

900 exercises in vocational communication	DIAGNOSTIC TEST Page 1	Skills concerned B – C – D - E
	Aim and use	

The tool “900 exercises in vocational communication” can be used in groups or individually. It was designed for individual teaching, which is why it includes a diagnostic test, an individualised teaching programme and 12 summative assessment tests, which validate each category of skills (B, C, D and E) in each of the 3 levels of difficulty.

The aim of the diagnostic test

The diagnostic test is used to determine what level the learner should begin working on in the tool, for each category except category A (Oral Communication). It allows you to refine the choice of objective in the programme to be established for each learner, indicating the level of difficulty to begin with. Of course, this diagnostic test is designed to be done in a reasonable time limit, and is only intended as a rough guide to the learner’s real level. Some learners panic when taking a test and are unable to work properly. The level can be re-examined if necessary after the learner has done a few modules.

Results of the diagnostic test

It is recommended that the teacher and the learner examine and correct the diagnostic test together when it is finished, either immediately afterwards or later on. The teacher and the learner compare what the learner has written with the answers provided in the test. They award points as explained below. In the event of a difference of opinion, they must try to reach an agreement.

On the following pages you will find a system for determining at which level the learner should begin.

The individualised teaching programme

The teacher will advise the learner and help him establish his individual programme. If the learner does not have to work on all the objectives in a category, the teacher will help him to make a choice according to his aims and the results of his diagnostic test. The objectives will then be marked or highlighted on the learner’s programme.

On the last page, there is an example of a teaching programme for category C. The learner has taken the diagnostic test which shows a level 2 entry in the tool for category C. Here, the learner does not have to work on all the objectives in C, but, with the teacher’s help, the learner has made a selection (in green). His aim is to become part of a team at work. He therefore needs to understand what his is asked to do and to talk to his colleagues. The selection was made in accordance with his future work prospects.

This example also shows the teaching programme once the chosen objectives have been worked on. The learner has noted down his self-assessment on the programme using a +, a – or a ± (plus or minus). Once the objectives have been worked on, the learner took a summative assessment to validate category C level. He did well in the test and therefore noted a + in the square on the right.

900 exercises in vocational communication	DIAGNOSTIC TEST Page 1	Skills concerned B and C
	Criteria for entry at levels 1, 2 or 3	

1 point is awarded for each question answered correctly.

Any question which has only been partially answered does not get a point.

Total points

- from 0 to 2 points: entry at level 1 in the skill
- from 3 to 4 points: entry at level 2 in the skill
- total of 5 points: entry at level 3 in the skill

900 exercises in vocational communication	DIAGNOSTIC TEST Page 2	Skill concerned D
	Criteria for entry at levels 1, 2 or 3	

Entry at level 1

- have written less than the 15 lines requested
- have made 3 or more mistakes in sentence construction
- not have written the answers in the space provided
- the spelling mistakes make it impossible to understand the text

Entry at level 2

- have written at least 15 lines
- not have made more than 2 mistakes in sentence construction
- have used appropriate, correct vocabulary bar 2 exceptions
- the spelling mistakes do not prevent good understanding of the text

Entry at level 3

- have written at least 15 lines
- have made no mistakes in sentence construction
- have used appropriate, varied and precise vocabulary
- the spelling mistakes do not prevent good understanding of the text

900 exercises in vocational communication	DIAGNOSTIC TEST Page 3	Skill concerned E
	Criteria for entry at levels 1, 2 or 3	

Entry at level 1

- have given fewer than 4 different, relevant reasons for his opinions

Entry at level 2

- have gained entry at level 2 of skill D
- have given at least 4 different, relevant reasons for his opinions

Entry at level 3

- have gained entry at level 3 of skill D
- have given at least 5 different, relevant reasons for his opinions

900 exercises in vocational communication	DIAGNOSTIC TEST Page 4	Skills concerned B, C, D and E
	Learner's entry level	

Learner's name:	Date:
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Skill B: entry level after diagnostic test:

Skill C: entry level after diagnostic test:

Skill D: entry level after diagnostic test:

Skill E: entry level after diagnostic test:

Comments:

The learner's speed is:

- very slow
- fairly slow
- fairly quick
- very quick

The learner shows:

- a lack of concentration
- the necessary concentration
- very good concentration

The learner seems:

- very anxious
- fairly anxious
- fairly relaxed
- self-confident

The learner seems to show:

- a rejection to the test and/or the teaching to come
- little interest for the test and/or the teaching to come
- interest for the test and/or the teaching to come

SKILL C: UNDERSTAND A MESSAGE

Analyse a message				Understand the meaning of a message			Appraise a message			
L E V E L 1	C1/11		Recognise the essential parts of a simple message.	C1/21		Answer questions about the overall meaning of a given message (Multiple Choice Questions).	C1/31		Compose a message from given elements.	Eval. Lev. 1
	C1/12		Find the elements which show the meaning of a simple message.	C1/22		Transpose a simple message from one code to another (iconic, gestural, written or oral) to show you have understood the message.	C1/32		Orally explain the meaning of a gesture, a mimic, a photograph, an advertisement, a simple text, etc.	
	C1/13		Order and classify the elements of a simple message.							
	C1/14		Understand instructions.							
L E V E L 2	C2/11	- + ++	Recognise the essential parts of a message.	C2/21	+ +	Answer questions about a message (open questions).	C2/31		Sum up a message from elements found.	Eval. Lev. 2 +
	C2/12		Find the elements which characterise a situation.	C2/22		Transpose a message from one code to another.	C2/32	± - + +	Pass on given instructions and/or information.	
	C2/13		Order and classify the elements of a message.	C2/23		Put together the elements found in the analysis of a message.	C2/33	- + + +	Explain a technical description, instructions or a recipe, etc. to someone else.	
	C2/14	- - + ± + +	Understand instructions.							
L E V E L 3	C3/11		Recognise the parts of a complex message.	C3/21		Compare messages and find the common and different elements to answer open questions.	C3/31		Structure a message from elements found, and formulate it in a summary or a short presentation.	Eval. Lev. 3
	C3/12		Find the elements in denotation and connotation.	C3/22		Transpose a message from one code to another.	C3/32		Pass on given instructions and/or information.	
	C3/13		Recognise the different types of message.				C3/33		Explain a technical description, instructions or a recipe, etc. to someone else.	
	C3/14		Recognise the structure of a document.				C3/34		Quote your sources, in a message received orally or in writing.	
	C3/15		Recognise the elements of communication in a document.							