

Grammar/Syntax Performance Assessment Guide

TRAINING ASSISTANT	TRAINEE
<p>“The goal for today is to fully edit this section of my paper. You will (1) identify each grammar error, (2) prioritize the list of errors you found, (3) explain the first error using one relevant example, (4) give choices to fix the error, and (5) advise on which choice is the best option and why.”</p>	<p>The trainee should take notes or make marks on the paper as the client reads.</p>
<p>Read the paragraph or section of paper aloud.</p>	<p>Trainee makes marks in the margins or on a separate sheet of paper of <i>all</i> of the grammatical errors noticed.</p>
<p>Give the trainee a maximum of 1 minute to identify patterns he/she can find in the paragraph that was read and determine priorities.</p>	<p>Trainee creates a list of patterns he/she notices and orders the list by priority.</p>
<p>Describe to me the most major errors of grammar errors that you see.</p>	<p>Trainee explains the <i>first</i> error through discussion of one relevant example.</p>
<p>Ask the trainee for clarification and explanation of those errors.</p>	<p>Trainee describes the error(s) in terms of grammaticality and sentence sense.</p>
<p>How to Guide the Client to Become a Better Self-Editor</p>	
<p>Ask the trainee to clarify how he/she would address the sentence issue with the client.</p> <p>“How would you help the client recognize the error?”</p> <p>“How would you demonstrate how to recognize the error to a client instead of just fixing it?”</p> <p>“What happened to cause the error? What was the client trying to accomplish in terms of style/meaning when he/she made this error? What was the client’s style/rhetorical goal?”</p>	<p>Trainee explains how he/she would approach the conversation with a client about each error.</p> <p>The trainee should explain the error and how he/she would help the client understand the error as a grammatical error and in relation to the writer’s intended meaning/goal in the sentence.</p>
<p>Ask the trainee what options he/she has to fix the error.</p> <p>Make sure the trainee can talk to the client about what makes one choice better than another in that particular sentence.</p>	<p>The trainee should provide multiple options for fixing the error and specify the positives and negatives of each choice.</p> <p>Ex. “Since the ideas are parallel in the sentence, the client should use the conjunction ‘but’.” OR “Since the ideas in the sentence are not parallel, the client should use the word ‘however’.”</p>
<p>Take notes on the trainee’s independent demonstration for final assessment.</p>	<p>The trainee will repeat this process independently.</p>