactions during
the lab and take measures to avoid such accidents
in the future.

Sincerely,

Some content missing. Too brief.

Marginal Pass Exemplar

Q4

1

Faculty of Engineering & Applied Science, English Proficiency Test

Duration: 1 hour and 15 minutes

Final Graded Copy

To: Russell Burns,

Subject: September 9 2017 Lab Accident Report.

Body of Email:

Hello Mr. Burns,

Here are the findings ~~of~~ ^{of} my investigation into the September 9th lab accident.

Describe the accident

I first spoke with the doctor who treated the hospitalized students. ~~He~~ ^{He} reported that the accident could have been fatal had the students not been wearing personal lab safety equipment. Students in lab should ~~not~~ continue to be forced to wear lab gear, and reminded of the dangers of not complying.

with 1st and 2nd degree burns

Secondly, I spoke to Mr. Jones, the Lab Director. Mr. Jones stated that he had established a commission to investigate ways to make his labs more safe. He said that his team was currently looking at

Q5

No score

how to improve the waste disposal systems in the lab. These improvements included moving waste disposal bins to better locations, colour coding waste disposal bins, ~~and educating~~ and educating students and faculty about how to remove dangerous waste safely. Mr. Jones also stated that his team ~~was aware~~ was aware of the risk of unpredictable reactions; adding that although he could not predict the unpredictable, he could ~~prepare~~ mitigate the risks and prepare for accidents.

Finally, I spoke to Mr. Cook, the Fire Marshall about his joint investigation with yourself into the accident. Mr. Cook concluded that the explosion had been caused by the reaction of waste in a waste bin with an acid on the table next to the bin. Mr. Cook also stated

Q6

No score

that he viewed the accident as a chance to improve ~~procedures~~ procedures, including simple procedures like the labeling of containers, ~~and~~ and improving the layout of the labs.

This content is slightly inaccurate (it was not said explicitly by the fire marshal)

These are the findings of my investigation, I look forward to speaking with you further about this accident.

Sincerely,

Include more content from the initial script. Specifically, describe the accident in more detail

Pass Exemplar

To: Russell Burns, Director of Environmental Health and

From: Safety Inspector

Subject: Safety Inspection of Lab Following Explosion

Q4

2

Dear Russell Burns,

My name is Iain Kaufman-O'Keefe and I am a safety inspector in the Department of Health and Safety at Queens University. My job is to report my findings from an inspection of a chemistry lab on campus, following an incident that occurred on Monday, September 9th 2015 at 6:30 pm. The accident that transpired in room 83 of the chemistry building was an explosion resulting from a student performing a chemical reaction. At the time several students and staff were present in the lab and as a result of the explosion the lab building and surrounding residence were evacuated. As well two students were taken to hospital with 1st and 2nd degree burns. The students were released from hospital shortly after and are going to be fine. According to Mark Jones, the Lab Manager, the reaction that the students were attempting had been preformed at Queens for many years and in many different Universities.

The doctor at the hospital said that the protective equipment the students were wearing helped reduce the injuries that the students suffered. One of the main safety precautions in the lab is the requirement to wear a lab coat and goggles at all times. Something that the university should look into according to students and staff is the introduction of extra safety equipment to further reduce injuries in case of an accident. Furthermore, following the accident, a commission tasked with investigating waste container placement and training on proper waste disposal, could help reduce the chance of an accident in the future. The waste containers are a critical piece of safety equipment that reduce hazard to students and staff and are clearly labeled and colored.

The cause of explosion is still not completely understood but could be attributed to an unpredictable/freak accident. Even safe reactions like the one attempted in the lab can be unpredictable in some circumstances. According to an investigation by the University Fire Marshal, lead by Bryan Cook, the explosion had no root cause but originated in a waste container located next to the acids in the lab. As a result, recommendations such as more procedure on how chemicals are labeled in the lab as well as better waste disposal are needed. Freak accidents happen, however, more steps can be taken to ensure they happen less often, while reducing injuries when they do happen. Hopefully this summary of my investigation of the lab accident and its causes allows you to make recommendations that keep an accident like this from happening again.

Sincerely,

Professional Language Diagnostic

Purpose and Use of Professional Language Diagnostics

There are two diagnostic instruments to accompany this set of modules. One is for written work and the second is for orally observing students in informal team/classroom interactions. These are strictly for diagnostic purposes not evaluation.

The written diagnostic looks at five categories: Content accuracy, Lexicogrammatical accuracy, Rhetorical and Argument, Audience and Concision. Student performance in these discrete areas is judged as Unacceptable, Acceptable or Strong.

An unacceptable performance means that the reader cannot extract meaning without multiple readings and even then must make assumptions about the intentions of the writer. The discrete items in each of the different categories identify contributing factors to the unacceptable performance.

An acceptable performance is one in which the reader may have to make a second pass at reading to extract meaning but there is little ambiguity in terms of the writer's intended meaning. It is possible to have issues with any of the five categories but they do not impede meaning. The discrete items in each are checked to indicate areas that may require additional support

A strong performance is one in which the reader can easily extract unambiguous meaning in one reading.

By using the diagnostic rubric, it is possible to identify instructional foci for different students. For example, a student may be acceptable or even strong in Content and Lexicogrammatical accuracy but unacceptable in Rhetorical and Argument. This student would benefit from instruction in paragraph and document organization, argument structure, use of evidence and justification. Another student may show up as weak in Audience indicating a lack of awareness or possibly knowledge of different vocabulary registers (the differences between formal/informal, academic/everyday, technical/non-technical language, etc) so instruction that focuses on vocabulary used in different registers and audience analysis would be useful. Some students will show up as unacceptable/acceptable in all areas. These students require an approach with more or less equal emphasis on each of the categories. The use of the diagnostic rubric helps an instructor focus the instruction for groups of students.

The Oral Diagnostic observation sheet is used somewhat differently in that it requires more interpretation and discussion with the student in order to accurately identify areas for instruction/practice. For example, the observation form may show that the student rarely initiates a point or asks a question but follows the discussion, actively listening. A discussion with this student may reveal that the student does not feel confident in speaking without making “grammar mistakes” or does not feel he or she can respond quickly enough. An intervention would be two-part in this case. Suggesting that the individual student make jot notes, use sketches, diagrams in conjunction with verbal explanations may give the student some strategies to help bolster confidence. It may also be useful to get the student to focus on how monolingual speakers often have incomplete sentences, grammar errors, and vocabulary form/choice errors in oral interactions. The second part of this is to have a discussion with the team about how the responsibility is shared between all team members for making the necessary space for everyone to contribute. Do they need to slow down? Do they need to monitor how they make sure everyone has a space or time to contribute, for example, deliberately asking individuals for comment. Could they incorporate an individual thinking time followed by team discussion time that would give everyone a chance to assemble and organize their own thoughts?

The Oral diagnostic observation sheet can provide a starting point for analyzing team dynamics in a conversation with the entire team. This helps to promote the concept that ALL team members bear responsibility for team communication. The interactions that are tracked make the communication patterns visible and as such, provides the opportunity to ask why.

Written Professional Language

Diagnostic Materials

INSTRUCTIONS FOR FACILITATING THE WRITTEN PROFESSIONAL LANGUAGE DIAGNOSTIC

Students are given 30 minutes to complete three questions distributed as a multiple page copy with space allocated for students to write their answers. The answers are hand-written to allow students to use sketches, drawings or charts with their written text, if they wish. The first question requires a simple statement of the information found in the provided graph without explanation or interpretation. The second question requires a simple argument to support a recommendation to a peer. The third question requires an interpretation and application of the information from the graph to a different context as well as a recommendation to someone without the technical background and in a position of authority.

The Diagnostic Rubric includes a Content Accuracy category for each of the three questions to include a judgment on the accuracy of the answer to the prompt (e.g. did the student accurately comprehend the task they were asked to do and accurately comprehend the content of the prompt?). A Lexicogrammatical category is included for each of the prompts to identify the lexicogrammatical items that may or may not interfere with the meaning a student is attempting to communicate. Questions two and three include a Rhetorical/Argument category to assess a student's ability to organize ideas in a basic claim-evidence structure in paragraphs. The Audience category assesses student ability to recognize and use vocabulary appropriate to the designated audience. The Concision category assesses student ability to write with clarity and directness, valued characteristics of engineering writing.

At the beginning of each category, a row is included to provide a global assessment of Unacceptable, Acceptable, or Strong. Once the global judgment is made, the assessor checks all boxes that contribute to that judgment. There may be boxes checked in multiple columns, especially if there are issues with one or more lexicogrammatical items even if those do not impede meaning.

An **unacceptable** performance means that the reader cannot extract meaning without multiple readings, and even then, must make assumptions about the intentions of the writer. The discrete items in each of the different categories identify factors that contribute to the unacceptable performance.

An **acceptable** performance is one in which the reader may have to make a second pass at reading to extract meaning but there is little ambiguity in terms of the writer's intended meaning. It is possible to have issues with any of the five categories, but they do not impede meaning. The discrete items in each are checked to indicate areas that may require additional support.

A **strong** performance is one in which the reader can easily extract unambiguous meaning in one reading.

It is highly recommended that if the diagnostics are being assessed by more than one person, that a benchmarking session be held. In the benchmarking session, assessors will be given a minimum of three different samples reflecting a range of performance. Assessors mark the rubrics independently followed by a discussion to bring interpretations of the rubric and how the samples are judged into agreement. This will develop a shared understanding of the terms of the rubric and how they can be applied.

WRITTEN PROFESSIONAL LANGUAGE DIAGNOSTIC

PROMPT 1

Instructions:

Please complete the three questions below in order. Your responses should be written clearly, concisely, and use standard English. Below each question in *italics* are the key elements we would like you to demonstrate in your response (e.g. concision, vocabulary).

Ensure that you record your final response in the provided sheets and record the time at which you complete each question.

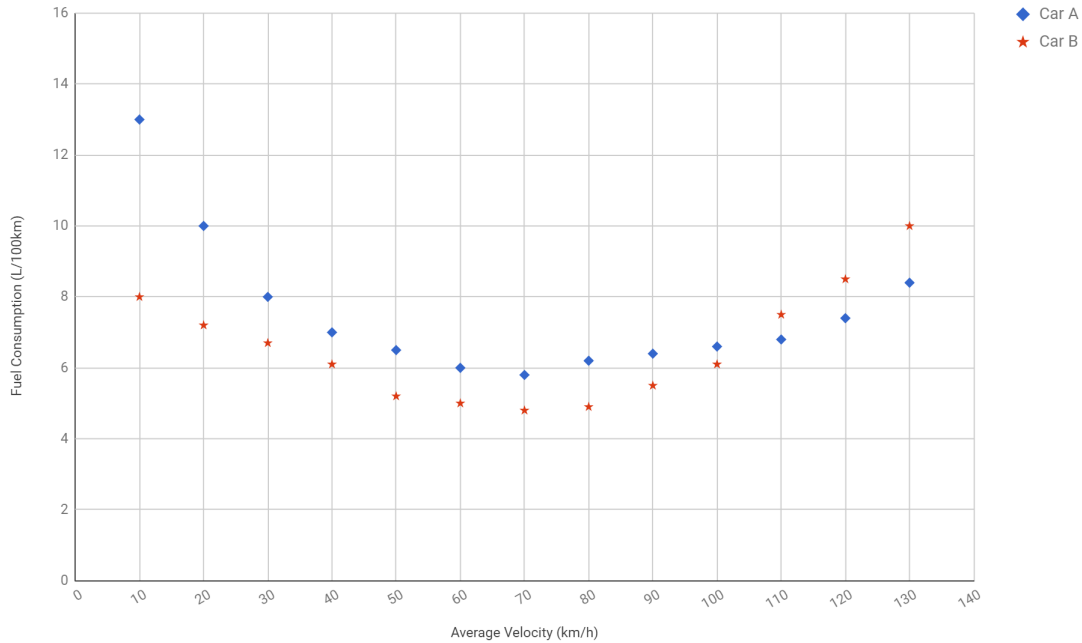
This will help us identify the time required to complete each question.

We have provided other paper for rough work.

Use the following plot to help answer Questions 1 and 2 of this task. The plot below displays measured fuel consumption (L/100km) at various average velocities (km/h) for 2 vehicles.

The relationship between volume of fuel consumed (V), fuel consumption (F), and distance travelled (d) is given by

$$V = \frac{Fd}{100}, \text{ where } V \text{ is measured in L, } F \text{ is measured in L/100km, and } d \text{ is measured in km.}$$



Question 1

Write one or two clear, direct sentences that state the information represented by the graph above. Focus on the differences between the curves, and comment on the shape of the data (i.e. linear, parabolic, cubic, etc.). You do not need to do any new analysis or calculations. Simply describe data as shown on the plot.

Criteria: accuracy in describing the content of the plot and proper English usage

Time Completed:

Question 2

A friend of yours is preparing to drive across the country, and it happens that the data above represents the fuel consumption of the two vehicles she may choose to drive on this trip. She's asked you to write her an email recommending which vehicle she should drive. She has shown you a map of her route across the country, so you know that the average velocity for her drive will be approximately 100 km/h. However, you also know she typically drives 15 km/h over the speed limit. Given these factors, explain what fuel economy she should expect and the reasons for your vehicle recommendation.

Criteria: Proper English usage, ability to interpret and compare options, appropriate vocabulary, concision

Respond in the space on the next page.

Response to question 2:

Time Completed:

Question 3

A growing delivery company, QuickShip, is looking into purchasing a fleet of vehicles to transport their customers' packages to and from anywhere in North America. Their new fleet of vehicles will need to serve two purposes. They will need to transport goods on major highways at high speeds over large distances, as well as make deliveries within cities where the average speed is much lower. There are many factors the company is considering for this purchase, however, they have stated that minimizing fuel costs is the top priority given the increasing cost of fuel, both monetarily and environmentally.

The company has narrowed their search to 4 vehicles.

Vehicle 1: Diesel, City fuel consumption 12.7 L/100km, Highway fuel consumption 7.5 L/100km

Vehicle 2: Gas, City fuel consumption 10.1 L/100km, Highway fuel consumption 9.4 L/100km

Vehicle 3: Hybrid Electric/Gas, City fuel consumption 9.0 L/100km, Highway fuel consumption 8.7 L/100km

Vehicle 4: Gas, City fuel consumption 16.0 L/100km, Highway fuel consumption 8.5 L/100km

The company estimates that the cost of diesel fuel is approximately \$2.50/L and the cost of gasoline is approximately \$2.30/L. They predict that each vehicle in their new fleet will drive approximately 25000 km on highways, and 9000 km on city roads each year. Since this fleet will serve multiple purposes, they are considering purchasing either one or two types of vehicles.

You have been asked to write a letter to the CEO of QuickShip, Mr. Alex Garcia, on vehicle options. He is looking for your engineering judgement on this problem. He will use the information you provide him with to make clear explanations when presenting the option to his business and purchasing managers. He will also use the information you provide him with to answer any questions they may have.

Based on the information given, write a letter to the company with the following information:

- A short discussion of which groups of people might have an interest in this project and want to have a say
- An assessment of each proposed vehicle
- A supported recommendation for the best proposed vehicle

Address the letter to Mr. Alex Garcia, who is the CEO of QuickShip. Use language appropriate for an educated person to use with other with non-technical backgrounds.

Criteria: Proper English usage, ability to interpret and compare options, ability to make an effective argument, appropriate vocabulary, concision

Response to question 3:

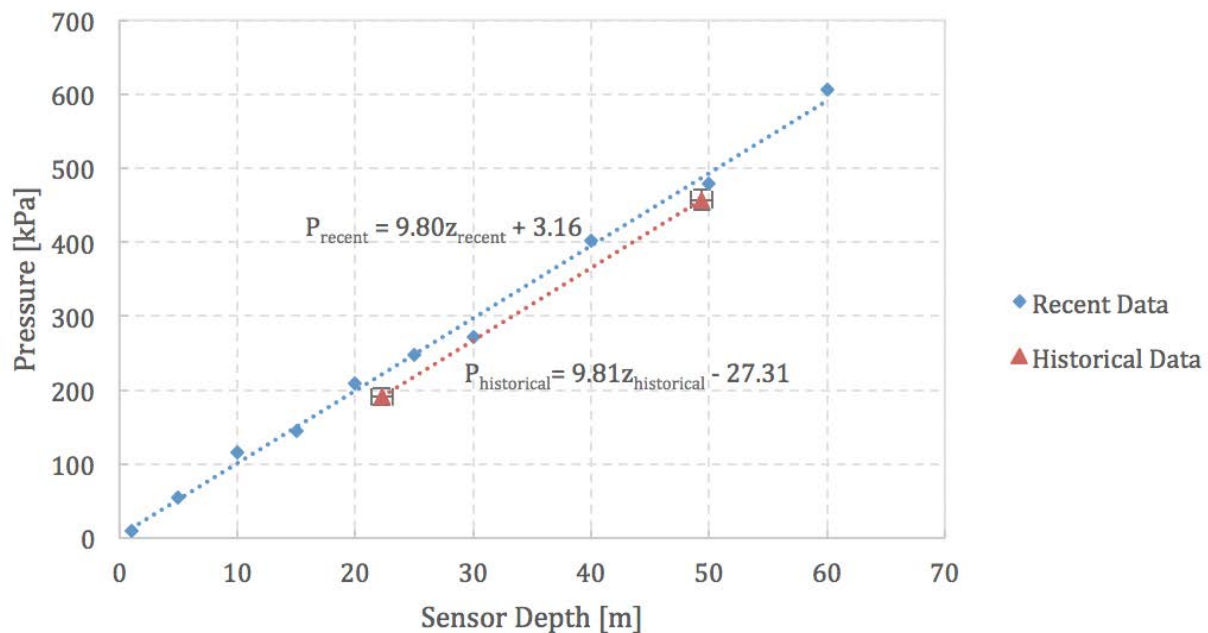
Time Completed:

WRITTEN PROFESSIONAL LANGUAGE DIAGNOSTIC

PROMPT 2

Instructions: Please complete the three questions below in order. Your responses below should be written clearly, concisely, and using standard English. Below each question in *italics* are the key elements we would like you to demonstrate in your response (e.g. concision, vocabulary). **Ensure that you record your final response in the provided sheets and record the time at which you complete each question.** This will help us identify the time required to complete each question. We have provided other paper for rough work.

The following plot will be used for all three questions in this task. This plot displays two sets of data measuring pressure (P) at varying depths (z) in a lake. Pressure is taken relative to atmospheric pressure, thus air pressure at the surface of the earth is considered to be zero, and all other pressures below the lake surface are above zero. The recent pressure data (P_{recent}) and depth data (z_{recent}) were taken in the past year using a digital pressure gauge and the historical data ($P_{\text{historical}}$, $z_{\text{historical}}$) were found in the City of Kingston archives, with no specific date or measuring method indicated. The original data points are shown as diamond or triangle markers. The trend lines (which are lines of best fit) are shown in dashed lines.



Question 1

Using only words, describe the relationship between depth and pressure for the recent data and the historical data, and the difference between the two sets of data. You do not need to do any new analysis or calculations; simply describe data as shown on the plot in a couple of sentences.

Question 2

A high school class is planning to use this data for a school project. You have been asked to write a paragraph to the class comparing the reliability of the data, and arguing which data set (the recent or historic) should be used for their project. The class has also asked you to extrapolate from the data to 70m in depth; include a sentence or two at the end indicating what the pressure would be at 70m depth based on the dataset you think should be used. You do not need to do detailed calculations; rather estimate this value from the graph.

Question 3

A small oil company is looking into building a submarine pipeline from Kingston to Wolfe Island to transport gasoline to the island. A submarine pipeline is a pipeline that runs along the floor of an ocean or lake. The oil company is trying to select a path for the pipeline to follow along the lakebed that minimizes both the cost of building the pipeline as well as the risk of damage. The company has stated that minimizing risk is of utmost importance given the high cost of a spill, both monetarily and environmentally. The company has proposed three routes.

Route 1: This route requires a total pipe length of 3km, has a maximum depth of 47 m and passes under the ferry route between Kingston and Wolfe Island.

Route 2: This route requires a total pipe length of 4.5km, has a maximum depth of 29m and passes through an area with some small boat traffic.

Route 3: This route requires a total pipe length of 6km, has a maximum depth of 15m and does not pass through an area with significant boat traffic.

Shorter routes mean lower overall cost to the company. The pipe that the company plans on building can withstand a maximum external pressure of 400kPa relative to the water surface level. A significant risk to the pipeline in winter is seabed gouging due to ice flows. Seabed gouging occurs when large floes of ice scrape across the lakebed, leaving large gouges and damaging any structures on the lakebed. Ice flows in the Kingston area have been known to reach depths of 20m.

Based on the information given, write a letter to the City of Kingston with the following information:

- A short discussion of which groups of people might have an interest in this project and want to have a say
- An assessment of every proposed route
- A supported recommendation for the best proposed route
- Address the letter to Ms. Andrea Kwon, who is a member of Kingston City Council. Use language appropriate for a councillor with a non-technical background.

Answer sheet

Last Name (Surname): _____ Given Name: _____

Student #: _____

Question 1 response

Please record the time you finished question 1 here: _____

Question 2 response

Please record the time you finished question 2 here: _____

Question 3 response

Please record the time you finished question 3 here: _____

WRITTEN PROFESSIONAL LANGUAGE DIAGNOSTIC

PROMPT ASSESSMENT

Q1		Unacceptable Performance		Acceptable Performance		Strong Performance
	Content Accuracy	Misunderstands/ misinterprets meaning		Incomplete description of data		Complete description of data without misunderstanding/ misinterpretation
		Includes irrelevant information		Includes some irrelevant information		Information is relevant
		Primarily uses prompt vocabulary (words & phrases)		Substantial use of prompt vocabulary chunks		Uses prompt vocabulary in appropriate new constructions
		Not attempted				
	Lexicogrammatical Accuracy	Error rate and type make writing incomprehensible		Error rate and type force reader to guess at intended meaning		Error rate and type do not interfere with meaning
		Spelling, capitalization, punctuation		Spelling, capitalization, punctuation		Spelling, capitalization, punctuation
		Word choice		Word choice		Word choice
		Word form choice		Word form choice		Word form choice
		Verb tense choices		Verb tense choices		Verb tense choices
		Subject-verb agreement		Subject-verb agreement		Subject-verb agreement
		Singular/plural		Singular/plural		Singular/plural
		Pronoun usage		Pronoun usage		Pronoun usage
		Preposition usage		Preposition usage		Preposition usage
		Article usage		Article usage		Article usage
		Syntax		Syntax		Syntax
		Clause ordering		Clause ordering		Clause ordering
		Relative pronoun/conjunction choices		Relative pronoun/conjunction choices		Relative pronoun/conjunction choices
Q2		Unacceptable Performance		Acceptable Performance		Strong Performance
	Content Accuracy	Misunderstands/ misinterprets meaning		Incomplete description of data		Complete description of data without misunderstanding/ misinterpretation
		Includes irrelevant information		Includes some irrelevant information		Information is relevant
		Primarily uses prompt vocabulary (words & phrases)		Substantial use of prompt vocabulary chunks		Uses prompt vocabulary in appropriate new constructions
		Not attempted				
		Unacceptable Performance		Acceptable Performance		Strong Performance
	Lexicogrammatical Accuracy	Error rate and type make writing incomprehensible		Error rate and type force reader to guess at intended meaning		Error rate and type do not interfere with meaning
		Spelling, capitalization, punctuation		Spelling, capitalization, punctuation		Spelling, capitalization, punctuation
		Word choice		Word choice		Word choice
		Word form choice		Word form choice		Word form choice
		Verb tense choices		Verb tense choices		Verb tense choices
		Subject-verb agreement		Subject-verb agreement		Subject-verb agreement
		Singular/plural		Singular/plural		Singular/plural
		Pronoun usage		Pronoun usage		Pronoun usage
		Preposition usage		Preposition usage		Preposition usage
		Article usage		Article usage		Article usage

Q3

	Syntax		Syntax		Syntax	
	Clause ordering		Clause ordering		Clause ordering	
	Relative pronoun/conjunction choices		Relative pronoun/conjunction choices		Relative pronoun/conjunction choices	
	Unacceptable Performance		Acceptable Performance		Strong Performance	
Rhetorical Argument						
	Establishes no interpretive relationships with prompt question		Attempts to establish interpretive relationships		Clearly states interpretive relationships	
	Lacks justification		Lacks or misuses conjunctions or connectors to establish justification		Clearly states justification with appropriate conjunctions or connectors	
	No apparent organization		In consistent or illogical organization at the paragraph level		Uses known to new, part to whole, sequential or relational order	
	Unacceptable Performance		Acceptable Performance		Strong Performance	
Audience	Mixed register		Commits to register but misjudges audience (overuse of technical, formal vocab)		Selects appropriate register as seen with selection of vocabulary	
	Mixed levels of technical/non-technical vocabulary		Commits to level of technical language but the wrong one		Uses appropriate technical terms with accurate everyday terms	
	Includes no relevant context		Incomplete or inappropriate context		Provides relevant context for audience	
	Primarily uses prompt vocabulary (words & phrases)		Substantial use of prompt vocabulary chunks		Uses prompt vocabulary in appropriate new constructions	
	Unacceptable Performance		Acceptable Performance		Strong Performance	
Concision	Circumlocution		Occasional circumlocution		Precise use of vocabulary	
	Text dominated by complex or run-on sentences		Indiscriminate use of complex sentence structures		Simple, compound or complex sentences diversity that serves a meaning	
	Text dominated by passive voice		Indiscriminate use of passive voice		Passive voice used purposefully	
	Qualifiers used indiscriminately				Qualifiers used to add precision to meaning	
	Unacceptable Performance		Acceptable Performance		Strong Performance	
Content Accuracy	Misunderstands/ misinterprets meaning		Incomplete description of data		Complete description of data without misunderstanding/ misinterpretation	
	Includes irrelevant information		Includes some irrelevant information		Information is relevant	
	Primarily uses prompt vocabulary (words & phrases)		Substantial use of prompt vocabulary chunks		Uses prompt vocabulary in appropriate new constructions	
	Not attempted					
	Unacceptable Performance		Acceptable Performance		Strong Performance	
Lexicogrammatical Accuracy	Error rate and type make writing incomprehensible		Error rate and type force reader to guess at intended meaning		Error rate and type do not interfere with meaning	
	Spelling, capitalization, punctuation		Spelling, capitalization, punctuation		Spelling, capitalization, punctuation	
	Word choice		Word choice		Word choice	
	Word form choice		Word form choice		Word form choice	
	Verb tense choices		Verb tense choices		Verb tense choices	
	Subject-verb agreement		Subject-verb agreement		Subject-verb agreement	
	Singular/plural		Singular/plural		Singular/plural	
	Pronoun usage		Pronoun usage		Pronoun usage	
	Preposition usage		Preposition usage		Preposition usage	
	Article usage		Article usage		Article usage	

	Syntax		Syntax		Syntax	
	Clause ordering		Clause ordering		Clause ordering	
	Relative pronoun/conjunction choices		Relative pronoun/conjunction choices		Relative pronoun/conjunction choices	
	Unacceptable Performance		Acceptable Performance		Strong Performance	
Rhetorical Argument	States a claim w/out evidence or justification		States a claim, w/one piece of evidence but does not explicitly or implicitly link to claim		States a claim(s) w/evidence and justification	
	Lacks justification		Lacks or misuses conjunctions or connectors to establish links of evidence		Appropriate use of conjunctions or connectors to establish links	
	Lacks paragraph structure		Inconsistent use of topic sentence and either inductive or deductive structure		Paragraphs organized around central idea and follow clear logical path	
	Document lacks logical structure or logical flow		Inconsistent linking (explicitly or implicitly) of paragraphs		Paragraphs linked either explicitly or implicitly to create cohesion and coherence	
	Unacceptable Performance		Acceptable Performance		Strong Performance	
Audience	Mixed register		Commits to register but misjudges audience (overuse of technical, formal vocab)		Selects appropriate register as seen with selection of vocabulary	
	Mixed levels of technical/non-technical vocabulary		Commits to level of technical language but the wrong one		Uses appropriate technical terms with accurate everyday terms	
	Includes no relevant context		Incomplete or inappropriate context		Provides relevant context for audience	
	Unacceptable Performance		Acceptable Performance		Strong Performance	
Concision	Circumlocution		Occasional circumlocution		Precise use of vocabulary	
	Text dominated by complex or run-on sentences		Indiscriminate use of complex sentence structures		Simple, compound or complex sentences diversity that serves a meaning	
	Text dominated by passive voice		Indiscriminate use of passive voice		Passive voice used purposefully	
	Qualifiers used indiscriminately				Qualifiers used to add precision to meaning	

Oral Professional Language

Diagnostic Materials

ORAL DIAGNOSTIC PROMPT USE AND ASSESSMENT

The Oral Diagnostic observation sheet is used somewhat differently. For use with teams, the observer watches a team interacting for 10-15 minutes. During that time, the observer records actions by the team members by a tally count in the boxes provided. A gaze, indicating where a student's attention is directed, is represented with arrows. A gaze which includes everyone in the team can be represented by arcs.

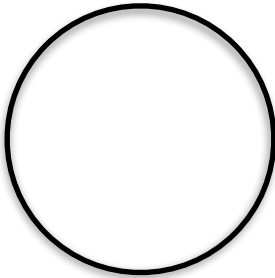
The Oral Diagnostic observation requires more interpretation and discussion with students in order to accurately identify areas for instruction/practice. If a student is observed rarely speaking but actively following the discussion, it is important to ask the student if this is normal behavior for the student in a group setting in their first language. If not, then additional questions should be asked, such as, if the student feels the need for additional "thinking" time before speaking, if the student feels uncomfortable or unable to insert themselves into the discussion, if the student is worried about making vocabulary, grammar or syntax errors, if the student feels insecure in their comprehension of the content of the discussion or the cultural references. Depending on the student's answers, the instructor can suggest different strategies to use to ask for clarification, for getting a turn, for overcoming the need for perfect sentences (listening carefully to the discussion will show that oral language contains multiple examples of incomplete sentences, errors in pronouns, subject-verb agreement, tense usage, word choice errors that are usually ignored or sometimes clarified as the speaker reformulates and restates ideas).

Because the Oral Diagnostic is done with the team, it affords the possibility to set up discussions with the team about how responsibility is shared between all team members for making the necessary space for everyone to contribute. The Oral diagnostic observation sheet can provide a starting point for analyzing team dynamics in a conversation with the entire team. This helps to promote the concept that ALL team members bear responsibility for team communication. The interactions that are tracked make the communication patterns visible and as such, provides the opportunity to ask why. For example, if it is obvious that one student rarely speaks, but is seen to be actively listening, it is equally important to ask other team members what they have noticed about their own behaviors including how they recognize others' attempts at turn-taking, the speed at which they speak, how often they speak over someone or interrupt, their use of cultural references and assumptions that "everyone knows that." Students can then suggest their own ideas for how to make the discussions more inclusive and able to take advantage of everyone's potential contributions.

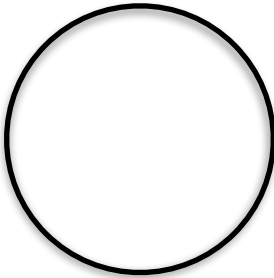
Team Behaviour Observer Recording Sheet

When you observe a particular behaviour by a particular individual, add a mark in the corresponding box

IN		IR		C		Q		L	
----	--	----	--	---	--	---	--	---	--



IN		IR		C		Q		L	
----	--	----	--	---	--	---	--	---	--



IN	Initiates: individual initiates an interaction, verbally or non-verbally
IR	Interrupts: individual cuts off another's utterance without verbal or non-verbal acknowledgement or permission
C	Completes (expands or explains, builds): individual completes another's utterance with explicit verbal or non-verbal acknowledgement
Q	Questions: individual asks a question to confirm, clarify, seek information
L	Listens: individual follows interactions with gaze, non-verbal responses (facial expression, private language, note-taking)
G	Gaze: where does the individual's gaze predominantly rest: on an individual, on a device or notebook in front of them, on one other person, on the person who is currently speaking, in the distance Indicate the direction of gaze with arrows between the circles

IN		IR		C		Q		L	
----	--	----	--	---	--	---	--	---	--

IN		IR		C		Q		L	
----	--	----	--	---	--	---	--	---	--

