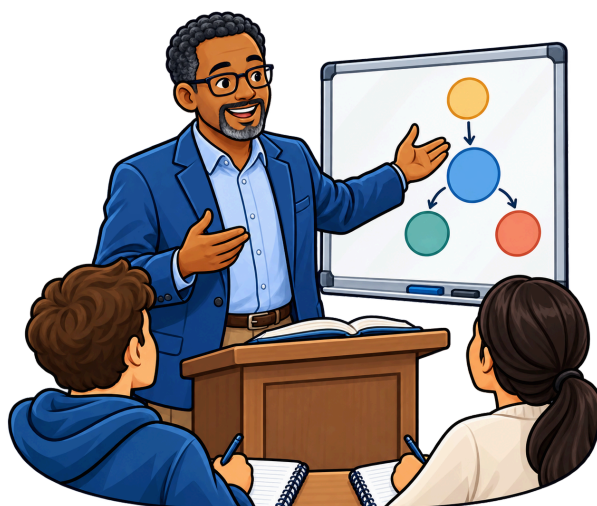


ENGLISH FOR WORK / ENGLISH FOR UNIVERSITY TEACHING

University Professors English

Teach clearly. Challenge ideas. Support progress.



Phil Stilwell

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Eight practical lessons. Eleven extended conversations.

Vocabulary, phrase banks, guided speaking, and explained answers.

Revised 2026 edition / Upper-intermediate to advanced

Your route through the book

01 Making assignment expectations explicit, page 4

Explain the required intellectual task, evidence, and submission details without expanding the assignment.

02 Leading a rigorous and inclusive seminar, page 14

Guide disagreement, test an inference, and make room for a reasoned response.

03 Giving precise feedback and correcting a grading error, page 26

Acknowledge a clerical error while explaining the difference between score correction and academic review.

04 Making office hours a focused learning conversation, page 36

Diagnose a specific misunderstanding through a worked example and check the student can apply the distinction.

05 Calibrating a teaching team before grades are released, page 48

Resolve a scoring difference through shared criteria, anchor examples, and a consistent review plan.

06 Implementing an approved access arrangement, page 58

Confirm practical accessibility arrangements without demanding unnecessary personal disclosure or making unsupported promises.

07 Discussing an academic-integrity concern fairly, page 70

State a specific concern, explain the applicable course rule, and separate an inquiry from a finding.

08 Making a faculty curriculum decision traceable, page 80

Clarify a proposal, test resource assumptions, and summarize the actual committee decision.

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Suggested study range: B2-C1. This is an editorial study range, not a certified proficiency assessment.

Make the intellectual demand clear.

Students can meet a demanding standard more readily when a professor names the task, explains the evidence, and distinguishes support from a promise about grades. Faculty conversations also require precise language about authority, process, and academic judgment.

Challenge the claim

A seminar can welcome disagreement while requiring accurate representation of evidence. Distinguish criticism of an argument from a judgment about its speaker.
"Which part of the evidence supports that conclusion?"

Name the criterion

Specific feedback connects a feature of the submitted work to the published criterion and a manageable next step.
"The paragraph summarizes the article but does not yet compare its explanation with the second source."

Make support usable

A referral should identify the relevant service and next step without diagnosing a student, promising an exception, or disclosing private information.
"Let us identify the appropriate contact and what they need to arrange this."

Separate recommendation from decision

Faculty proposals, committee votes, approvals, and implementation can be different stages. State the actual institutional process.
"The committee recommended the change; final approval is still pending."

Professional boundaries

All people, organizations, cases, figures, and documents in the exercises are fictional. Professional English practice, not institutional policy, legal advice, disability assessment, academic-integrity adjudication, or a grading system for real students. All course rules and committee procedures supplied in cases are fictional local rules, not universal university requirements. Use your institution's current policies, privacy and accessibility processes, authorized support services, and emergency procedures. Keep real student records confidential.

A Read the situation

LESSON 01 / MAKING ASSIGNMENT EXPECTATIONS EXPLICIT

Explain the required intellectual task, evidence, and submission details without expanding the assignment.

Compare does not mean summarize twice

Professor Chen assigns a 600-word comparison of two supplied articles. Students must identify one shared question, explain one difference in the authors' reasoning, and support that comparison with a passage from each article. Outside sources are not required. A formative outline is due Friday; the graded submission is due the following Tuesday. Student Maya has planned two separate summaries.

People: Maya, Student; Professor Chen, Course instructor.

Read the record

Choose one answer per question using the facts above.

1. What is the central task?

- A.** Summarize each article without connecting them
- B.** Conduct an original survey
- C.** Add as many outside sources as possible
- D.** Compare the reasoning in two supplied articles

2. Which submission is formative?

- A.** Both articles
- B.** An unsupplied oral examination
- C.** The Friday outline
- D.** The Tuesday graded submission

3. Which evidence is required?

- A.** Five outside articles
- B.** A new dataset collected by the student
- C.** A supporting passage from each supplied article
- D.** Only the student's opinion

[Answers and explanations, page 107](#)

B Vocabulary in use

CORE TERMS

learning outcome

Stated capability students should demonstrate through learning.

align the learning outcome

comparison

Analysis identifying meaningful similarities or differences.

develop a focused comparison

analytical claim

Statement offering an interpretation supported by reasoning and evidence.

formulate an analytical claim

assessment criterion

Standard used to judge a feature of student work.

explain the assessment criterion

summative assessment

Assessment used to evaluate learning at a defined stage.

distinguish summative assessment

word limit

Stated maximum or target length under the task rules.

apply the word limit

assignment brief

Instructions defining a particular assessed or practice task.

clarify the assignment brief

summary

Condensed account of the main content of a source.

distinguish summary from analysis

textual evidence

Passage or feature of a text supporting an interpretation.

select textual evidence

formative assessment

Practice assessment used to support learning and improvement.

provide formative assessment

submission window

Period during which work can be submitted under stated rules.

confirm the submission window

required reading

Material students are expected to read for the course.

identify the required reading

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

learning outcome LEARNING OUTCOME

align the learning outcome

Keep the meaning precise: Stated capability students should demonstrate through learning.

textual evidence TEXTUAL EVIDENCE

select textual evidence

Keep the meaning precise: Passage or feature of a text supporting an interpretation.

B Precision and professional shorthand

EXTEND YOUR RANGE

optional resource

Material available but not required for the stated task.

label an optional resource

prerequisite knowledge

Prior understanding needed for the learning task.

check prerequisite knowledge

submission format

Required form or file type for delivering work.

specify the submission format

clarification request

Question that resolves an unclear meaning or instruction.

make a targeted clarification request

working assumption

Provisional premise used while information is incomplete.

challenge a working assumption

action owner

Named person responsible for a specified next step.

confirm the action owner

scaffolding

Structured support helping students build toward a task.

provide appropriate scaffolding

task alignment

Connection between the activity and intended learning.

check task alignment

clarification announcement

Shared message resolving an instruction question.

post a clarification announcement

source attribution

Identification of where information came from.

preserve source attribution

scope boundary

Limit of the work or authority being discussed.

state the scope boundary

check-back

Restatement used to verify that a message was understood.

complete a check-back

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

required reading REQUIRED READING

identify the required reading

Keep the meaning precise: Material students are expected to read for the course.

submission format SUBMISSION FORMAT

specify the submission format

Keep the meaning precise: Required form or file type for delivering work.

Phrases that move the work forward

Name the task

The goal is to compare their reasoning, not summarize them separately.

Clarify the requirement

Use one passage from each of the two supplied articles.

Separate stages

Friday is the outline; Tuesday is the graded submission.

Check understanding

Tell me which part connects the two authors.

Clarify the question

Are you asking about the finding or the next step?

Attribute information

That is what the current record says; it has not been independently confirmed.

Check scope

That decision sits outside my authority.

Repair misunderstanding

Let me restate the distinction more clearly.

Locate the evidence

Which passage supports the difference you have identified?

Limit the scope

Outside sources are not required for this assignment.

Explain the standard

I will assess how well the evidence supports the comparison.

Share the clarification

I will post the same clarification for everyone in the course.

Invite correction

Please correct me if I have misunderstood that detail.

Separate possibility

That is a possibility, not an agreed outcome.

Pin down responsibility

Who is responsible for that specific next step?

Close an exchange

We agree on the action, the owner, and the point for review.

Precision in real exchanges

Purpose: Limit the scope

Useful wording: Outside sources are not required for this assignment.

Purpose: Separate stages

Useful wording: Friday is the outline; Tuesday is the graded submission.

D Choose the response that fits

Choose one response for each situation. Preserve the facts, the decision boundary, and the purpose of the exchange.

1. Which plan best matches the brief?

- A.** A shared question, one reasoning difference, and evidence from both texts
- B.** Two unrelated summaries with no comparison
- C.** A new survey replacing both texts
- D.** Five outside sources without using the supplied articles

2. Which clarification preserves scope?

- A.** Outside sources are not required
- B.** Add outside sources to receive any credit
- C.** Replace the articles with a personal example
- D.** Ignore the stated word limit

3. A colleague needs the term for this meaning: Condensed account of the main content of a source. Which term fits?

- A.** working assumption
- B.** summary
- C.** summative assessment
- D.** prerequisite knowledge

D Choose the response that fits / continued

4. Rebuild the exchange from "Compare does not mean summarize twice". Maya: "I marked a paragraph on average journey time in the first article and one on variation in the second." Professor Chen: [missing response] Maya: "I was about to search for five more articles because the task sounded too short to count as university work." Which response belongs in the gap?

- A.** That gives you a focused analytical claim. Now show the passages that support that difference rather than adding a general opinion about transport.
- B.** I will post a clarification announcement so everyone has the same instructions, without adding a new requirement or changing the published submission details.
- C.** Two summaries may not yet give us a comparison. What shared question do the authors address, and where does their reasoning differ?
- D.** Those may provide the textual evidence. Explain how each passage supports your comparison instead of placing two quotations side by side without analysis.

[Answers and explanations, page 107](#)

One useful distinction

Two summaries do not necessarily compare reasoning. The supplied task requires a connection between the articles and evidence from both.

Conversation

Compare does not mean summarize twice

Compare does not mean summarize twice

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

comparison / assessment criterion / clarification announcement / formative assessment / learning outcome / analytical claim / scaffolding / assignment brief / textual evidence / word limit

- 01 **Maya:** I have planned three hundred words on each article. Is that enough to meet the requirement to compare them?
- 02 **Professor Chen:** Two summaries may not yet give us a ¹ _____. What shared question do the authors address, and where does their reasoning differ?
- 03 **Maya:** Both ask why commuters change routes, but one emphasizes travel time while the other emphasizes reliable arrival.
- 04 **Professor Chen:** That gives you a focused ² _____. Now show the passages that support that difference rather than adding a general opinion about transport.
- 05 **Maya:** I marked a paragraph on average journey time in the first article and one on variation in the second.
- 06 **Professor Chen:** Those may provide the ³ _____. Explain how each passage supports your comparison instead of placing two quotations side by side without analysis.
- 07 **Maya:** I was about to search for five more articles because the task sounded too short to count as university work.
- 08 **Professor Chen:** The ⁴ _____ asks you to work closely with the two supplied texts. Outside sources are not required here.
- 09 **Maya:** Then the challenge is the quality of the connection, not the number of sources I can add to the bibliography.
- 10 **Professor Chen:** Exactly. The relevant ⁵ _____ is how clearly your evidence supports the reasoning difference you identify.

Conversation continues on the next page.

Compare does not mean summarize twice

CONVERSATION / CONTINUED

- 11 **Maya:** I also see two dates. Is Friday the final deadline, or do we submit something different on Tuesday?
- 12 **Professor Chen:** Friday is the ⁶ _____ stage: an outline that lets us address the comparison before the graded submission on Tuesday.
- 13 **Maya:** I can use the outline feedback to check whether I have actually connected the articles rather than simply shortened each one.
- 14 **Professor Chen:** Yes. That is the purpose of the ⁷ _____, while the final work still needs to demonstrate your own understanding of the texts.
- 15 **Maya:** Does the six-hundred-word requirement mean I should give equal space to every paragraph of each article?
- 16 **Professor Chen:** No. The ⁸ _____ makes selection important. Keep the shared question, the difference, and the evidence central.
- 17 **Maya:** I will organize the outline around that contrast and use the two passages to explain why the distinction matters.
- 18 **Professor Chen:** That matches the ⁹ _____ for this assignment: making a supported comparison rather than recalling each article separately.
- 19 **Maya:** Other students may have read compare the same way I did. Could the course page include this clarification?
- 20 **Professor Chen:** I will post a ¹⁰ _____ so everyone has the same instructions, without adding a new requirement or changing the published submission details.

CHECK THE GAPS

1. comparison / 2. analytical claim / 3. textual evidence / 4. assignment brief / 5. assessment criterion / 6. formative assessment / 7. scaffolding / 8. word limit / 9. learning outcome / 10. clarification announcement

[Why these answers fit, page 108](#)

F Check accuracy and scope

Compare does not mean summarize twice

Return to the case

Professor Chen assigns a 600-word comparison of two supplied articles. Students must identify one shared question, explain one difference in the authors' reasoning, and support that comparison with a passage from each article. Outside sources are not required. A formative outline is due Friday; the graded submission is due the following Tuesday. Student Maya has planned two separate summaries.

Choose one answer per question. Use the case facts and keep any uncertainty or limits intact.

1. What should the instructor assess in the central comparison?

- A. Whether the student agrees with the professor
- B. Whether the paper uses the longest words
- C. Whether the student added an unsupplied survey
- D. How the cited passages support the stated reasoning difference

2. Which announcement prevents unequal access to clarification?

- A. Add a hidden new criterion after submission
- B. Change the deadline in a private conversation only
- C. Share the clarified requirement with the whole course
- D. Tell only the student who asked

[Answers and explanations, page 110](#)

Listen for the distinction

Swap roles and repeat the three-part task and the two submission stages exactly as supplied.

Do not make the hidden task a test

Advanced students may understand the vocabulary but misread what a comparison requires. Clarifying the task maintains the academic standard.

F Say it / transfer to a new case

Optional reading became a requirement

A course page labels an additional article optional. The assignment requires only the two supplied core articles. A student assumes the extra article is necessary for credit.

Complete the four gaps. With a partner, read alternate roles, then switch. Studying alone, read both roles and pause before each response.

WORD AND PHRASE BANK

criteria / optional / core / clarification

- 01 **Student:** The extra article is labeled ¹ _____.
- 02 **Professor:** The assignment requires the two ² _____ articles.
- 03 **Student:** I should focus on the stated assessment ³ _____.
- 04 **Professor:** I will share that ⁴ _____ with the class.

CHECK THE GAPS

1. optional / 2. core / 3. criteria / 4. clarification

[Why these answers fit, page 110](#)

Rebuild the exchange

Choose the missing response. Read the completed three-turn exchange aloud, changing roles on the second reading.

1. Rebuild the exchange from "Compare does not mean summarize twice". Maya: "I can use the outline feedback to check whether I have actually connected the articles rather than simply shortened each one." Professor Chen: [missing response] Maya: "Does the six-hundred-word requirement mean I should give equal space to every paragraph of each article?" Which response belongs in the gap?

- A. Yes. That is the purpose of the scaffolding, while the final work still needs to demonstrate your own understanding of the texts.
- B. That gives you a focused analytical claim. Now show the passages that support that difference rather than adding a general opinion about transport.
- C. Those may provide the textual evidence. Explain how each passage supports your comparison instead of placing two quotations side by side without analysis.
- D. Two summaries may not yet give us a comparison. What shared question do the authors address, and where does their reasoning differ?

[Answers and explanations, page 111](#)

A Read the situation

LESSON 02 / LEADING A RIGOROUS AND INCLUSIVE SEMINAR

Guide disagreement, test an inference, and make room for a reasoned response.

Challenge the causal claim, not the speaker

In a seminar, student Leo says a campus survey proves that using the library causes higher grades because frequent library users report higher grades. The survey records an association and supplies no causal design. Professor Okafor asks Leo to distinguish the observation from the inference and acknowledge prior preparation as a possible alternative explanation. No participant has established the actual cause.

People: Leo, Seminar participant; Professor Okafor, Seminar leader.

Read the record

Choose one answer per question using the facts above.

1. What does the supplied survey establish?

- A.** An association in the reported data
- B.** A proven causal effect of library use
- C.** That prior preparation is the actual cause
- D.** That grades cause every library visit

2. Which alternative explanation is raised?

- A.** A randomized assignment process
- B.** Prior preparation
- C.** Confirmed cheating by every participant
- D.** A measured library intervention

3. What should the professor challenge?

- A.** The unsupported causal inference
- B.** The student's right to speak
- C.** The student's nationality
- D.** Every observation in the survey as fabricated

[Answers and explanations, page 112](#)

B Vocabulary in use

CORE TERMS

seminar

Academic session centered on discussion and analysis.

facilitate a seminar

turn-taking

Management of who speaks and when.

support equitable turn-taking

probing question

Question that examines reasoning or assumptions.

ask a probing question

revoicing

Restating a contribution to check or clarify its meaning.

use revoicing

causal claim

Assertion that one factor produces an effect.

qualify a causal claim

alternative explanation

Different account that could explain an observation.

test an alternative explanation

discussion norm

Shared expectation governing participation.

establish discussion norms

wait time

Pause allowing participants time to formulate a response.

allow wait time

follow-up question

Question extending or clarifying a previous contribution.

pose a follow-up question

evidence-based disagreement

Challenge tied to evidence and reasoning.

model evidence-based disagreement

association

Observed relationship that does not alone establish causation.

distinguish association from causation

confounding variable

Factor affecting interpretation of a relationship between variables.

identify a possible confounding variable

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

seminar SEMINAR

facilitate a seminar

Keep the meaning precise: Academic session centered on discussion and analysis.

follow-up question FOLLOW-UP QUESTION

pose a follow-up question

Keep the meaning precise: Question extending or clarifying a previous contribution.

B Precision and professional shorthand

EXTEND YOUR RANGE

inference

Conclusion drawn from evidence or premises.

examine the inference

scope condition

Circumstance limiting the application of an argument.

state the scope condition

discussion synthesis

Summary linking contributions and unresolved questions.

provide a discussion synthesis

clarification request

Question that resolves an unclear meaning or instruction.

make a targeted clarification request

working assumption

Provisional premise used while information is incomplete.

challenge a working assumption

action owner

Named person responsible for a specified next step.

confirm the action owner

counterexample

Example challenging a general statement.

introduce a counterexample

qualified conclusion

Conclusion that retains relevant limits or uncertainty.

offer a qualified conclusion

participation balance

Distribution of opportunities to contribute.

monitor participation balance

source attribution

Identification of where information came from.

preserve source attribution

scope boundary

Limit of the work or authority being discussed.

state the scope boundary

check-back

Restatement used to verify that a message was understood.

complete a check-back

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

confounding variable **CONFOUNDING VARIABLE**

identify a possible confounding variable

Keep the meaning precise: Factor affecting interpretation of a relationship between variables.

discussion synthesis **DISCUSSION SYNTHESIS**

provide a discussion synthesis

Keep the meaning precise: Summary linking contributions and unresolved questions.

Phrases that move the work forward

Challenge the inference

What lets us move from association to causation here?

Offer an alternative

Could prior preparation affect both study habits and grades?

Check meaning

Are you saying the survey shows a relationship or establishes a cause?

Return to evidence

Which part of the data supports that stronger wording?

Leo / in the conversation

The survey proves that studying in the library improves grades.

Professor Okafor / in the conversation

Does the survey establish a cause, or does it report a relationship?

Professor Okafor / in the conversation

A strong relationship can be worth discussing without settling the causal explanation.

Professor Okafor / in the conversation

That is an alternative explanation to examine.

Invite a revision

Can you restate that conclusion with the evidence limit included?

Protect the speaker

We are examining the claim, not judging the person making it.

Make space

Let us give others a moment before taking the next response.

Synthesize

We agree on the association; the causal explanation remains open.

Leo / in the conversation

Frequent users reported higher grades than students who rarely go there.

Leo / in the conversation

I used proves because the difference seemed strong, but I do not know how students were selected.

Leo / in the conversation

Students who were already well prepared might be more likely to use the library and also receive higher grades.

Professor Okafor / in the conversation

We should not announce it as the answer merely because it is plausible.

Precision in real exchanges

Purpose: Protect the speaker

Useful wording: We are examining the claim, not judging the person making it.

Purpose: Check meaning

Useful wording: Are you saying the survey shows a relationship or establishes a cause?

D Choose the response that fits

Choose one response for each situation. Preserve the facts, the decision boundary, and the purpose of the exchange.

1. Which revision fits the evidence?

- A.** Library use has been proven to cause higher grades
- B.** Prior preparation is definitely the only cause
- C.** The association must be meaningless
- D.** Frequent library use is associated with higher reported grades

2. Which question invites rigorous discussion?

- A.** Can we ignore the data because we disagree?
- B.** Should only the loudest speaker answer?
- C.** What other factor might account for both observations?
- D.** Why are you bad at reasoning?

3. A colleague needs the term for this meaning: Pause allowing participants time to formulate a response. Which term fits?

- A.** causal claim
- B.** scope condition
- C.** wait time
- D.** working assumption

D Choose the response that fits / continued

4. Rebuild the exchange from "Challenge the causal claim, not the speaker". Leo: "Students who were already well prepared might be more likely to use the library and also receive higher grades." Professor Okafor: [missing response] Leo: "So prior preparation might affect our interpretation of the relationship, but we would need relevant evidence to assess it." Which response belongs in the gap?

- A.** The revoicing is this: the reported grades differ with library use, but the cause of that difference remains unestablished here.
- B.** That is an alternative explanation to examine. We should not announce it as the answer merely because it is plausible.
- C.** Good. Let us use that as a probing question about direction, rather than treating the first plausible story as settled.
- D.** That is a qualified conclusion. It keeps the finding while avoiding a causal promise the study design has not supplied.

[Answers and explanations, page 112](#)

One useful distinction

The survey reports a relationship. It does not establish that library use causes higher grades, nor that the proposed alternative explanation is the true cause.

E Conversation

Challenge the causal claim, not the speaker

Challenge the causal claim, not the speaker

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

probing question / causal claim / alternative explanation / inference / qualified conclusion
/ confounding variable / revoicing / discussion norm / association / discussion synthesis

- 01 **Leo:** The survey proves that studying in the library improves grades. Frequent users reported higher grades than students who rarely go there.
- 02 **Professor Okafor:** Let us examine that ¹ _____. Does the survey establish a cause, or does it report a relationship?
- 03 **Leo:** It reports the relationship. I used proves because the difference seemed strong, but I do not know how students were selected.
- 04 **Professor Okafor:** Then start with ² _____. A strong relationship can be worth discussing without settling the causal explanation.
- 05 **Leo:** Students who were already well prepared might be more likely to use the library and also receive higher grades.
- 06 **Professor Okafor:** That is an ³ _____ to examine. We should not announce it as the answer merely because it is plausible.
- 07 **Leo:** So prior preparation might affect our interpretation of the relationship, but we would need relevant evidence to assess it.
- 08 **Professor Okafor:** Yes. It could be a ⁴ _____. Naming a possibility helps define the question rather than resolving it automatically.
- 09 **Leo:** I can revise my sentence to say that frequent library use is associated with higher reported grades in this survey.
- 10 **Professor Okafor:** That is a ⁵ _____. It keeps the finding while avoiding a causal promise the study design has not supplied.

Conversation continues on the next page.

Challenge the causal claim, not the speaker

CONVERSATION / CONTINUED

- 11 **Leo:** I worried that changing my wording would make it sound as though my entire contribution was wrong and should be withdrawn.
- 12 **Professor Okafor:** Revising an ⁶ _____ is part of rigorous discussion. We are examining the reasoning, not making a judgment about you.
- 13 **Leo:** Another student suggested that grades might influence where people choose to study. That is another direction we could investigate.
- 14 **Professor Okafor:** Good. Let us use that as a ⁷ _____ about direction, rather than treating the first plausible story as settled.
- 15 **Leo:** Could you restate the distinction once more before we invite the next response? I want to be sure I have it.
- 16 **Professor Okafor:** The ⁸ _____ is this: the reported grades differ with library use, but the cause of that difference remains unestablished here.
- 17 **Leo:** That gives others something specific to challenge. They can question the interpretation without dismissing the people who completed the survey.
- 18 **Professor Okafor:** Exactly. Our ⁹ _____ is to challenge claims with reasons and make room for a response.
- 19 **Leo:** I will keep the association in my summary and mark the causal explanation as an open question.
- 20 **Professor Okafor:** I will include that in the ¹⁰ _____, then invite another contribution after a short pause so more participants have time to formulate it.

CHECK THE GAPS

1. causal claim / 2. association / 3. alternative explanation / 4. confounding variable / 5. qualified conclusion / 6. inference / 7. probing question / 8. revoicing / 9. discussion norm / 10. discussion synthesis

[Why these answers fit, page 113](#)

F Check accuracy and scope

Challenge the causal claim, not the speaker

Return to the case

In a seminar, student Leo says a campus survey proves that using the library causes higher grades because frequent library users report higher grades. The survey records an association and supplies no causal design. Professor Okafor asks Leo to distinguish the observation from the inference and acknowledge prior preparation as a possible alternative explanation. No participant has established the actual cause.

Choose one answer per question. Use the case facts and keep any uncertainty or limits intact.

1. Which statement about prior preparation is supported?

- A. It disproves every survey response
- B. It makes further analysis unnecessary
- C. It is a possible alternative explanation
- D. It has been measured as the sole cause

2. What should the closing synthesis preserve?

- A. A unanimous causal finding that never occurred
- B. The professor's preference as proof
- C. A personal ranking of speakers
- D. The association and unresolved causal question

[Answers and explanations, page 115](#)

Listen for the distinction

Swap roles and state the revised conclusion without selecting an unsupplied causal explanation.

Disagreement is not a personal verdict

A seminar can challenge an argument firmly while treating its speaker with respect. Invite revision of the claim rather than humiliating the student.

F Say it / transfer to a new case

An alternative became the new certainty

After the seminar, a note says prior preparation definitely caused the grade difference. The discussion identified it only as a possible alternative.

Complete the four gaps. With a partner, read alternate roles, then switch. Studying alone, read both roles and pause before each response.

WORD AND PHRASE BANK

explanation / association / qualified / cause

- 01 **Student:** Prior preparation was a possible ¹ _____.
- 02 **Professor:** It was not established as the ² _____.
- 03 **Student:** The original survey reported an ³ _____.
- 04 **Professor:** Keep the conclusion appropriately ⁴ _____.

CHECK THE GAPS

1. explanation / 2. cause / 3. association / 4. qualified

[Why these answers fit, page 115](#)

Rebuild the exchange

Choose the missing response. Read the completed three-turn exchange aloud, changing roles on the second reading.

1. Rebuild the exchange from "Challenge the causal claim, not the speaker". Leo: "Another student suggested that grades might influence where people choose to study. That is another direction we could investigate." Professor Okafor: [missing response] Leo: "Could you restate the distinction once more before we invite the next response? I want to be sure I have it." Which response belongs in the gap?

- A.** That is an alternative explanation to examine. We should not announce it as the answer merely because it is plausible.
- B.** The revoicing is this: the reported grades differ with library use, but the cause of that difference remains unestablished here.
- C.** That is a qualified conclusion. It keeps the finding while avoiding a causal promise the study design has not supplied.
- D.** Good. Let us use that as a probing question about direction, rather than treating the first plausible story as settled.

[Answers and explanations, page 116](#)

Review 1 / Meaning and context

Use language from the lessons you have completed. Choose one answer per question.

Case file

Revisit "Making assignment expectations explicit" and "Leading a rigorous and inclusive seminar". Choose precise terminology, then reconstruct the missing responses using both neighboring turns. The final two questions also revisit earlier conversations.

1. A colleague needs the term for this meaning: Analysis identifying meaningful similarities or differences. Which term fits?

- A. formative assessment
- B. scaffolding
- C. source attribution
- D. comparison

2. A colleague needs the term for this meaning: Challenge tied to evidence and reasoning. Which term fits?

- A. clarification request
- B. evidence-based disagreement
- C. inference
- D. seminar

3. Rebuild the exchange from "Compare does not mean summarize twice". Maya: "Then the challenge is the quality of the connection, not the number of sources I can add to the bibliography." Professor Chen: [missing response] Maya: "I also see two dates. Is Friday the final deadline, or do we submit something different on Tuesday?" Which response belongs in the gap?

- A. The assignment brief asks you to work closely with the two supplied texts. Outside sources are not required here.
- B. That matches the learning outcome for this assignment: making a supported comparison rather than recalling each article separately.
- C. No. The word limit makes selection important. Keep the shared question, the difference, and the evidence central.
- D. Exactly. The relevant assessment criterion is how clearly your evidence supports the reasoning difference you identify.

Review 1 / Meaning and context / continued

4. Rebuild the exchange from "Challenge the causal claim, not the speaker". Leo: "That gives others something specific to challenge. They can question the interpretation without dismissing the people who completed the survey." Professor Okafor: [missing response] Leo: "I will keep the association in my summary and mark the causal explanation as an open question." Which response belongs in the gap?

- A.** Let us examine that causal claim. Does the survey establish a cause, or does it report a relationship?
- B.** Exactly. Our discussion norm is to challenge claims with reasons and make room for a response.
- C.** Yes. It could be a confounding variable. Naming a possibility helps define the question rather than resolving it automatically.
- D.** Then start with association. A strong relationship can be worth discussing without settling the causal explanation.

[Answers and explanations, page 147](#)

A Read the situation

LESSON 03 / GIVING PRECISE FEEDBACK AND CORRECTING A GRADING ERROR

Acknowledge a clerical error while explaining the difference between score correction and academic review.

The total is wrong; the criterion still needs discussion

Student Sam receives criterion scores of 6, 7, and 8, but the recorded total is 19 rather than 21. Professor Rivera confirms the arithmetic error. Sam also requests 24 because of the time spent on the paper. The feedback says the second paragraph cites evidence without explaining how it supports the conclusion. A substantive grade change has not been decided.

People: Sam, Student; Professor Rivera, Instructor.

Read the record

Choose one answer per question using the facts above.

1. What is the correct total of the supplied criterion scores?

- A. 18
- B. 21
- C. 19
- D. 24

2. What remains undecided?

- A. The requested substantive increase to 24
- B. Whether 6 plus 7 plus 8 equals 21
- C. Whether a paper was submitted
- D. Whether the student spent time on the paper

3. What does the feedback identify?

- A. Evidence is cited without explaining its link to the conclusion
- B. No evidence appears anywhere
- C. The student's effort is irrelevant to learning
- D. The paper was never read

[Answers and explanations, page 117](#)

B Vocabulary in use

CORE TERMS

rubric

Framework describing criteria and performance levels for assessment.

apply the published rubric

recorded total

Total entered in the grade record.

correct the recorded total

arithmetic correction

Change fixing an incorrect numerical calculation.

make an arithmetic correction

grade appeal

Formal challenge through the institution's stated process.

explain the grade-appeal process

evidence link

Explanation connecting evidence to a claim or conclusion.

strengthen the evidence link

feedforward

Guidance directed toward the next attempt or future work.

provide specific feedforward

criterion score

Score assigned to one assessment dimension.

check the criterion score

clerical error

Administrative or transcription mistake distinct from academic judgment.

acknowledge a clerical error

substantive review

Reassessment of the underlying academic judgment.

request a substantive review

feedback conference

Meeting discussing assessed work and improvement.

hold a feedback conference

performance descriptor

Description of work meeting a rubric level.

apply the performance descriptor

revision priority

Improvement selected for attention before other changes.

identify a revision priority

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

rubric RUBRIC

apply the published rubric

Keep the meaning precise: Framework describing criteria and performance levels for assessment.

substantive review SUBSTANTIVE REVIEW

request a substantive review

Keep the meaning precise: Reassessment of the underlying academic judgment.

B Precision and professional shorthand

EXTEND YOUR RANGE

margin comment

Feedback placed beside a particular passage.

clarify a margin comment

gradebook

System recording student assessment results.

update the gradebook

evidence of learning

Work demonstrating the intended knowledge or skill.

identify evidence of learning

clarification request

Question that resolves an unclear meaning or instruction.

make a targeted clarification request

working assumption

Provisional premise used while information is incomplete.

challenge a working assumption

action owner

Named person responsible for a specified next step.

confirm the action owner

holistic judgment

Overall evaluation rather than separate dimension scoring.

distinguish holistic judgment

review procedure

Stated process for examining an assessment concern.

follow the review procedure

professional apology

Clear acknowledgment of an error and responsibility.

offer a professional apology

source attribution

Identification of where information came from.

preserve source attribution

scope boundary

Limit of the work or authority being discussed.

state the scope boundary

check-back

Restatement used to verify that a message was understood.

complete a check-back

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

revision priority **REVISION PRIORITY**

identify a revision priority

Keep the meaning precise: Improvement selected for attention before other changes.

evidence of learning **EVIDENCE OF LEARNING**

identify evidence of learning

Keep the meaning precise: Work demonstrating the intended knowledge or skill.

C Phrases that move the work forward

Acknowledge the error

You are right; those scores total twenty-one, not nineteen.

Separate questions

The arithmetic correction and your request for a higher criterion score are separate.

Recognize effort

I can see the work you put in; the score still needs to follow the stated criteria.

Explain process

Let us use the published review procedure for the substantive concern.

Sam / in the conversation

My three scores are six, seven, and eight, but the gradebook total is nineteen.

Sam / in the conversation

I also spent several evenings on the paper, so I hoped the mark could be raised to twenty-four.

Sam / in the conversation

The comment on paragraph two says the evidence is not connected to the conclusion, but I included a quotation there.

Sam / in the conversation

So the issue is not that I failed to cite anything, but that I left the reader to supply the reasoning.

Take responsibility

I am sorry for the recording error, and I will correct it.

Point to the work

This passage gives the evidence but does not yet explain the connection.

Make feedback usable

Add the missing reasoning link before polishing the wording.

Avoid a promise

Reviewing the concern does not predetermine the outcome.

Professor Rivera / in the conversation

I am sorry for that error and will correct the entry.

Professor Rivera / in the conversation

Let us separate the arithmetic correction from your concern about the academic assessment.

Professor Rivera / in the conversation

The evidence link is the missing step: the paragraph does not explain how that passage supports the conclusion you draw.

Professor Rivera / in the conversation

The performance descriptor asks for an explained relationship, not simply the presence of a source.

Precision in real exchanges

Purpose: Point to the work

Useful wording: This passage gives the evidence but does not yet explain the connection.

Purpose: Recognize effort

Useful wording: I can see the work you put in; the score still needs to follow the stated criteria.

D Choose the response that fits

Choose one response for each situation. Preserve the facts, the decision boundary, and the purpose of the exchange.

1. Which response takes appropriate responsibility?

- A.** I will award 24 to avoid discussing the issue
- B.** Your effort automatically changes every criterion score
- C.** You are right about the total; I will correct it to 21
- D.** The system must be right because I entered it

2. Which feedback is most actionable?

- A.** Explain how the quoted evidence supports the paragraph conclusion
- B.** Be more academic in every way
- C.** Try harder next time
- D.** Make the paper sound impressive

3. A colleague needs the term for this meaning: Administrative or transcription mistake distinct from academic judgment. Which term fits?

- A.** gradebook
- B.** evidence link
- C.** working assumption
- D.** clerical error

D Choose the response that fits / continued

4. Rebuild the exchange from "The total is wrong; the criterion still needs discussion". Sam: "The comment on paragraph two says the evidence is not connected to the conclusion, but I included a quotation there." Professor Rivera: [missing response] Sam: "So the issue is not that I failed to cite anything, but that I left the reader to supply the reasoning." Which response belongs in the gap?

- A.** The quotation is present. The evidence link is the missing step: the paragraph does not explain how that passage supports the conclusion you draw.
- B.** I should make that margin comment more precise. The concern is this reasoning step, not a dismissal of every part of your work.
- C.** You are right. The recorded total should be twenty-one. I am sorry for that error and will correct the entry.
- D.** Raising a specific concern is legitimate. The review procedure gives us a way to examine it against the work and criteria.

[Answers and explanations, page 117](#)

One useful distinction

Correcting 19 to 21 fixes the supplied arithmetic. It does not decide whether any criterion score should change or promise the requested 24.

E Conversation

The total is wrong; the criterion still needs discussion

The total is wrong; the criterion still needs discussion

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

recorded total / revision priority / feedforward / performance descriptor /
arithmetic correction / gradebook / review procedure / margin comment /
substantive review / evidence link

- 01 **Sam:** My three scores are six, seven, and eight, but the gradebook total is nineteen. I think something has gone wrong.
- 02 **Professor Rivera:** You are right. The ¹ _____ should be twenty-one. I am sorry for that error and will correct the entry.
- 03 **Sam:** Thank you. I also spent several evenings on the paper, so I hoped the mark could be raised to twenty-four.
- 04 **Professor Rivera:** Let us separate the ² _____ from your concern about the academic assessment. They need different explanations.
- 05 **Sam:** The comment on paragraph two says the evidence is not connected to the conclusion, but I included a quotation there.
- 06 **Professor Rivera:** The quotation is present. The ³ _____ is the missing step: the paragraph does not explain how that passage supports the conclusion you draw.
- 07 **Sam:** So the issue is not that I failed to cite anything, but that I left the reader to supply the reasoning.
- 08 **Professor Rivera:** Exactly. The ⁴ _____ asks for an explained relationship, not simply the presence of a source.
- 09 **Sam:** I read the short comment as a judgment that the whole paper was poor, which made it difficult to know where to start.
- 10 **Professor Rivera:** I should make that ⁵ _____ more precise. The concern is this reasoning step, not a dismissal of every part of your work.

Conversation continues on the next page.

The total is wrong; the criterion still needs discussion

CONVERSATION / CONTINUED

- 11 **Sam:** For the next assignment, would improving that connection be more useful than replacing ordinary words with longer academic expressions?
- 12 **Professor Rivera:** Yes. Make the missing explanation your ⁶ _____. Clear reasoning matters more here than making the wording sound complicated.
- 13 **Sam:** I still want to understand whether the criterion score itself was applied consistently with the published rubric.
- 14 **Professor Rivera:** That is a request for ⁷ _____. We can follow the stated process without assuming the outcome in advance.
- 15 **Sam:** I appreciate the distinction. I was worried that pointing out the error would be treated as bargaining for points.
- 16 **Professor Rivera:** Raising a specific concern is legitimate. The ⁸ _____ gives us a way to examine it against the work and criteria.
- 17 **Sam:** Then the immediate action is to fix the total, while the separate review addresses the criterion question.
- 18 **Professor Rivera:** Correct. I will update the ⁹ _____ to reflect the arithmetic and keep the substantive request clearly identified.
- 19 **Sam:** For future work, I will explain how each selected passage supports the conclusion rather than leave that relationship implied.
- 20 **Professor Rivera:** That is useful ¹⁰ _____. It gives you a specific next step, while the current review proceeds through the proper process.

CHECK THE GAPS

1. recorded total / 2. arithmetic correction / 3. evidence link / 4. performance descriptor / 5. margin comment / 6. revision priority / 7. substantive review / 8. review procedure / 9. gradebook / 10. feedforward

[Why these answers fit, page 118](#)

F Check accuracy and scope

The total is wrong; the criterion still needs discussion

Return to the case

Student Sam receives criterion scores of 6, 7, and 8, but the recorded total is 19 rather than 21. Professor Rivera confirms the arithmetic error. Sam also requests 24 because of the time spent on the paper. The feedback says the second paragraph cites evidence without explaining how it supports the conclusion. A substantive grade change has not been decided.

Choose one answer per question. Use the case facts and keep any uncertainty or limits intact.

1. Which statement separates the issues?

- A. Effort alone resolves the evidence criterion
- B. The total correction does not decide the substantive review
- C. Correcting the total proves every criterion score is wrong
- D. A review guarantees the requested mark

2. What should the instructor avoid?

- A. Explaining the relevant criterion
- B. Correcting the gradebook total
- C. Recognizing the student's effort
- D. Discouraging the student from using the stated review process

[Answers and explanations, page 120](#)

Listen for the distinction

Switch roles and repeat the concrete feedback about the evidence link without adding a promised grade.

Own the error without bargaining away the standard

A professor can apologize and correct a verifiable mistake while discussing the academic criterion separately. Effort deserves recognition without being substituted for the stated assessment standard.

F Say it / transfer to a new case

A recording correction became a grade promise

An instructor confirms a missing two-point entry. A student interprets that correction as approval of a separate request for five additional points. The latter request remains unresolved.

Complete the four gaps. With a partner, read alternate roles, then switch. Studying alone, read both roles and pause before each response.

WORD AND PHRASE BANK

promised / criteria / correction / review

- 01 **Instructor:** The missing two-point entry is a confirmed ¹ _____.
- 02 **Student:** The additional five points remain under ² _____.
- 03 **Instructor:** We will use the published assessment ³ _____.
- 04 **Student:** The outcome has not been ⁴ _____.

CHECK THE GAPS

1. correction / 2. review / 3. criteria / 4. promised

[Why these answers fit, page 120](#)

Rebuild the exchange

Choose the missing response. Read the completed three-turn exchange aloud, changing roles on the second reading.

1. Rebuild the exchange from "The total is wrong; the criterion still needs discussion".
Sam: "I still want to understand whether the criterion score itself was applied consistently with the published rubric." **Professor Rivera:** [missing response] **Sam:** "I appreciate the distinction. I was worried that pointing out the error would be treated as bargaining for points." **Which response belongs in the gap?**

- A.** Yes. Make the missing explanation your revision priority. Clear reasoning matters more here than making the wording sound complicated.
- B.** That is a request for substantive review. We can follow the stated process without assuming the outcome in advance.
- C.** That is useful feedforward. It gives you a specific next step, while the current review proceeds through the proper process.
- D.** You are right. The recorded total should be twenty-one. I am sorry for that error and will correct the entry.

[Answers and explanations, page 121](#)

A Read the situation

LESSON 04 / MAKING OFFICE HOURS A FOCUSED LEARNING CONVERSATION

Diagnose a specific misunderstanding through a worked example and check the student can apply the distinction.

More people is not a higher percentage

During a fifteen-minute office-hour meeting, student Noor asks why a chart cannot show that Group B had the higher participation rate merely because more people participated. Group A has 40 participants out of 100 eligible people; Group B has 60 out of 200. Professor Evans uses the supplied figures to distinguish counts from rates. The meeting does not determine a grade or change an assessment deadline.

People: Noor, Student; Professor Evans, Instructor.

Read the record

Choose one answer per question using the facts above.

1. Which group has the larger participant count?

- A. Both have 100 participants
- B. The count cannot be identified
- C. Group B, with 60
- D. Group A, with 40

2. Which group has the higher participation rate?

- A. B, at 60 percent
- B. B, at 30 percent
- C. Both, at 40 percent
- D. A, at 40 percent

3. What is the meeting intended to resolve?

- A. The difference between a count and a rate
- B. A guaranteed higher grade
- C. A deadline extension already approved
- D. A complete rewrite of the student's assignment

[Answers and explanations, page 122](#)

B Vocabulary in use

CORE TERMS

office hours

Scheduled time for students to consult an instructor.

hold accessible office hours

diagnostic question

Question identifying the source of a misunderstanding.

ask a diagnostic question

think-aloud

Spoken demonstration of the reasoning process.

model a think-aloud

procedural slip

Mistake in carrying out a process despite understanding the concept.

distinguish a procedural slip

denominator

Quantity below the fraction line, representing the eligible group here.

check the denominator

participation rate

Proportion of the eligible group that participated.

calculate the participation rate

meeting agenda

Agreed focus for a discussion.

set a focused meeting agenda

worked example

Example showing the reasoning or steps of a solution.

explain a worked example

conceptual misunderstanding

Incorrect understanding of an underlying idea.

identify a conceptual misunderstanding

numerator

Quantity above the fraction line, representing the counted part here.

identify the numerator

absolute count

Number of observed items or people without normalization.

report the absolute count

normalization

Expressing values relative to a common basis for comparison.

explain normalization

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

office hours OFFICE HOURS

hold accessible office hours

Keep the meaning precise: Scheduled time for students to consult an instructor.

conceptual misunderstanding CONCEPTUAL MISUNDERSTANDING

identify a conceptual misunderstanding

Keep the meaning precise: Incorrect understanding of an underlying idea.

B Precision and professional shorthand

EXTEND YOUR RANGE

concept check

Short task checking understanding of an idea.
use a concept check

retrieval practice

Recalling knowledge rather than only rereading it.
use retrieval practice

learning bottleneck

Specific difficulty preventing further progress.
identify a learning bottleneck

clarification request

Question that resolves an unclear meaning or instruction.
make a targeted clarification request

working assumption

Provisional premise used while information is incomplete.
challenge a working assumption

action owner

Named person responsible for a specified next step.
confirm the action owner

transfer of learning

Application of understanding to a different example.
check transfer of learning

metacognition

Awareness and monitoring of one's own learning or reasoning.
support metacognition

follow-up appointment

Subsequent meeting for continued support.
arrange a follow-up appointment

source attribution

Identification of where information came from.
preserve source attribution

scope boundary

Limit of the work or authority being discussed.
state the scope boundary

check-back

Restatement used to verify that a message was understood.
complete a check-back

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

normalization NORMALIZATION

explain normalization

Keep the meaning precise: Expressing values relative to a common basis for comparison.

learning bottleneck LEARNING BOTTLENECK

identify a learning bottleneck

Keep the meaning precise: Specific difficulty preventing further progress.

Phrases that move the work forward

Focus the meeting

Which step stopped making sense to you?

Identify the denominator

How many people could have participated in each group?

Invite a check

Explain why sixty participants can still represent a lower rate.

Check transfer

Apply the same distinction to the second supplied group.

Noor / in the conversation

I thought Group B performed better because sixty people participated, compared with forty in Group A.

Professor Evans / in the conversation

Let us set a short meeting agenda: first distinguish the quantities, then use the two groups to check the idea.

Professor Evans / in the conversation

You are using an absolute count to answer a question about a proportion.

Professor Evans / in the conversation

The denominator tells us the whole against which the participant count is being compared.

Distinguish the quantities

Are you comparing the number of participants or the share of eligible people?

Model the reasoning

Forty out of one hundred is forty percent.

Keep the task bounded

Let us resolve this distinction before adding another topic.

Close with a next step

Use counts for headcount and rates for the stated proportional comparison.

Noor / in the conversation

The feedback says to check the rate.

Noor / in the conversation

I compared the number of people and did not look at how many people were eligible in each group.

Noor / in the conversation

Group A had one hundred eligible people, while Group B had two hundred, so the groups were not the same size.

Noor / in the conversation

Then forty is the part for Group A, and sixty is the part for Group B.

Precision in real exchanges

Purpose: Model the reasoning

Useful wording: Forty out of one hundred is forty percent.

Purpose: Invite a check

Useful wording: Explain why sixty participants can still represent a lower rate.

D Choose the response that fits

Choose one response for each situation. Preserve the facts, the decision boundary, and the purpose of the exchange.

1. Which explanation correctly compares the groups?

- A.** A has sixty participants out of two hundred
- B.** The denominators can be ignored
- C.** B has more participants, but A has the higher rate
- D.** B has both the larger count and rate

2. Which question diagnoses the misunderstanding?

- A.** Would a longer answer sound more academic?
- B.** What is the eligible population for each count?
- C.** Why did you not work harder?
- D.** Can you memorize the larger number?

3. A colleague needs the term for this meaning: Example showing the reasoning or steps of a solution. Which term fits?

- A.** working assumption
- B.** worked example
- C.** retrieval practice
- D.** denominator

D Choose the response that fits / continued

4. Rebuild the exchange from "More people is not a higher percentage". Noor: "Group A had one hundred eligible people, while Group B had two hundred, so the groups were not the same size." Professor Evans: [missing response] Noor: "Then forty is the part for Group A, and sixty is the part for Group B." Which response belongs in the gap?

- A.** Exactly. The denominator tells us the whole against which the participant count is being compared.
- B.** Yes. That sentence separates the absolute count from the proportional measure and keeps both facts intact.
- C.** That identifies the learning bottleneck. You are using an absolute count to answer a question about a proportion.
- D.** Those are the numerator values. For A, forty out of one hundred gives forty percent.

[Answers and explanations, page 122](#)

One useful distinction

Group B has more participants, but Group A has the higher participation rate. The denominator changes the comparison.

E Conversation

More people is not a higher percentage

More people is not a higher percentage

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

numerator / conceptual misunderstanding / absolute count / denominator / concept check
/ normalization / learning bottleneck / retrieval practice / worked example /
meeting agenda

- 01 **Noor:** I thought Group B performed better because sixty people participated, compared with forty in Group A. The feedback says to check the rate.
- 02 **Professor Evans:** Let us set a short ¹ _____: first distinguish the quantities, then use the two groups to check the idea.
- 03 **Noor:** I compared the number of people and did not look at how many people were eligible in each group.
- 04 **Professor Evans:** That identifies the ² _____. You are using an absolute count to answer a question about a proportion.
- 05 **Noor:** Group A had one hundred eligible people, while Group B had two hundred, so the groups were not the same size.
- 06 **Professor Evans:** Exactly. The ³ _____ tells us the whole against which the participant count is being compared.
- 07 **Noor:** Then forty is the part for Group A, and sixty is the part for Group B.
- 08 **Professor Evans:** Those are the ⁴ _____ values. For A, forty out of one hundred gives forty percent.
- 09 **Noor:** For B, sixty out of two hundred gives thirty percent, even though sixty is the larger number of participants.
- 10 **Professor Evans:** Good. That is the ⁵ _____: B has the larger count, while A has the higher participation rate.

Conversation continues on the next page.

More people is not a higher percentage

CONVERSATION / CONTINUED

- 11 **Noor:** I can see why putting both raw counts on a chart does not by itself answer which group had the higher proportion.
- 12 **Professor Evans:** That is the purpose of ⁶ _____ here. We compare each count with its own eligible population rather than treating the groups as equal in size.
- 13 **Noor:** Would it be accurate to say B had more participants but a lower share of its eligible population?
- 14 **Professor Evans:** Yes. That sentence separates the ⁷ _____ from the proportional measure and keeps both facts intact.
- 15 **Noor:** I initially thought the feedback meant sixty was the wrong number, but the number was right and my interpretation was wrong.
- 16 **Professor Evans:** That is a ⁸ _____ rather than a transcription error. Understanding the distinction will help with other unequal-size groups.
- 17 **Noor:** Can we check it once more without looking at the completed percentages, using the same supplied figures?
- 18 **Professor Evans:** Certainly. That ⁹ _____ will show whether you can reconstruct the reasoning instead of recognizing an answer that is already written.
- 19 **Noor:** A is forty percent and B is thirty percent. I will identify the eligible population whenever I report a participation rate.
- 20 **Professor Evans:** That completes the ¹⁰ _____. Use the distinction in your next practice, and bring any remaining specific question to a follow-up meeting.

CHECK THE GAPS

1. meeting agenda / 2. learning bottleneck / 3. denominator / 4. numerator / 5. worked example / 6. normalization / 7. absolute count / 8. conceptual misunderstanding / 9. retrieval practice / 10. concept check

[Why these answers fit, page 123](#)

F Check accuracy and scope

More people is not a higher percentage

Return to the case

During a fifteen-minute office-hour meeting, student Noor asks why a chart cannot show that Group B had the higher participation rate merely because more people participated. Group A has 40 participants out of 100 eligible people; Group B has 60 out of 200. Professor Evans uses the supplied figures to distinguish counts from rates. The meeting does not determine a grade or change an assessment deadline.

Choose one answer per question. Use the case facts and keep any uncertainty or limits intact.

1. Which sentence checks understanding rather than supplying a grade?

- A. The deadline is automatically extended
- B. Explain why the larger count can have the lower rate
- C. This explanation guarantees full marks
- D. I will rewrite the entire assignment for you

2. What should the final meeting summary contain?

- A. A promise that every chart uses the same denominator
- B. An invented grade change
- C. A conclusion that Group B has fewer participants
- D. The count-rate distinction and the next practice step

[Answers and explanations, page 125](#)

Listen for the distinction

Switch roles and explain the contrast using more participants but a lower share.

Support does not require doing the task for the student

A focused meeting can model one distinction and check understanding without rewriting the student's assignment or promising a mark.

F Say it / transfer to a new case

Equal counts, different rates

Group C has 20 participants out of 50 eligible people. Group D has 20 out of 100. Their counts are equal; their rates are 40 percent and 20 percent.

Complete the four gaps. With a partner, read alternate roles, then switch. Studying alone, read both roles and pause before each response.

WORD AND PHRASE BANK

rate / denominators / proportions / count

- 01 **Student:** Both groups have the same participant ¹ _____.
- 02 **Professor:** Their eligible populations form different ² _____.
- 03 **Student:** Group C has the higher participation ³ _____.
- 04 **Professor:** Equal counts do not guarantee equal ⁴ _____.

CHECK THE GAPS

1. count / 2. denominators / 3. rate / 4. proportions

[Why these answers fit, page 125](#)

Rebuild the exchange

Choose the missing response. Read the completed three-turn exchange aloud, changing roles on the second reading.

1. Rebuild the exchange from "More people is not a higher percentage". Noor: "Would it be accurate to say B had more participants but a lower share of its eligible population?" Professor Evans: [missing response] Noor: "I initially thought the feedback meant sixty was the wrong number, but the number was right and my interpretation was wrong." Which response belongs in the gap?

- A.** That identifies the learning bottleneck. You are using an absolute count to answer a question about a proportion.
- B.** Those are the numerator values. For A, forty out of one hundred gives forty percent.
- C.** Yes. That sentence separates the absolute count from the proportional measure and keeps both facts intact.
- D.** Exactly. The denominator tells us the whole against which the participant count is being compared.

[Answers and explanations, page 126](#)

Review 2 / Meaning and context

Use language from the lessons you have completed. Choose one answer per question.

Case file

Revisit "Giving precise feedback and correcting a grading error" and "Making office hours a focused learning conversation". Choose precise terminology, then reconstruct the missing responses using both neighboring turns. The final two questions also revisit earlier conversations.

1. A colleague needs the term for this meaning: Total entered in the grade record. Which term fits?

- A. feedback conference
- B. source attribution
- C. recorded total
- D. holistic judgment

2. A colleague needs the term for this meaning: Quantity above the fraction line, representing the counted part here. Which term fits?

- A. concept check
- B. clarification request
- C. office hours
- D. numerator

3. Rebuild the exchange from "Challenge the causal claim, not the speaker". Leo: "I can revise my sentence to say that frequent library use is associated with higher reported grades in this survey." Professor Okafor: [missing response] Leo: "I worried that changing my wording would make it sound as though my entire contribution was wrong and should be withdrawn." Which response belongs in the gap?

- A. That is a qualified conclusion. It keeps the finding while avoiding a causal promise the study design has not supplied.
- B. That is an alternative explanation to examine. We should not announce it as the answer merely because it is plausible.
- C. Good. Let us use that as a probing question about direction, rather than treating the first plausible story as settled.
- D. The revoicing is this: the reported grades differ with library use, but the cause of that difference remains unestablished here.

Review 2 / Meaning and context / continued

4. Rebuild the exchange from "More people is not a higher percentage". Noor: "Can we check it once more without looking at the completed percentages, using the same supplied figures?" Professor Evans: [missing response] Noor: "A is forty percent and B is thirty percent. I will identify the eligible population whenever I report a participation rate." Which response belongs in the gap?

- A.** That completes the concept check. Use the distinction in your next practice, and bring any remaining specific question to a follow-up meeting.
- B.** Certainly. That retrieval practice will show whether you can reconstruct the reasoning instead of recognizing an answer that is already written.
- C.** That is a conceptual misunderstanding rather than a transcription error. Understanding the distinction will help with other unequal-size groups.
- D.** Let us set a short meeting agenda: first distinguish the quantities, then use the two groups to check the idea.

[Answers and explanations, page 149](#)

A Read the situation

LESSON 05 / CALIBRATING A TEACHING TEAM BEFORE GRADES ARE RELEASED

Resolve a scoring difference through shared criteria, anchor examples, and a consistent review plan.

Fluent wording is not the missing reasoning

Professor Malik and teaching assistant Elena use a fictional three-level evidence scale: 0 for no relevant evidence, 1 for relevant evidence without an explained link, and 2 for relevant evidence with an explained link. An anchor response contains a relevant quotation but no explanation of its connection. Elena gave 2 because the prose was fluent; Malik applied 1. Grades have not been released.

People: Elena, Teaching assistant; Professor Malik, Course coordinator.

Read the record

Choose one answer per question using the facts above.

1. What score matches the supplied evidence scale for the anchor response?

- A. 2
- B. A score cannot be assigned from the supplied facts
- C. 1
- D. 0

2. Why did Elena assign 2?

- A. The student requested an extension
- B. The grades had already been released
- C. The prose was fluent
- D. The response contained no evidence

3. What is the release status?

- A. A formal appeal has concluded
- B. Grades have not been released
- C. Every student has received a final result
- D. The review is prohibited by policy

[Answers and explanations, page 127](#)

B Vocabulary in use

CORE TERMS

teaching assistant

Staff member or student supporting teaching under the relevant role.

brief the teaching assistant

anchor response

Selected example used to illustrate a scoring standard.

discuss an anchor response

inter-rater agreement

Degree of consistency between assessors.

improve inter-rater agreement

moderation

Review supporting consistency and appropriateness of assessment.

conduct assessment moderation

criterion contamination

Influence of an unrelated feature on a criterion judgment.

avoid criterion contamination

release hold

Temporary pause before results are made available.

maintain the release hold

grading calibration

Process of aligning application of assessment standards.

conduct grading calibration

scoring guide

Instructions explaining how to assign marks.

apply the scoring guide

double marking

Assessment of work by two markers under the stated process.

use double marking

borderline response

Work near the boundary between performance levels.

discuss a borderline response

batch review

Examination of a group of submissions under a defined process.

organize a batch review

scoring rationale

Explanation linking a score to the work and standard.

document the scoring rationale

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

teaching assistant **TEACHING ASSISTANT**

brief the teaching assistant

Keep the meaning precise: Staff member or student supporting teaching under the relevant role.

double marking **DOUBLE MARKING**

use double marking

Keep the meaning precise: Assessment of work by two markers under the stated process.

B Precision and professional shorthand

EXTEND YOUR RANGE

marking consistency

Application of the same relevant standard across work.

check marking consistency

adjudication

Resolution of a disputed judgment through the stated authority or process.

route for adjudication

assessment dimension

Particular aspect of performance being evaluated.

separate assessment dimensions

clarification request

Question that resolves an unclear meaning or instruction.

make a targeted clarification request

working assumption

Provisional premise used while information is incomplete.

challenge a working assumption

action owner

Named person responsible for a specified next step.

confirm the action owner

anonymized sample

Example with identifying details removed under the actual process.

use an anonymized sample

teaching-team briefing

Meeting or message aligning course staff on responsibilities.

hold a teaching-team briefing

release approval

Authorization to make results available.

obtain release approval

source attribution

Identification of where information came from.

preserve source attribution

scope boundary

Limit of the work or authority being discussed.

state the scope boundary

check-back

Restatement used to verify that a message was understood.

complete a check-back

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

scoring rationale SCORING RATIONALE

document the scoring rationale

Keep the meaning precise: Explanation linking a score to the work and standard.

assessment dimension ASSESSMENT DIMENSION

separate assessment dimensions

Keep the meaning precise: Particular aspect of performance being evaluated.

Phrases that move the work forward

Return to the scale

Which descriptor matches what the response actually demonstrates?

Explain the score

The quotation is relevant, but the link is not explained.

Name the inconsistency

We have applied different standards to the same feature.

Protect privacy

Use the approved anonymized samples for the briefing.

Elena / in the conversation

I gave this response two points because it reads fluently and includes a relevant quotation.

Professor Malik / in the conversation

What distinguishes level one from level two on this evidence scale?

Professor Malik / in the conversation

Then our anchor response demonstrates level one, even though the prose is fluent.

Professor Malik / in the conversation

We need to keep the evidence dimension separate from any criterion assessing expression.

Separate dimensions

Fluency and evidence use are different dimensions here.

Invite comparison

Let us score the same anchor before reviewing the next sample.

Plan the review

We need to check whether the same issue affects other submissions.

Confirm release

Results remain on hold until the agreed review and approval are complete.

Professor Malik / in the conversation

Let us return to the scoring guide.

Elena / in the conversation

Level two requires the response to explain how the evidence supports the conclusion.

Elena / in the conversation

I allowed the polished wording to influence my judgment about whether the reasoning was complete.

Elena / in the conversation

I can explain the one-point score as relevant quotation present, but the explanatory link is absent.

Precision in real exchanges

Purpose: Invite comparison

Useful wording: Let us score the same anchor before reviewing the next sample.

Purpose: Name the inconsistency

Useful wording: We have applied different standards to the same feature.

D Choose the response that fits

Choose one response for each situation. Preserve the facts, the decision boundary, and the purpose of the exchange.

1. Which scoring rationale follows the stated scale?

- A.** Relevant quotation present, explanatory link absent: 1
- B.** Fluent prose always earns 2 for evidence
- C.** Any quotation automatically earns 2
- D.** Missing explanation means no evidence exists: 0

2. What is the main inconsistency?

- A.** Both graders ignored every criterion
- B.** The anchor had no quotation
- C.** The grades were already public
- D.** Fluency influenced the evidence score

3. A colleague needs the term for this meaning: Instructions explaining how to assign marks. Which term fits?

- A.** adjudication
- B.** scoring guide
- C.** working assumption
- D.** criterion contamination

D Choose the response that fits / continued

4. Rebuild the exchange from "Fluent wording is not the missing reasoning". Elena: "I allowed the polished wording to influence my judgment about whether the reasoning was complete." Professor Malik: [missing response] Elena: "I can explain the one-point score as relevant quotation present, but the explanatory link is absent." Which response belongs in the gap?

- A.** Then define a batch review under our assessment process and identify the work that needs checking.
- B.** Let us return to the scoring guide. What distinguishes level one from level two on this evidence scale?
- C.** That is criterion contamination. We need to keep the evidence dimension separate from any criterion assessing expression.
- D.** Yes. A borderline response can expose where we interpret the descriptor differently, without rewriting the published standard.

[Answers and explanations, page 127](#)

One useful distinction

The fictional evidence scale assesses the explained link, not general fluency. The anchor response earns 1 under the supplied rule because the link is absent.

E Conversation

Fluent wording is not the missing reasoning

Fluent wording is not the missing reasoning

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

scoring guide / borderline response / inter-rater agreement / criterion contamination /
scoring rationale / anchor response / grading calibration / batch review / release approval
/ release hold

- 01 **Elena:** I gave this response two points because it reads fluently and includes a relevant quotation. Your score is one.
- 02 **Professor Malik:** Let us return to the ¹ _____. What distinguishes level one from level two on this evidence scale?
- 03 **Elena:** Level two requires the response to explain how the evidence supports the conclusion. This response leaves that connection unstated.
- 04 **Professor Malik:** Then our ² _____ demonstrates level one, even though the prose is fluent.
- 05 **Elena:** I allowed the polished wording to influence my judgment about whether the reasoning was complete.
- 06 **Professor Malik:** That is ³ _____. We need to keep the evidence dimension separate from any criterion assessing expression.
- 07 **Elena:** I can explain the one-point score as relevant quotation present, but the explanatory link is absent.
- 08 **Professor Malik:** That gives a clear ⁴ _____ that another grader can inspect and discuss.
- 09 **Elena:** Should we compare a second example where the link is partly implied? That seems more difficult than this clear case.
- 10 **Professor Malik:** Yes. A ⁵ _____ can expose where we interpret the descriptor differently, without rewriting the published standard.

Conversation continues on the next page.

Fluent wording is not the missing reasoning

CONVERSATION / CONTINUED

- 11 **Elena:** We can score it independently first and then compare the passages each of us relied on.
- 12 **Professor Malik:** That supports ⁶ _____. The purpose is consistent judgment, not simply having the junior colleague copy a senior score.
- 13 **Elena:** I may have applied the same fluency shortcut to other papers in my batch, so correcting this one example is not enough.
- 14 **Professor Malik:** Then define a ⁷ _____ under our assessment process and identify the work that needs checking.
- 15 **Elena:** The grades are still unreleased. I can keep the results from being published while we complete the agreed check.
- 16 **Professor Malik:** Maintain the ⁸ _____ and make the reason clear to the teaching team, without exposing student work unnecessarily.
- 17 **Elena:** For the briefing, I will use the approved anonymized examples and show the criterion alongside the relevant passages.
- 18 **Professor Malik:** Good. That should improve ⁹ _____ by making our interpretation and evidence visible.
- 19 **Elena:** Once the review is complete, I will report what was checked and any changes made through the approved process.
- 20 **Professor Malik:** Then we can seek ¹⁰ _____. A calibration conversation is a useful step, but it is not the same as completing and authorizing the release.

CHECK THE GAPS

1. scoring guide / 2. anchor response / 3. criterion contamination / 4. scoring rationale / 5. borderline response / 6. grading calibration / 7. batch review / 8. release hold / 9. inter-rater agreement / 10. release approval

[Why these answers fit, page 128](#)

F Check accuracy and scope

Fluent wording is not the missing reasoning

Return to the case

Professor Malik and teaching assistant Elena use a fictional three-level evidence scale: 0 for no relevant evidence, 1 for relevant evidence without an explained link, and 2 for relevant evidence with an explained link. An anchor response contains a relevant quotation but no explanation of its connection. Elena gave 2 because the prose was fluent; Malik applied 1. Grades have not been released.

Choose one answer per question. Use the case facts and keep any uncertainty or limits intact.

1. What should the team check next?

- A. Only the student's name
- B. How to conceal the discrepancy
- C. Whether to guarantee everyone a higher mark
- D. Whether the same interpretation affected other work

2. Which statement preserves authority and status?

- A. Calibration automatically changes every mark
- B. A discussion alone is final release approval
- C. Release awaits the agreed review and approval
- D. The teaching assistant may invent a new scale

[Answers and explanations, page 130](#)

Listen for the distinction

Switch roles and repeat the review and release sequence without inventing a new grading rule.

Calibrate the judgment, not the person

A grading discussion should examine the criterion and submitted work, not rank graders by status. Agree how the same principle will be applied across the batch.

F Say it / transfer to a new case

The quotation is relevant but unexplained

Under the same supplied scale, a second response includes relevant evidence but does not explain its link. The team has agreed to apply the criterion consistently.

Complete the four gaps. With a partner, read alternate roles, then switch. Studying alone, read both roles and pause before each response.

WORD AND PHRASE BANK

relevant / one / absent / standard

- 01 **Assistant:** The evidence is ¹ _____.
- 02 **Professor:** The explanatory link is ² _____.
- 03 **Assistant:** That matches level ³ _____.
- 04 **Professor:** Apply the same ⁴ _____ across the reviewed work.

CHECK THE GAPS

1. relevant / 2. absent / 3. one / 4. standard

[Why these answers fit, page 130](#)

Rebuild the exchange

Choose the missing response. Read the completed three-turn exchange aloud, changing roles on the second reading.

1. Rebuild the exchange from "Fluent wording is not the missing reasoning". Elena: "I may have applied the same fluency shortcut to other papers in my batch, so correcting this one example is not enough." Professor Malik: [missing response] Elena: "The grades are still unreleased. I can keep the results from being published while we complete the agreed check." Which response belongs in the gap?

- A. Then define a batch review under our assessment process and identify the work that needs checking.
- B. Let us return to the scoring guide. What distinguishes level one from level two on this evidence scale?
- C. That is criterion contamination. We need to keep the evidence dimension separate from any criterion assessing expression.
- D. Yes. A borderline response can expose where we interpret the descriptor differently, without rewriting the published standard.

[Answers and explanations, page 131](#)

A Read the situation

LESSON 06 / IMPLEMENTING AN APPROVED ACCESS ARRANGEMENT

Confirm practical accessibility arrangements without demanding unnecessary personal disclosure or making unsupported promises.

The letter says ninety minutes; the platform says sixty

Student Tessa has an approved arrangement specifying 90 minutes for a quiz whose standard duration is 60 minutes. Professor Ali sees that the learning platform still shows the standard setting. A suitable testing-room booking has not been confirmed. They need prompt coordination with the designated access office and testing staff. Tessa is not being asked to disclose a diagnosis to classmates or justify the approved arrangement again.

People: Tessa, Student; Professor Ali, Instructor.

Read the record

Choose one answer per question using the facts above.

1. What duration is specified in the approved arrangement?

- A. 30 minutes
- B. An unspecified unlimited period
- C. 90 minutes
- D. 60 minutes

2. Which two practical issues remain?

- A. A decided grade change and appeal
- B. A requirement to disclose the diagnosis publicly
- C. The platform setting and room confirmation
- D. Whether the student may speak in class

3. What should the professor focus on?

- A. Asking classmates to vote on access
- B. Requiring a public medical explanation
- C. Assuming the platform has already updated itself
- D. Implementing and checking the approved arrangement

[Answers and explanations, page 132](#)

B Vocabulary in use

CORE TERMS

academic adjustment

Change supporting equal access under the relevant institutional and legal process.

implement an academic adjustment

accessibility office

Institutional service coordinating disability-related access arrangements.

coordinate with the accessibility office

extended time

Additional time specified for a task under an approved arrangement.

configure approved extended time

accessible format

Presentation usable with the relevant access requirements.

provide an accessible format

captioning

Text representation of speech and relevant audio information.

arrange accurate captioning

functional barrier

Feature of the environment or task obstructing access.

identify a functional barrier

approved accommodation

Arrangement approved through the institution's relevant process.

confirm the approved accommodation

implementation detail

Practical setting or action needed to carry out a plan.

confirm implementation details

testing arrangement

Agreed practical conditions for an assessment.

verify the testing arrangement

assistive technology

Technology supporting access to information or activities.

check assistive-technology compatibility

screen-reader compatibility

Usability of digital content with software that reads its structure and text.

verify screen-reader compatibility

essential requirement

Core academic or technical requirement under the relevant process.

identify the essential requirement

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

academic adjustment **ACADEMIC ADJUSTMENT**

implement an academic adjustment

Keep the meaning precise: Change supporting equal access under the relevant institutional and legal process.

testing arrangement **TESTING ARRANGEMENT**

verify the testing arrangement

Keep the meaning precise: Agreed practical conditions for an assessment.

B Precision and professional shorthand

EXTEND YOUR RANGE

confidentiality boundary

Limit on sharing personal information.
maintain the confidentiality boundary

testing coordinator

Person managing assessment logistics under the institutional process.
contact the testing coordinator

effective access

Practical ability to participate through suitable arrangements.
verify effective access

clarification request

Question that resolves an unclear meaning or instruction.
make a targeted clarification request

working assumption

Provisional premise used while information is incomplete.
challenge a working assumption

action owner

Named person responsible for a specified next step.
confirm the action owner

implementation confirmation

Verification that an approved arrangement is actually in place.
obtain implementation confirmation

access concern

Reported difficulty obtaining or using an arrangement.
address an access concern

contingency arrangement

Authorized alternative if the planned arrangement cannot operate.
confirm a contingency arrangement

source attribution

Identification of where information came from.
preserve source attribution

scope boundary

Limit of the work or authority being discussed.
state the scope boundary

check-back

Restatement used to verify that a message was understood.
complete a check-back

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

essential requirement ESSENTIAL REQUIREMENT

identify the essential requirement

Keep the meaning precise: Core academic or technical requirement under the relevant process.

effective access EFFECTIVE ACCESS

verify effective access

Keep the meaning precise: Practical ability to participate through suitable arrangements.

Phrases that move the work forward

Acknowledge the mismatch

The platform setting does not match the approved ninety minutes.

Protect privacy

We can discuss the logistics without sharing your diagnosis with the class.

Verify the change

I will check the student-facing setting after the update.

Plan for failure

We need an authorized alternative if the booking cannot be completed.

Tessa / in the conversation

My approved letter specifies ninety minutes for the quiz, but the course platform still shows the standard sixty-minute limit.

Tessa / in the conversation

I was worried I would need to explain my diagnosis again to persuade you that the extra time is justified.

Professor Ali / in the conversation

Let us focus on the necessary logistics.

Professor Ali / in the conversation

Then the testing arrangement is not yet fully confirmed.

Focus on implementation

We need to correct the practical arrangement, not ask you to justify the approval again.

Name the contact

I will coordinate with the access office and testing staff.

Avoid an empty assurance

The room is requested, but I do not yet have confirmation.

Close the loop

I will confirm the actual arrangements through the agreed private channel.

Professor Ali / in the conversation

The implementation detail does not match the approval, and we need to resolve that before relying on the setup.

Professor Ali / in the conversation

We are discussing the approved accommodation, not asking you to justify it again.

Tessa / in the conversation

The testing room was requested last week, but I have not received a booking confirmation from the office.

Professor Ali / in the conversation

I will coordinate with the responsible staff rather than assume the request completed the booking.

Precision in real exchanges

Purpose: Name the contact

Useful wording: I will coordinate with the access office and testing staff.

Purpose: Verify the change

Useful wording: I will check the student-facing setting after the update.

D Choose the response that fits

Choose one response for each situation. Preserve the facts, the decision boundary, and the purpose of the exchange.

1. Which response addresses the actual problem?

- A.** Tell the student the default overrides the approval
- B.** Require a classroom explanation of the diagnosis
- C.** Assume an email request confirms the room
- D.** Correct and verify the platform setting through the approved process

2. Which status statement is accurate?

- A.** The room has been requested but is not confirmed
- B.** The room is definitely booked
- C.** No testing arrangement is needed
- D.** The platform already shows ninety minutes

3. A colleague needs the term for this meaning: Practical setting or action needed to carry out a plan. Which term fits?

- A.** working assumption
- B.** implementation detail
- C.** captioning
- D.** testing coordinator

D Choose the response that fits / continued

4. Rebuild the exchange from "The letter says ninety minutes; the platform says sixty". Tessa: "The testing room was requested last week, but I have not received a booking confirmation from the office." Professor Ali: [missing response] Tessa: "Which office should we include so that the timing setting and room information do not remain in separate conversations?" Which response belongs in the gap?

- A.** Then the testing arrangement is not yet fully confirmed. I will coordinate with the responsible staff rather than assume the request completed the booking.
- B.** Thank you for flagging it. The implementation detail does not match the approval, and we need to resolve that before relying on the setup.
- C.** Correct. The essential requirement and the access arrangement are different questions; identical conditions are not the only way to maintain the academic standard.
- D.** Please do. Any remaining access concern needs prompt attention, and I will close the loop when the actual setting and testing arrangements are verified.

[Answers and explanations, page 132](#)

One useful distinction

The approved 90-minute arrangement and the platform's 60-minute setting conflict. A displayed default does not cancel the approval.

E Conversation

The letter says ninety minutes; the platform says sixty

The letter says ninety minutes; the platform says sixty

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

testing arrangement / access concern / accessibility office / essential requirement /
effective access / contingency arrangement / confidentiality boundary /
approved accommodation / implementation confirmation / implementation detail

- 01 **Tessa:** My approved letter specifies ninety minutes for the quiz, but the course platform still shows the standard sixty-minute limit.
- 02 **Professor Ali:** Thank you for flagging it. The ¹ _____ does not match the approval, and we need to resolve that before relying on the setup.
- 03 **Tessa:** I was worried I would need to explain my diagnosis again to persuade you that the extra time is justified.
- 04 **Professor Ali:** We are discussing the ² _____, not asking you to justify it again. Let us focus on the necessary logistics.
- 05 **Tessa:** The testing room was requested last week, but I have not received a booking confirmation from the office.
- 06 **Professor Ali:** Then the ³ _____ is not yet fully confirmed. I will coordinate with the responsible staff rather than assume the request completed the booking.
- 07 **Tessa:** Which office should we include so that the timing setting and room information do not remain in separate conversations?
- 08 **Professor Ali:** I will contact the ⁴ _____ and testing coordinator through the appropriate process, using only the information needed to arrange access.
- 09 **Tessa:** I would prefer not to have my personal situation discussed in a general announcement to the class.
- 10 **Professor Ali:** Of course. We should maintain the ⁵ _____ and use the agreed private channel for your specific arrangements.

Conversation continues on the next page.

The letter says ninety minutes; the platform says sixty

CONVERSATION / CONTINUED

- 11 **Tessa:** If the platform limit is changed, can you check what I will actually see rather than only the instructor setting?
- 12 **Professor Ali:** Yes. We need ⁶ _____, including the relevant student-facing view, so an administrative update does not leave the same practical problem.
- 13 **Tessa:** The quiz content itself has not changed, and I understand that the same academic requirements still apply.
- 14 **Professor Ali:** Correct. The ⁷ _____ and the access arrangement are different questions; identical conditions are not the only way to maintain the academic standard.
- 15 **Tessa:** What happens if the requested room cannot be confirmed in time? I do not want to arrive without a workable plan.
- 16 **Professor Ali:** We need a ⁸ _____ agreed through the actual process, and I will raise that promptly rather than leave you to improvise.
- 17 **Tessa:** Thank you. A clear confirmation of the duration, location, and contact would resolve the uncertainty for me.
- 18 **Professor Ali:** That is the aim of ⁹ _____: the arrangement has to work in practice, not just exist as an approved document.
- 19 **Tessa:** I will use the private channel if the displayed information still conflicts with the confirmation you send.
- 20 **Professor Ali:** Please do. Any remaining ¹⁰ _____ needs prompt attention, and I will close the loop when the actual setting and testing arrangements are verified.

CHECK THE GAPS

1. implementation detail / 2. approved accommodation / 3. testing arrangement / 4. accessibility office / 5. confidentiality boundary / 6. implementation confirmation / 7. essential requirement / 8. contingency arrangement / 9. effective access / 10. access concern

[Why these answers fit, page 133](#)

F Check accuracy and scope

The letter says ninety minutes; the platform says sixty

Return to the case

Student Tessa has an approved arrangement specifying 90 minutes for a quiz whose standard duration is 60 minutes. Professor Ali sees that the learning platform still shows the standard setting. A suitable testing-room booking has not been confirmed. They need prompt coordination with the designated access office and testing staff. Tessa is not being asked to disclose a diagnosis to classmates or justify the approved arrangement again.

Choose one answer per question. Use the case facts and keep any uncertainty or limits intact.

1. What information should the discussion prioritize?

- A. Necessary implementation details
- B. A public account of the student's diagnosis
- C. Classmate opinions about fairness
- D. An unrelated student's private record

2. What should happen if the planned room cannot be arranged?

- A. Coordinate an authorized alternative promptly
- B. Leave the student to improvise alone
- C. Cancel the approved arrangement automatically
- D. Promise any room without checking

[Answers and explanations, page 135](#)

Listen for the distinction

Switch roles and repeat the three confirmation items: duration, location, and contact.

Discuss access without making the student defend it

Focus on implementing the approved arrangement and resolving practical obstacles. Keep personal information within the appropriate institutional process.

F Say it / transfer to a new case

The setting changed but the booking did not

The platform now correctly shows 90 minutes. The testing-room request remains unconfirmed. The approved arrangement still needs a workable location.

Complete the four gaps. With a partner, read alternate roles, then switch. Studying alone, read both roles and pause before each response.

WORD AND PHRASE BANK

correct / coordinator / confirmation / unconfirmed

- 01 **Instructor:** The platform duration is now ¹ _____.
- 02 **Student:** The room booking remains ² _____.
- 03 **Instructor:** I will contact the testing ³ _____.
- 04 **Student:** Please send the final arrangement ⁴ _____.

CHECK THE GAPS

1. correct / 2. unconfirmed / 3. coordinator / 4. confirmation

[Why these answers fit, page 135](#)

Rebuild the exchange

Choose the missing response. Read the completed three-turn exchange aloud, changing roles on the second reading.

1. Rebuild the exchange from "The letter says ninety minutes; the platform says sixty".

Tessa: "The quiz content itself has not changed, and I understand that the same academic requirements still apply." Professor Ali: [missing response] Tessa: "What happens if the requested room cannot be confirmed in time? I do not want to arrive without a workable plan." Which response belongs in the gap?

- A.** Thank you for flagging it. The implementation detail does not match the approval, and we need to resolve that before relying on the setup.
- B.** Then the testing arrangement is not yet fully confirmed. I will coordinate with the responsible staff rather than assume the request completed the booking.
- C.** Correct. The essential requirement and the access arrangement are different questions; identical conditions are not the only way to maintain the academic standard.
- D.** We need a contingency arrangement agreed through the actual process, and I will raise that promptly rather than leave you to improvise.

[Answers and explanations, page 136](#)

Review 3 / Meaning and context

Use language from the lessons you have completed. Choose one answer per question.

Case file

Revisit "Calibrating a teaching team before grades are released" and "Implementing an approved access arrangement". Choose precise terminology, then reconstruct the missing responses using both neighboring turns. The final two questions also revisit earlier conversations.

1. A colleague needs the term for this meaning: Selected example used to illustrate a scoring standard. Which term fits?

- A. borderline response
- B. source attribution
- C. anchor response
- D. anonymized sample

2. A colleague needs the term for this meaning: Technology supporting access to information or activities. Which term fits?

- A. confidentiality boundary
- B. academic adjustment
- C. assistive technology
- D. clarification request

3. Rebuild the exchange from "More people is not a higher percentage". Noor: "For B, sixty out of two hundred gives thirty percent, even though sixty is the larger number of participants." Professor Evans: [missing response] Noor: "I can see why putting both raw counts on a chart does not by itself answer which group had the higher proportion." Which response belongs in the gap?

- A. That identifies the learning bottleneck. You are using an absolute count to answer a question about a proportion.
- B. That is a conceptual misunderstanding rather than a transcription error. Understanding the distinction will help with other unequal-size groups.
- C. Let us set a short meeting agenda: first distinguish the quantities, then use the two groups to check the idea.
- D. Good. That is the worked example: B has the larger count, while A has the higher participation rate.

Review 3 / Meaning and context / continued

4. Rebuild the exchange from "The letter says ninety minutes; the platform says sixty". Tessa: "Thank you. A clear confirmation of the duration, location, and contact would resolve the uncertainty for me." Professor Ali: [missing response] Tessa: "I will use the private channel if the displayed information still conflicts with the confirmation you send." Which response belongs in the gap?

- A.** That is the aim of effective access: the arrangement has to work in practice, not just exist as an approved document.
- B.** Yes. We need implementation confirmation, including the relevant student-facing view, so an administrative update does not leave the same practical problem.
- C.** We are discussing the approved accommodation, not asking you to justify it again. Let us focus on the necessary logistics.
- D.** I will contact the accessibility office and testing coordinator through the appropriate process, using only the information needed to arrange access.

[Answers and explanations, page 151](#)

A Read the situation

LESSON 07 / DISCUSSING AN ACADEMIC-INTEGRITY CONCERN FAIRLY

State a specific concern, explain the applicable course rule, and separate an inquiry from a finding.

A missing source needs a factual explanation

A fictional assignment permits AI-assisted brainstorming if disclosed but requires the submitted analysis to be the student's own work. Professor Park cannot locate a cited article and finds that its journal details do not match the supplied reference. Student Amir says he used a tool for an outline and believed the suggested reference was real. No integrity finding or penalty has been determined; the actual institutional review process applies.

People: Amir, Student; Professor Park, Instructor.

Read the record

Choose one answer per question using the facts above.

1. What does the fictional assignment permit?

- A. Any invented citation if formatted correctly
- B. Automatic delegation of the whole assignment
- C. Disclosed AI-assisted brainstorming
- D. Undisclosed generated final analysis

2. What is the concrete concern?

- A. The student's accent
- B. A confirmed confession of every allegation
- C. A final penalty already imposed
- D. A cited article cannot be located and its details mismatch

3. What is the review status?

- A. The inquiry has been abandoned
- B. The professor has approved every reference
- C. No finding or penalty has been determined
- D. A violation has been conclusively established

[Answers and explanations, page 137](#)

B Vocabulary in use

CORE TERMS

academic integrity

Honest and responsible participation in academic work.

uphold academic integrity

authorship

Responsibility for producing the submitted work.

explain authorship

disclosure statement

Account of assistance or tool use required by the task.

review the disclosure statement

fabricated reference

Citation identifying a source that is not genuine as represented.

investigate a potentially fabricated reference

process evidence

Material relevant to how work was developed.

review relevant process evidence

unauthorized collaboration

Cooperation not allowed by the stated task rules.

distinguish unauthorized collaboration

permitted assistance

Help allowed under the stated assignment rules.

clarify permitted assistance

attribution

Identification of the source of ideas, wording, or assistance.

provide appropriate attribution

source verification

Checking that a cited source exists and supports the use made of it.

complete source verification

citation discrepancy

Mismatch or problem in reference details.

identify a citation discrepancy

draft sequence

Ordered versions showing development of a document.

preserve the draft sequence

similarity report

Tool output indicating textual matches for review.

interpret a similarity report

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

academic integrity ACADEMIC INTEGRITY

uphold academic integrity

Keep the meaning precise: Honest and responsible participation in academic work.

source verification SOURCE VERIFICATION

complete source verification

Keep the meaning precise: Checking that a cited source exists and supports the use made of it.

B Precision and professional shorthand

EXTEND YOUR RANGE

allegation

Assertion of a possible violation not itself a finding.

distinguish an allegation from a finding

procedural fairness

Appropriate and fair handling under the relevant process.

maintain procedural fairness

referral for review

Routing a concern to the designated process or authority.

make a referral for review

clarification request

Question that resolves an unclear meaning or instruction.

make a targeted clarification request

working assumption

Provisional premise used while information is incomplete.

challenge a working assumption

action owner

Named person responsible for a specified next step.

confirm the action owner

finding

Determination reached through the relevant review process.

communicate the actual finding

opportunity to respond

Chance to address a concern through the stated process.

provide an opportunity to respond

educational consequence

Learning-related outcome or requirement under the applicable decision.

explain an authorized educational consequence

source attribution

Identification of where information came from.

preserve source attribution

scope boundary

Limit of the work or authority being discussed.

state the scope boundary

check-back

Restatement used to verify that a message was understood.

complete a check-back

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

similarity report SIMILARITY REPORT

interpret a similarity report

Keep the meaning precise: Tool output indicating textual matches for review.

referral for review REFERRAL FOR REVIEW

make a referral for review

Keep the meaning precise: Routing a concern to the designated process or authority.

Phrases that move the work forward

State the concern

I could not locate this article, and the journal details do not match.

Clarify the rule

The assignment permits disclosed brainstorming, not generated final analysis.

Avoid a verdict

This meeting does not predetermine a finding.

Preserve records

Keep the relevant existing drafts and source information intact.

Amir / in the conversation

Your message says there is a concern about my reference list.

Professor Park / in the conversation

I want to explain a specific citation discrepancy and hear your account through the appropriate process.

Professor Park / in the conversation

I could not locate that article, and the journal details do not match.

Amir / in the conversation

The assignment allowed brainstorming, so I understood that I could ask for possible topics and an outline.

Invite an account

Please explain where the reference came from.

Separate the issue

A tool suggestion still needs source verification.

Protect fairness

You will have the opportunity to respond through the stated process.

Explain next steps

I will explain the applicable review route and what happens next.

Amir / in the conversation

I am worried that you have already decided I cheated.

Amir / in the conversation

I used a tool to help outline the topic and thought the suggested article was real.

Professor Park / in the conversation

It needs source verification rather than an assumption based on a plausible-looking citation.

Professor Park / in the conversation

It allowed that permitted assistance with disclosure.

Precision in real exchanges

Purpose: Separate the issue

Useful wording: A tool suggestion still needs source verification.

Purpose: Avoid a verdict

Useful wording: This meeting does not predetermine a finding.

D Choose the response that fits

Choose one response for each situation. Preserve the facts, the decision boundary, and the purpose of the exchange.

1. Which opening is most appropriate?

- A.** The penalty is fixed before you respond
- B.** I cannot locate this reference; please explain its source
- C.** Your fluent wording proves misconduct
- D.** A tool flag settles every question

2. Which rule summary matches the case?

- A.** Citation formatting makes invented sources acceptable
- B.** Brainstorming is allowed with disclosure; final analysis must be the student's own
- C.** Every AI use is forbidden in every university course
- D.** Any tool-generated final text is allowed if polished

3. A colleague needs the term for this meaning: Identification of the source of ideas, wording, or assistance. Which term fits?

- A.** procedural fairness
- B.** attribution
- C.** process evidence
- D.** working assumption

D Choose the response that fits / continued

4. Rebuild the exchange from "A missing source needs a factual explanation". Amir: "The assignment allowed brainstorming, so I understood that I could ask for possible topics and an outline." Professor Park: [missing response] Amir: "I included a short note about the outline tool, but I did not explain that the reference came from its suggestion." Which response belongs in the gap?

- A.** Correct. Accurate attribution and source checking remain important. A convincing format does not establish that a reference is genuine.
- B.** You should have the stated opportunity to respond, with clear information about the concern and the actual next steps.
- C.** I will explain the applicable route. A concern or allegation is not itself the final determination.
- D.** It allowed that permitted assistance with disclosure. It also required the submitted analysis to be your own work.

[Answers and explanations, page 137](#)

One useful distinction

The source discrepancy is a fact to investigate. It does not establish the complete history of tool use, intent, or a formal violation by itself.

E Conversation

A missing source needs a factual explanation

A missing source needs a factual explanation

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

process evidence / allegation / disclosure statement / attribution / finding /
permitted assistance / procedural fairness / opportunity to respond / citation discrepancy /
source verification

- 01 **Amir:** Your message says there is a concern about my reference list. I am worried that you have already decided I cheated.
- 02 **Professor Park:** No finding has been made. I want to explain a specific
1 _____ and hear your account through the appropriate process.
- 03 **Amir:** Which reference is the problem? I used a tool to help outline the topic and thought the suggested article was real.
- 04 **Professor Park:** I could not locate that article, and the journal details do not match. It needs 2 _____ rather than an assumption based on a plausible-looking citation.
- 05 **Amir:** The assignment allowed brainstorming, so I understood that I could ask for possible topics and an outline.
- 06 **Professor Park:** It allowed that 3 _____ with disclosure. It also required the submitted analysis to be your own work.
- 07 **Amir:** I included a short note about the outline tool, but I did not explain that the reference came from its suggestion.
- 08 **Professor Park:** We need to examine the actual 4 _____ and the relevant facts, not broaden or narrow the rule during this conversation.
- 09 **Amir:** I understand that even if brainstorming was allowed, I still needed to check whether the cited source existed.
- 10 **Professor Park:** Correct. Accurate 5 _____ and source checking remain important. A convincing format does not establish that a reference is genuine.

Conversation continues on the next page.

A missing source needs a factual explanation

CONVERSATION / CONTINUED

- 11 **Amir:** I have the drafts and notes I actually used. Should I keep them as they are rather than try to tidy the history?
- 12 **Professor Park:** Yes. Preserve the relevant ⁶ _____ through the appropriate process. Do not create a different history to make the record look cleaner.
- 13 **Amir:** Will this conversation determine the outcome immediately, or is there a separate university procedure I need to understand?
- 14 **Professor Park:** I will explain the applicable route. A concern or ⁷ _____ is not itself the final determination.
- 15 **Amir:** I want to respond to the specific source issue and understand what information the process asks me to provide.
- 16 **Professor Park:** You should have the stated ⁸ _____, with clear information about the concern and the actual next steps.
- 17 **Amir:** Thank you. I do not want my explanation summarized as admitting things I have not said or that have not been established.
- 18 **Professor Park:** I will record your account accurately and maintain ⁹ _____ under the institution's process.
- 19 **Amir:** For now, I will preserve the existing materials and respond to the identified question about the source and its use.
- 20 **Professor Park:** That is the next step. Any ¹⁰ _____ or authorized consequence must be communicated as an actual outcome, not implied in advance by this inquiry.

CHECK THE GAPS

1. citation discrepancy / 2. source verification / 3. permitted assistance / 4. disclosure statement / 5. attribution / 6. process evidence / 7. allegation / 8. opportunity to respond / 9. procedural fairness / 10. finding

[Why these answers fit, page 138](#)

F Check accuracy and scope

A missing source needs a factual explanation

Return to the case

A fictional assignment permits AI-assisted brainstorming if disclosed but requires the submitted analysis to be the student's own work. Professor Park cannot locate a cited article and finds that its journal details do not match the supplied reference. Student Amir says he used a tool for an outline and believed the suggested reference was real. No integrity finding or penalty has been determined; the actual institutional review process applies.

Choose one answer per question. Use the case facts and keep any uncertainty or limits intact.

1. What should happen to existing drafts?

- A. Alter them to support a preferred account
- B. Delete inconvenient versions
- C. Present newly invented notes as contemporaneous
- D. Preserve relevant records through the actual review process

2. Which status language is accurate?

- A. The source has been verified as genuine
- B. The student has no opportunity to respond
- C. A concern is being reviewed; no finding is determined
- D. A complete violation is already proven

[Answers and explanations, page 140](#)

Listen for the distinction

Switch roles and state the concern, response opportunity, and unresolved status without inventing intent or a penalty.

Be specific before being conclusive

A concern about a reference warrants careful inquiry. State the discrepancy and relevant rule without treating a student's accent, fluency, or a tool flag as a verdict.

F Say it / transfer to a new case

A report was mistaken for a verdict

A tool report flags a passage for review. The instructor has not checked the source or completed the institutional process. No finding exists.

Complete the four gaps. With a partner, read alternate roles, then switch. Studying alone, read both roles and pause before each response.

WORD AND PHRASE BANK

respond / evidence / review / finding

- 01 **Instructor:** The report identifies a passage for ¹ _____.
- 02 **Student:** It is not a formal ² _____.
- 03 **Instructor:** We need to check the actual ³ _____.
- 04 **Student:** I need the stated opportunity to ⁴ _____.

CHECK THE GAPS

1. review / 2. finding / 3. evidence / 4. respond

[Why these answers fit, page 140](#)

Rebuild the exchange

Choose the missing response. Read the completed three-turn exchange aloud, changing roles on the second reading.

1. Rebuild the exchange from "A missing source needs a factual explanation". Amir: "Will this conversation determine the outcome immediately, or is there a separate university procedure I need to understand?" Professor Park: [missing response] Amir: "I want to respond to the specific source issue and understand what information the process asks me to provide." Which response belongs in the gap?

- A.** It allowed that permitted assistance with disclosure. It also required the submitted analysis to be your own work.
- B.** I will explain the applicable route. A concern or allegation is not itself the final determination.
- C.** Correct. Accurate attribution and source checking remain important. A convincing format does not establish that a reference is genuine.
- D.** I will record your account accurately and maintain procedural fairness under the institution's process.

[Answers and explanations, page 141](#)

A Read the situation

LESSON 08 / MAKING A FACULTY CURRICULUM DECISION TRACEABLE

Clarify a proposal, test resource assumptions, and summarize the actual committee decision.

A recommendation is not implementation approval

A fictional department committee discusses increasing a seminar enrollment cap from 20 to 30. Professor Grant supports access; Professor Silva asks about feedback workload and room capacity. A motion is amended to recommend a one-term pilot only if staffing and a suitable room are confirmed. The committee votes for that recommendation. Under the supplied local process, a separate faculty board must approve implementation; that approval has not occurred.

People: Professor Grant, Committee member; Professor Silva, Committee chair.

Read the record

Choose one answer per question using the facts above.

1. What enrollment change was initially discussed?

- A.** From 30 to 20
- B.** From 20 to 60
- C.** No change to enrollment
- D.** From 20 to 30

2. What did the committee vote for?

- A.** Cancellation of the seminar
- B.** A conditional one-term pilot recommendation
- C.** Immediate unconditional implementation
- D.** Permanent approval by every body

3. Which approval remains outstanding?

- A.** A student vote required by the brief
- B.** An external accreditation decision already supplied
- C.** The separate faculty board approval
- D.** The committee vote already reported

[Answers and explanations, page 142](#)

B Vocabulary in use

CORE TERMS

curriculum proposal

Suggested change to a program or course structure.

submit a curriculum proposal

teaching allocation

Assignment of teaching responsibilities or resources.

confirm the teaching allocation

feedback workload

Time and effort required to respond to student work.

assess feedback workload

committee motion

Formal proposal presented for a committee decision.

put forward a committee motion

quorum

Required participation for valid business under the applicable rules.

confirm quorum

meeting minutes

Formal record of discussion and decisions.

approve the meeting minutes

enrollment cap

Maximum permitted enrollment under the stated arrangement.

revise the enrollment cap

contact hours

Scheduled instructional time with students.

calculate contact hours

resource assumption

Premise about available staffing, space, or support.

test a resource assumption

motion amendment

Proposed change to the motion under discussion.

agree a motion amendment

abstention

Decision not to cast a vote for or against.

record an abstention

decision authority

Person or body empowered to make the relevant decision.

identify decision authority

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

curriculum proposal CURRICULUM PROPOSAL

submit a curriculum proposal

Keep the meaning precise: Suggested change to a program or course structure.

resource assumption RESOURCE ASSUMPTION

test a resource assumption

Keep the meaning precise: Premise about available staffing, space, or support.

B Precision and professional shorthand

EXTEND YOUR RANGE

conditional recommendation

Recommendation dependent on specified unresolved conditions.

record a conditional recommendation

implementation approval

Authorization to put a proposal into operation.

obtain implementation approval

review checkpoint

Defined stage for evaluating progress or results.

establish a review checkpoint

clarification request

Question that resolves an unclear meaning or instruction.

make a targeted clarification request

working assumption

Provisional premise used while information is incomplete.

challenge a working assumption

action owner

Named person responsible for a specified next step.

confirm the action owner

pilot offering

Limited trial delivery before a broader decision.

plan a pilot offering

course capacity

Ability to deliver a course for the proposed enrollment.

verify course capacity

dissenting view

Position disagreeing with the proposal or majority.

record a dissenting view

source attribution

Identification of where information came from.

preserve source attribution

scope boundary

Limit of the work or authority being discussed.

state the scope boundary

check-back

Restatement used to verify that a message was understood.

complete a check-back

Say it in context

Stress the highlighted expression. Keep the surrounding words connected; pause at the end of the phrase.

decision authority DECISION AUTHORITY

identify decision authority

Keep the meaning precise: Person or body empowered to make the relevant decision.

review checkpoint REVIEW CHECKPOINT

establish a review checkpoint

Keep the meaning precise: Defined stage for evaluating progress or results.

Phrases that move the work forward

Separate goal from readiness

I support wider access, but the staffing assumption is unresolved.

Clarify the motion

Are we recommending a pilot or authorizing immediate implementation?

Invite precise dissent

Which condition would need to change for you to support the proposal?

Preserve status

The committee vote does not complete the board approval.

Professor Grant / in the conversation

I support raising the seminar cap from twenty to thirty.

Professor Silva / in the conversation

Before we settle the curriculum proposal, we need to examine the teaching and room assumptions.

Professor Silva / in the conversation

The feedback workload increases with enrollment, and the current staffing plan has not addressed that increase.

Professor Silva / in the conversation

We should state the duration and conditions clearly instead of leaving them in informal discussion.

Make the condition explicit

The pilot depends on confirmed teaching support and a suitable room.

Identify authority

The faculty board must approve implementation under this process.

Record the amendment

The recommendation is limited to one term.

Summarize next steps

Verify the resources, submit the recommendation, and await the actual decision.

Professor Grant / in the conversation

More students want access, and the current limit leaves some out.

Professor Grant / in the conversation

My concern is that resource questions will delay the idea indefinitely, even though the demand is already visible.

Professor Grant / in the conversation

We could recommend a limited trial rather than a permanent change, provided the teaching support is confirmed.

Professor Grant / in the conversation

I propose one term, subject to confirmed staffing and a room suitable for thirty participants.

Precision in real exchanges

Purpose: Identify authority

Useful wording: The faculty board must approve implementation under this process.

Purpose: Invite precise dissent

Useful wording: Which condition would need to change for you to support the proposal?

D Choose the response that fits

Choose one response for each situation. Preserve the facts, the decision boundary, and the purpose of the exchange.

1. Which minute accurately records the outcome?

- A.** The committee rejected wider access entirely
- B.** Conditional one-term pilot recommended; board approval pending
- C.** Thirty places are permanently approved from today
- D.** All staffing and rooms are confirmed

2. Which response identifies a resource issue without dismissing the goal?

- A.** Anyone questioning staffing opposes students
- B.** Room availability is irrelevant to implementation
- C.** A favorable vote creates staff automatically
- D.** I support access, but we need to verify feedback capacity

3. A colleague needs the term for this meaning: Scheduled instructional time with students. Which term fits?

- A.** quorum
- B.** implementation approval
- C.** working assumption
- D.** contact hours

D Choose the response that fits / continued

4. Rebuild the exchange from "A recommendation is not implementation approval".
Professor Grant: "We could recommend a limited trial rather than a permanent change, provided the teaching support is confirmed." **Professor Silva:** [missing response] **Professor Grant:** "I propose one term, subject to confirmed staffing and a room suitable for thirty participants." **Which response belongs in the gap?**

- A.** That is a motion amendment to the original proposal. We need the committee to know exactly which version it is voting on.
- B.** Let us make them specific. The feedback workload increases with enrollment, and the current staffing plan has not addressed that increase.
- C.** I support that goal too. Before we settle the curriculum proposal, we need to examine the teaching and room assumptions.
- D.** That would be a pilot offering. We should state the duration and conditions clearly instead of leaving them in informal discussion.

[Answers and explanations, page 142](#)

One useful distinction

The committee recommended a conditional pilot. It did not provide the separate implementation approval required by the supplied local process.

E Conversation

A recommendation is not implementation approval

A recommendation is not implementation approval

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

review checkpoint / meeting minutes / resource assumption / Implementation approval / curriculum proposal / pilot offering / feedback workload / conditional recommendation / decision authority / motion amendment

- 01 **Professor Grant:** I support raising the seminar cap from twenty to thirty. More students want access, and the current limit leaves some out.
- 02 **Professor Silva:** I support that goal too. Before we settle the ¹ _____, we need to examine the teaching and room assumptions.
- 03 **Professor Grant:** My concern is that resource questions will delay the idea indefinitely, even though the demand is already visible.
- 04 **Professor Silva:** Let us make them specific. The ² _____ increases with enrollment, and the current staffing plan has not addressed that increase.
- 05 **Professor Grant:** We could recommend a limited trial rather than a permanent change, provided the teaching support is confirmed.
- 06 **Professor Silva:** That would be a ³ _____. We should state the duration and conditions clearly instead of leaving them in informal discussion.
- 07 **Professor Grant:** I propose one term, subject to confirmed staffing and a room suitable for thirty participants.
- 08 **Professor Silva:** That is a ⁴ _____ to the original proposal. We need the committee to know exactly which version it is voting on.
- 09 **Professor Grant:** The revised wording still supports increased access, but it does not assume that a larger room and staff already exist.
- 10 **Professor Silva:** Correct. It makes the ⁵ _____ visible and gives the responsible colleagues concrete information to verify.

Conversation continues on the next page.

A recommendation is not implementation approval

CONVERSATION / CONTINUED

- 11 **Professor Grant:** Under our department process, does this committee authorize the pilot once the vote is complete?
- 12 **Professor Silva:** No. The faculty board has ⁶ _____ for implementation; this committee sends a recommendation under the local process.
- 13 **Professor Grant:** Then the minutes should not say the enrollment increase is approved for next term merely because this vote passes.
- 14 **Professor Silva:** Exactly. The ⁷ _____ need to record the amended wording and distinguish our recommendation from the board's eventual decision.
- 15 **Professor Grant:** The committee has voted for the amended proposal. I will tell colleagues it is a one-term pilot recommendation with conditions.
- 16 **Professor Silva:** Call it a ⁸ _____, and keep staffing and room confirmation in the same sentence as the proposed increase.
- 17 **Professor Grant:** We can submit the recommendation after identifying the responsible contacts for those checks, without announcing a completed launch.
- 18 **Professor Silva:** Yes. ⁹ _____ remains pending until the faculty board actually makes that decision.
- 19 **Professor Grant:** If the pilot is approved, we should specify when the department evaluates workload and student participation.
- 20 **Professor Silva:** Include a ¹⁰ _____ in the proposal, so a limited trial does not quietly become a permanent change without the appropriate review.

CHECK THE GAPS

1. curriculum proposal / 2. feedback workload / 3. pilot offering / 4. motion amendment / 5. resource assumption / 6. decision authority / 7. meeting minutes / 8. conditional recommendation / 9. Implementation approval / 10. review checkpoint

[Why these answers fit, page 143](#)

F Check accuracy and scope

A recommendation is not implementation approval

Return to the case

A fictional department committee discusses increasing a seminar enrollment cap from 20 to 30. Professor Grant supports access; Professor Silva asks about feedback workload and room capacity. A motion is amended to recommend a one-term pilot only if staffing and a suitable room are confirmed. The committee votes for that recommendation. Under the supplied local process, a separate faculty board must approve implementation; that approval has not occurred.

Choose one answer per question. Use the case facts and keep any uncertainty or limits intact.

1. What must remain visible in the recommendation?

- A. A claim that the board already approved it
- B. The staffing and room conditions
- C. Only the headline enrollment number
- D. An invented unanimous vote

2. What is the next decision-status distinction?

- A. A room name versus a page number
- B. A contact list versus an attendance list
- C. Submission to the board versus board approval
- D. A committee title versus a course title

[Answers and explanations, page 145](#)

Listen for the distinction

Switch roles and deliver the minute entry using the supplied cap, duration, conditions, and decision authority.

Disagree on conditions without implying opposition to the goal

Faculty can share a goal while disagreeing about readiness. State the unresolved resource question and the decision authority rather than labeling colleagues obstructive.

F Say it / transfer to a new case

Submitted became approved

The committee recommendation has been sent to the faculty board. The board has not yet decided. Staffing and room confirmation remain conditions of the proposal.

Complete the four gaps. With a partner, read alternate roles, then switch. Studying alone, read both roles and pause before each response.

WORD AND PHRASE BANK

conditions / pending / submitted / launch

- 01 **Chair:** The recommendation has been ¹ _____.
- 02 **Member:** Implementation approval remains ² _____.
- 03 **Chair:** Keep the resource ³ _____ visible.
- 04 **Member:** We should not announce a confirmed ⁴ _____.

CHECK THE GAPS

1. submitted / 2. pending / 3. conditions / 4. launch

[Why these answers fit, page 145](#)

Rebuild the exchange

Choose the missing response. Read the completed three-turn exchange aloud, changing roles on the second reading.

1. Rebuild the exchange from "A recommendation is not implementation approval".

Professor Grant: "Then the minutes should not say the enrollment increase is approved for next term merely because this vote passes." **Professor Silva:** [missing response]

Professor Grant: "The committee has voted for the amended proposal. I will tell colleagues it is a one-term pilot recommendation with conditions." Which response belongs in the gap?

- A.** I support that goal too. Before we settle the curriculum proposal, we need to examine the teaching and room assumptions.
- B.** No. The faculty board has decision authority for implementation; this committee sends a recommendation under the local process.
- C.** Exactly. The meeting minutes need to record the amended wording and distinguish our recommendation from the board's eventual decision.
- D.** Call it a conditional recommendation, and keep staffing and room confirmation in the same sentence as the proposed increase.

[Answers and explanations, page 146](#)

Review 4 / Meaning and context

Use language from the lessons you have completed. Choose one answer per question.

Case file

Revisit "Discussing an academic-integrity concern fairly" and "Making a faculty curriculum decision traceable". Choose precise terminology, then reconstruct the missing responses using both neighboring turns. The final two questions also revisit earlier conversations.

1. A colleague needs the term for this meaning: Responsibility for producing the submitted work. Which term fits?

- A. finding
- B. authorship
- C. source attribution
- D. citation discrepancy

2. A colleague needs the term for this meaning: Proposed change to the motion under discussion. Which term fits?

- A. curriculum proposal
- B. motion amendment
- C. conditional recommendation
- D. clarification request

3. Rebuild the exchange from "The letter says ninety minutes; the platform says sixty". Tessa: "I would prefer not to have my personal situation discussed in a general announcement to the class." Professor Ali: [missing response] Tessa: "If the platform limit is changed, can you check what I will actually see rather than only the instructor setting?" Which response belongs in the gap?

- A. I will contact the accessibility office and testing coordinator through the appropriate process, using only the information needed to arrange access.
- B. We are discussing the approved accommodation, not asking you to justify it again. Let us focus on the necessary logistics.
- C. Of course. We should maintain the confidentiality boundary and use the agreed private channel for your specific arrangements.
- D. Yes. We need implementation confirmation, including the relevant student-facing view, so an administrative update does not leave the same practical problem.

Review 4 / Meaning and context / continued

4. Rebuild the exchange from "A recommendation is not implementation approval".
Professor Grant: "We can submit the recommendation after identifying the responsible contacts for those checks, without announcing a completed launch."
Professor Silva: [missing response] **Professor Grant:** "If the pilot is approved, we should specify when the department evaluates workload and student participation."
Which response belongs in the gap?

- A.** Correct. It makes the resource assumption visible and gives the responsible colleagues concrete information to verify.
- B.** Exactly. The meeting minutes need to record the amended wording and distinguish our recommendation from the board's eventual decision.
- C.** Yes. Implementation approval remains pending until the faculty board actually makes that decision.
- D.** No. The faculty board has decision authority for implementation; this committee sends a recommendation under the local process.

[Answers and explanations, page 153](#)

Language for the next case

Responding to a parent request without disclosing a student record

disclosure basis

The disclosure basis is the actual authorization or applicable exception for sharing records, not an assumption based only on who pays tuition.

Professor Harris: Payment alone does not establish the disclosure basis for this request. We need to use the institution's proper process.

student-records office

The student-records office is the designated route in this fictional institution for verifying the request and any relevant authority to disclose.

Professor Harris: Then the student-records office can explain the actual requirements and review the request appropriately.

verification process

The verification process checks identity, authority, and the relevant request under institutional requirements before an individual record is shared.

Professor Harris: I can also explain the verification process for your records inquiry, so you know which office handles the next step.

Consent

Consent may provide a basis for sharing under the relevant requirements, but its existence and scope must be verified rather than assumed.

Professor Harris: No. Consent and applicable exceptions need to be assessed through the authorized process, not decided from this call alone.

public course information

Public course information can explain general course arrangements without revealing an individual student's protected academic record.

Professor Harris: I can point you to public course information and the appropriate support contacts without discussing an individual student's grades or attendance.

privacy boundary

The privacy boundary protects individual record information while allowing appropriate support and properly authorized requests to proceed.

Professor Harris: Thank you. That keeps the privacy boundary clear without treating your wish to help as improper.

Read the phrases aloud. Then complete the conversation on the following pages using the word bank.

Conversation

Responding to a parent request without disclosing a student record

A parent contacts Professor Harris, says they pay their adult child's tuition, and asks for the student's grades and attendance. The professor has not verified the caller or any consent or applicable disclosure basis. The fictional institution requires this request to go through its student-records process. The professor can explain that route and public course information without confirming the individual record.

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

disclosure basis / public course information / student-records office / verification process /
privacy boundary / Consent

- 01 **Parent:** I pay my child's tuition, and I need to know the current grade and whether they are attending your class.
- 02 **Professor Harris:** I understand you want to support them. I cannot disclose an individual record through this unverified call.
- 03 **Parent:** I assumed paying the fees meant the university could immediately tell me anything about their academic progress.
- 04 **Professor Harris:** Payment alone does not establish the ¹ _____ for this request. We need to use the institution's proper process.
- 05 **Parent:** Are you saying a parent can never receive information, even when the student wants us involved?
- 06 **Professor Harris:** No. ² _____ and applicable exceptions need to be assessed through the authorized process, not decided from this call alone.

Conversation / continued

- 07 **Parent:** My child told me generally that I could speak to the university, but I have no verified record of that permission here.
- 08 **Professor Harris:** Then the ³ _____ can explain the actual requirements and review the request appropriately.
- 09 **Parent:** Could you at least confirm whether the student is enrolled in your particular section while we sort that out?
- 10 **Professor Harris:** I should not disclose or confirm individual record details through an unverified request while the relevant basis remains unchecked.

Conversation continues on the next page.

Responding to a parent request without disclosing a student record

CONVERSATION / CONTINUED

- 11 **Parent:** I do not want the process to prevent me from helping. Is there general information you can provide now?
- 12 **Professor Harris:** I can point you to ⁴ _____ and the appropriate support contacts without discussing an individual student's grades or attendance.
- 13 **Parent:** That would help me understand how the course normally communicates assessment and where students can seek support.
- 14 **Professor Harris:** I can also explain the ⁵ _____ for your records inquiry, so you know which office handles the next step.
- 15 **Parent:** I will contact that office rather than keep asking you to confirm details before the authorization question is resolved.
- 16 **Professor Harris:** Thank you. That keeps the ⁶ _____ clear without treating your wish to help as improper.
- 17 **Parent:** Once the appropriate process has been completed, any information shared should stay within the permission or other applicable basis.
- 18 **Professor Harris:** Exactly. The relevant scope matters; one authorized disclosure should not be treated as unrestricted access to every record.
- 19 **Parent:** Please send me the public information and the correct office contact, without including the student's private results.
- 20 **Professor Harris:** I can provide those general resources. The records request itself will follow the institution's actual verification and disclosure process.

CHECK THE GAPS

1. disclosure basis / 2. Consent / 3. student-records office / 4. public course information / 5. verification process / 6. privacy boundary

[Why these answers fit, page 156](#)

A general permission was treated as unlimited access

A verified authorization permits sharing one specified progress report. A requester asks for unrelated records as well. No basis for the additional disclosure is supplied.

Complete the exchange using each phrase once. Read both roles, then switch roles and repeat with the bank covered.

WORD AND PHRASE BANK

scope / permission / review / process

- 01 **Instructor:** The verified authorization has a defined ¹ _____.
- 02 **Requester:** The additional records are outside that ² _____.
- 03 **Instructor:** The broader request needs separate ³ _____.
- 04 **Requester:** I will use the designated records ⁴ _____.

CHECK THE GAPS

1. scope / 2. permission / 3. review / 4. process

[Why these answers fit, page 156](#)

Keep the distinction audible

Offer useful general information while routing a request for individual records through the authorized process.

Language for the next case

Agreeing to a recommendation within the evidence available

basis of assessment

The basis of assessment identifies what the referee actually observed, preventing supportive language from implying nonexistent direct supervision.

Professor Mensah: That distinction defines the basis of assessment for my letter and helps you decide whether I am the right referee.

specific endorsement

A specific endorsement supports an identified strength with evidence instead of relying on an ungrounded superlative.

Professor Mensah: That is a sound approach. A specific endorsement can be persuasive without describing you as the best researcher I have ever supervised.

availability confirmation

Availability confirmation establishes whether the professor can undertake the request within the actual requirements rather than leaving the student to assume acceptance.

Professor Mensah: I will check the details and give you a clear availability confirmation rather than leave you relying on an uncertain possibility.

direct observations

Direct observations concern work the professor actually witnessed, unlike laboratory performance outside the professor's experience.

Professor Mensah: Yes. Those are direct observations I can support with specific examples rather than a broad claim about work I did not see.

submission requirements

Submission requirements identify how and when the reference must be delivered, which need checking before a reliable commitment can be made.

Professor Mensah: Please send those materials through the appropriate channel, along with the submission requirements and the actual deadline.

evidential scope

Evidential scope limits the claims a reference can responsibly make based on the referee's actual knowledge and observations.

Professor Mensah: Yes. That would provide the relevant evidential scope rather than asking one letter to cover experience its writer does not have.

Read the phrases aloud. Then complete the conversation on the following pages using the word bank.

Conversation

Agreeing to a recommendation within the evidence available

Student Isabel asks Professor Mensah for a strong internship recommendation. Mensah taught Isabel in one seminar and directly observed her evidence-based presentations and reliable group contributions. Mensah did not supervise her laboratory research. Isabel asks whether the letter can describe her as an outstanding laboratory researcher. The professor explains the evidence limit and confirms the actual submission requirements before committing to a deadline.

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

direct observations / availability confirmation / submission requirements /
specific endorsement / evidential scope / basis of assessment

- 01 **Isabel:** Would you write a strong recommendation for my internship? I hoped it could emphasize that I am an outstanding laboratory researcher.
- 02 **Professor Mensah:** I can discuss your seminar work positively, but I did not supervise your laboratory research and should not imply that I did.
- 03 **Isabel:** You saw my presentations and group work, while my lab supervisor observed the research activities I want to highlight.
- 04 **Professor Mensah:** That distinction defines the ¹ _____ for my letter and helps you decide whether I am the right referee.
- 05 **Isabel:** Could you focus on how I evaluated evidence and responded to questions during the seminar presentations?
- 06 **Professor Mensah:** Yes. Those are ² _____ I can support with specific examples rather than a broad claim about work I did not see.

Conversation / continued

- 07 **Isabel:** I would prefer an accurate letter with examples to an impressive label that the reader could misunderstand.
- 08 **Professor Mensah:** That is a sound approach. A ³ _____ can be persuasive without describing you as the best researcher I have ever supervised.
- 09 **Isabel:** The internship also values collaboration. You observed me coordinating the evidence table for our group presentation.
- 10 **Professor Mensah:** I can describe that contribution and distinguish your role from the group's collective work.

Conversation continues on the next page.

Agreeing to a recommendation within the evidence available

CONVERSATION / CONTINUED

- 11 **Isabel:** Should I send my current résumé and the internship description, so you can see what the position requires?
- 12 **Professor Mensah:** Please send those materials through the appropriate channel, along with the ⁴ _____ and the actual deadline.
- 13 **Isabel:** The portal asks for the referee to submit directly. I should not assume that receiving an email draft completes that step.
- 14 **Professor Mensah:** Correct. We need to distinguish a prepared letter from a completed submission through the requested route.
- 15 **Isabel:** I also need to know whether you can meet the deadline before I enter your name as a confirmed referee.
- 16 **Professor Mensah:** I will check the details and give you a clear ⁵ _____ rather than leave you relying on an uncertain possibility.
- 17 **Isabel:** If the position needs a judgment specifically about laboratory research, I should also approach the person who supervised that work.
- 18 **Professor Mensah:** Yes. That would provide the relevant ⁶ _____ rather than asking one letter to cover experience its writer does not have.
- 19 **Isabel:** I will send the materials and ask you to emphasize the seminar strengths you directly observed, without extending them into laboratory claims.
- 20 **Professor Mensah:** That lets me be supportive and accurate. Once I confirm the request, we can keep the preparation and submission status clear.

CHECK THE GAPS

1. basis of assessment / 2. direct observations / 3. specific endorsement / 4. submission requirements / 5. availability confirmation / 6. evidential scope

[Why these answers fit, page 158](#)

Prepared is not submitted

A professor has completed a recommendation letter, but the required direct portal submission has not yet occurred. The actual deadline remains relevant.

Complete the exchange using each phrase once. Read both roles, then switch roles and repeat with the bank covered.

WORD AND PHRASE BANK

pending / visible / prepared / submission

- 01 **Student:** The letter has been ¹ _____.
- 02 **Professor:** The portal submission is still ² _____.
- 03 **Student:** We should keep the actual deadline ³ _____.
- 04 **Professor:** I will confirm the completed ⁴ _____.

CHECK THE GAPS

1. prepared / 2. pending / 3. visible / 4. submission

[Why these answers fit, page 158](#)

Keep the distinction audible

Offer a supportive reference without claiming observations the professor has not made.

Language for the next case

Reviewing a peer teaching observation

observation record

The observation record captures the responses actually seen and heard, not an inferred account of every student's engagement or understanding.

Professor Wu: Correct. The observation record should stay separate from interpretations that the data do not establish.

teaching adjustment

A teaching adjustment is a proposed change to practice whose effect needs checking rather than being guaranteed by the suggestion.

Professor Wu: That is a plausible teaching adjustment to try under your course arrangements, provided we state what we want to observe.

observation agreement

The observation agreement defines the purpose and handling of this developmental visit, which should not be silently changed into another evaluative use.

Professor Wu: We should keep the observation agreement and the institution's actual process clear, including who receives the notes.

participation pattern

The participation pattern describes how contributions were distributed and invites inquiry without proving that silent participants were disengaged.

Professor Wu: The response distribution suggests a question about participation pattern, not a conclusion that the other students learned nothing.

follow-up focus

The follow-up focus identifies what a subsequent observation will examine, preventing the discussion from expanding into an undefined judgment of the whole course.

Professor Wu: We can include that in the follow-up focus and record the actual sequence of invitations and responses.

developmental feedback cycle

A developmental feedback cycle links observation, a bounded change, and subsequent review rather than treating advice as proof of improved learning.

Professor Wu: That gives us a developmental feedback cycle grounded in evidence and your stated teaching goal.

Read the phrases aloud. Then complete the conversation on the following pages using the word bank.

Conversation

Reviewing a peer teaching observation

In a twenty-minute seminar observation, Wu records eight responses: six from one student and one each from two others. Wu and Lewis discuss wait time and turn-taking. Silence does not establish disengagement, and a proposed pause has no guaranteed effect. Their agreed meeting is developmental, not a personnel evaluation.

Complete the numbered gaps. Use each bank entry once; some entries contain several words.

WORD AND PHRASE BANK

observation agreement / participation pattern / follow-up focus / observation record /
teaching adjustment / developmental feedback cycle

- 01 **Professor Lewis:** The class seemed engaged to me, but your note says one student gave most of the responses. What exactly did you observe?
- 02 **Professor Wu:** In the twenty-minute segment, I recorded eight verbal responses: six from one student and one each from two others.
- 03 **Professor Lewis:** That is useful detail. It does not tell us what every silent student was thinking or whether they understood the material.
- 04 **Professor Wu:** Correct. The ¹ _____ should stay separate from interpretations that the data do not establish.
- 05 **Professor Lewis:** I may have treated quick replies as evidence that the whole room was ready to move on.
- 06 **Professor Wu:** The response distribution suggests a question about ² _____, not a conclusion that the other students learned nothing.

Conversation / continued

- 07 **Professor Lewis:** Could a slightly longer pause after the question give more people time to formulate an answer?
- 08 **Professor Wu:** That is a plausible ³ _____ to try under your course arrangements, provided we state what we want to observe.
- 09 **Professor Lewis:** We could keep the question type similar and note whether a wider range of students contributes after the pause.
- 10 **Professor Wu:** Yes. That makes the proposed comparison more specific without pretending it is a controlled causal study.

Conversation continues on the next page.

Reviewing a peer teaching observation

CONVERSATION / CONTINUED

- 11 **Professor Lewis:** I also want to invite a second response before I summarize, so the first contribution does not close the discussion.
- 12 **Professor Wu:** We can include that in the ⁴ _____ and record the actual sequence of invitations and responses.
- 13 **Professor Lewis:** Our agreement described this as developmental feedback. I do not want the notes to become an unexpected personnel rating.
- 14 **Professor Wu:** We should keep the ⁵ _____ and the institution's actual process clear, including who receives the notes.
- 15 **Professor Lewis:** Then the summary should say that verbal participation was concentrated in the observed segment, not that the entire class was disengaged.
- 16 **Professor Wu:** Exactly. It should also avoid implying that one short segment represents every session or every form of participation.
- 17 **Professor Lewis:** After trying the pause, I can bring a comparable record and discuss what changed without announcing success in advance.
- 18 **Professor Wu:** That gives us a ⁶ _____ grounded in evidence and your stated teaching goal.
- 19 **Professor Lewis:** I appreciate the distinction between a concrete observation and a broad judgment about my students or my teaching.
- 20 **Professor Wu:** The concrete record makes the conversation more useful. It gives us something to inspect and test while preserving what remains unknown.

CHECK THE GAPS

1. observation record / 2. participation pattern / 3. teaching adjustment / 4. follow-up focus / 5. observation agreement / 6. developmental feedback cycle

[Why these answers fit, page 160](#)

Silence was labeled disengagement

A note records that four students did not speak during one observed segment. No information about their thinking or understanding is supplied.

Complete the exchange using each phrase once. Read both roles, then switch roles and repeat with the bank covered.

WORD AND PHRASE BANK

understanding / bounded / participation / interpretation

- 01 **Observer:** The recorded fact concerns verbal ¹ _____.
- 02 **Instructor:** It does not establish their ² _____.
- 03 **Observer:** The broader claim is an ³ _____.
- 04 **Instructor:** We should keep the observation appropriately ⁴ _____.

CHECK THE GAPS

1. participation / 2. understanding / 3. interpretation / 4. bounded

[Why these answers fit, page 160](#)

Keep the distinction audible

Use observed classroom evidence to discuss participation while separating observation, interpretation, and a proposed change.

01 / Answers and explanations

A / Read the situation

A1. What is the central task?

D. Compare the reasoning in two supplied articles

The assignment requires a shared question and a supported difference in reasoning.

[Return to the exercise, page 4](#)

A2. Which submission is formative?

C. The Friday outline

The brief explicitly labels Friday's outline as formative and Tuesday's submission as graded.

[Return to the exercise, page 4](#)

A3. Which evidence is required?

C. A supporting passage from each supplied article

The stated task requires support from both supplied texts, not new research.

[Return to the exercise, page 4](#)

D / Response choices

D1. Which plan best matches the brief?

A. A shared question, one reasoning difference, and evidence from both texts

This plan contains the exact intellectual components and evidence requested.

[Return to the exercise, page 8](#)

D2. Which clarification preserves scope?

A. Outside sources are not required

The brief does not require additional research or authorize replacing the texts.

[Return to the exercise, page 8](#)

01 / Answers and explanations / continued

D3. A colleague needs the term for this meaning: Condensed account of the main content of a source. Which term fits?

B. summary

A Not here. working assumption: Provisional premise used while information is incomplete. The usual combination is "challenge a working assumption".

B Correct. summary: Condensed account of the main content of a source. The usual combination is "distinguish summary from analysis".

C Not here. summative assessment: Assessment used to evaluate learning at a defined stage. The usual combination is "distinguish summative assessment".

D Not here. prerequisite knowledge: Prior understanding needed for the learning task. The usual combination is "check prerequisite knowledge".

[Return to the exercise, page 8](#)

D4. Rebuild the exchange from "Compare does not mean summarize twice". Maya: "I marked a paragraph on average journey time in the first article and one on variation in the second." Professor Chen: [missing response] Maya: "I was about to search for five more articles because the task sounded too short to count as university work." Which response belongs in the gap?

D. Those may provide the textual evidence. Explain how each passage supports your comparison instead of placing two quotations side by side without analysis.

A Not here. This line belongs to turn 4, after Maya says: "Both ask why commuters change routes, but one emphasizes travel time while the other emphasizes reliable arrival." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 20, after Maya says: "Other students may have read compare the same way I did. Could the course page include this clarification?" It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 2, after Maya says: "I have planned three hundred words on each article. Is that enough to meet the requirement to compare them?" It addresses that point, not the missing turn in the supplied exchange.

D Correct. This is Professor Chen's response in turn 6. It connects Maya's preceding point with Maya's follow-up. Textual evidence links the proposed interpretation to specific passages rather than leaving the comparison unsupported.

[Return to the exercise, page 8](#)

E / Conversation

1. comparison

Turn 2. A comparison explicitly relates the two texts, whereas separate summaries can leave their relationship unexplained.

01 / Answers and explanations / continued

2. analytical claim

Turn 4. An analytical claim offers a reasoned interpretation that the student can support with evidence from the two articles.

3. textual evidence

Turn 6. Textual evidence links the proposed interpretation to specific passages rather than leaving the comparison unsupported.

4. assignment brief

Turn 8. The assignment brief defines the actual required task and should not be expanded through assumptions about how much additional research looks impressive.

5. assessment criterion

Turn 10. The assessment criterion concerns the demonstrated quality of the evidence-based comparison rather than the quantity of extra sources.

6. formative assessment

Turn 12. The formative assessment is the outline used to support improvement before the later graded submission in this fictional assignment.

7. scaffolding

Turn 14. Scaffolding provides structured support for building the required skill before the more complete task.

8. word limit

Turn 16. The word limit constrains the length but does not require equal coverage of every source paragraph or replace the task's analytical focus.

9. learning outcome

Turn 18. The learning outcome is the capability to demonstrate, here an evidence-based comparison rather than disconnected recall.

10. clarification announcement

Turn 20. A clarification announcement shares the same resolved instructions with the course rather than giving a private advantage to one student.

[Return to the conversation, page 10](#)

01 / Answers and explanations / continued

F / Accuracy and scope

F1. What should the instructor assess in the central comparison?

D. How the cited passages support the stated reasoning difference

The task concerns evidence-based comparison, not agreement, decorative complexity, or additional research.

[Return to the exercise, page 12](#)

F2. Which announcement prevents unequal access to clarification?

C. Share the clarified requirement with the whole course

A shared clarification makes the same task information available to all students.

[Return to the exercise, page 12](#)

F / Guided speaking

1. optional

Student: The extra article is labeled optional.

Turn 1. The page explicitly identifies the article as an additional resource, not a requirement.

2. core

Professor: The assignment requires the two core articles.

Turn 2. The supplied task names the two core texts as the required materials.

3. criteria

Student: I should focus on the stated assessment criteria.

Turn 3. The student should follow the actual standards rather than invent an extra condition.

4. clarification

Professor: I will share that clarification with the class.

Turn 4. A shared clarification gives everyone the same accurate assignment information.

[Return to the conversation, page 13](#)

01 / Answers and explanations / continued

F / Rebuild the exchange

1. Rebuild the exchange from "Compare does not mean summarize twice". Maya: "I can use the outline feedback to check whether I have actually connected the articles rather than simply shortened each one." Professor Chen: [missing response] Maya: "Does the six-hundred-word requirement mean I should give equal space to every paragraph of each article?" Which response belongs in the gap?

A. Yes. That is the purpose of the scaffolding, while the final work still needs to demonstrate your own understanding of the texts.

A Correct. This is Professor Chen's response in turn 14. It connects Maya's preceding point with Maya's follow-up. Scaffolding provides structured support for building the required skill before the more complete task.

B Not here. This line belongs to turn 4, after Maya says: "Both ask why commuters change routes, but one emphasizes travel time while the other emphasizes reliable arrival." It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 6, after Maya says: "I marked a paragraph on average journey time in the first article and one on variation in the second." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 2, after Maya says: "I have planned three hundred words on each article. Is that enough to meet the requirement to compare them?" It addresses that point, not the missing turn in the supplied exchange.

[Return to the exercise, page 13](#)

02 / Answers and explanations

A / Read the situation

A1. What does the supplied survey establish?

A. An association in the reported data

The case supplies association without a design establishing the causal direction or mechanism.

[Return to the exercise, page 14](#)

A2. Which alternative explanation is raised?

B. Prior preparation

Prior preparation is supplied as a possible alternative, not an established cause.

[Return to the exercise, page 14](#)

A3. What should the professor challenge?

A. The unsupported causal inference

The central issue is the leap from association to causation, not the student's identity or participation.

[Return to the exercise, page 14](#)

D / Response choices

D1. Which revision fits the evidence?

D. Frequent library use is associated with higher reported grades

The qualified statement preserves the observation without claiming an established causal explanation.

[Return to the exercise, page 18](#)

D2. Which question invites rigorous discussion?

C. What other factor might account for both observations?

This question examines an alternative explanation rather than attacking or excluding participants.

[Return to the exercise, page 18](#)

02 / Answers and explanations / continued

D3. A colleague needs the term for this meaning: Pause allowing participants time to formulate a response. Which term fits?

C. wait time

A Not here. causal claim: Assertion that one factor produces an effect. The usual combination is "qualify a causal claim".

B Not here. scope condition: Circumstance limiting the application of an argument. The usual combination is "state the scope condition".

C Correct. wait time: Pause allowing participants time to formulate a response. The usual combination is "allow wait time".

D Not here. working assumption: Provisional premise used while information is incomplete. The usual combination is "challenge a working assumption".

[Return to the exercise, page 18](#)

D4. Rebuild the exchange from "Challenge the causal claim, not the speaker". Leo: "Students who were already well prepared might be more likely to use the library and also receive higher grades." Professor Okafor: [missing response] Leo: "So prior preparation might affect our interpretation of the relationship, but we would need relevant evidence to assess it." Which response belongs in the gap?

B. That is an alternative explanation to examine. We should not announce it as the answer merely because it is plausible.

A Not here. This line belongs to turn 16, after Leo says: "Could you restate the distinction once more before we invite the next response? I want to be sure I have it." It addresses that point, not the missing turn in the supplied exchange.

B Correct. This is Professor Okafor's response in turn 6. It connects Leo's preceding point with Leo's follow-up. An alternative explanation identifies another possible account of the observation without establishing that account as the actual cause.

C Not here. This line belongs to turn 14, after Leo says: "Another student suggested that grades might influence where people choose to study. That is another direction we could investigate." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 10, after Leo says: "I can revise my sentence to say that frequent library use is associated with higher reported grades in this survey." It addresses that point, not the missing turn in the supplied exchange.

[Return to the exercise, page 18](#)

E / Conversation

1. causal claim

Turn 2. A causal claim says library use produces the grade difference, which the supplied association alone does not establish.

02 / Answers and explanations / continued

2. association

Turn 4. Association describes the observed relationship without claiming that one measured factor caused the other.

3. alternative explanation

Turn 6. An alternative explanation identifies another possible account of the observation without establishing that account as the actual cause.

4. confounding variable

Turn 8. A confounding variable can affect interpretation of the relationship, but its role here remains a possibility requiring evidence.

5. qualified conclusion

Turn 10. A qualified conclusion preserves the observed finding and its limits instead of replacing uncertainty with a stronger unsupported claim.

6. inference

Turn 12. An inference is a conclusion drawn from evidence, and revising it can improve an argument without discarding the underlying observation.

7. probing question

Turn 14. A probing question examines the reasoning or assumptions and can open a testable issue without treating it as an established result.

8. revoicing

Turn 16. Revoicing restates a contribution or distinction to check shared meaning before the discussion moves forward.

9. discussion norm

Turn 18. A discussion norm sets expectations for participation, here challenging claims with reasons rather than attacking the people making them.

10. discussion synthesis

Turn 20. The discussion synthesis links what was established and what remains open rather than manufacturing consensus on an unproven causal story.

[Return to the conversation, page 20](#)

02 / Answers and explanations / continued

F / Accuracy and scope

F1. Which statement about prior preparation is supported?

C. It is a possible alternative explanation

The brief supplies it as a possibility, not a verified explanation or conclusive refutation.

[Return to the exercise, page 22](#)

F2. What should the closing synthesis preserve?

D. The association and unresolved causal question

The synthesis should accurately retain both the finding and its evidential limit.

[Return to the exercise, page 22](#)

F / Guided speaking

1. explanation

Student: Prior preparation was a possible explanation.

Turn 1. The discussion raised a possibility rather than a confirmed causal result.

2. cause

Professor: It was not established as the cause.

Turn 2. The supplied evidence does not identify the actual cause of the difference.

3. association

Student: The original survey reported an association.

Turn 3. The survey supports a relationship, not the stronger causal conclusion.

4. qualified

Professor: Keep the conclusion appropriately qualified.

Turn 4. The revised conclusion must retain the evidence limit stated in the case.

[Return to the conversation, page 23](#)

02 / Answers and explanations / continued

F / Rebuild the exchange

1. Rebuild the exchange from "Challenge the causal claim, not the speaker". Leo: "Another student suggested that grades might influence where people choose to study. That is another direction we could investigate." Professor Okafor: [missing response] Leo: "Could you restate the distinction once more before we invite the next response? I want to be sure I have it." Which response belongs in the gap?

D. Good. Let us use that as a probing question about direction, rather than treating the first plausible story as settled.

A Not here. This line belongs to turn 6, after Leo says: "Students who were already well prepared might be more likely to use the library and also receive higher grades." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 16, after Leo says: "Could you restate the distinction once more before we invite the next response? I want to be sure I have it." It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 10, after Leo says: "I can revise my sentence to say that frequent library use is associated with higher reported grades in this survey." It addresses that point, not the missing turn in the supplied exchange.

D Correct. This is Professor Okafor's response in turn 14. It connects Leo's preceding point with Leo's follow-up. A probing question examines the reasoning or assumptions and can open a testable issue without treating it as an established result.

[Return to the exercise, page 23](#)

03 / Answers and explanations

A / Read the situation

A1. What is the correct total of the supplied criterion scores?

B. 21

Adding the stated scores of six, seven, and eight gives twenty-one.

[Return to the exercise, page 26](#)

A2. What remains undecided?

A. The requested substantive increase to 24

The arithmetic correction is clear, but the larger academic score change has not been decided.

[Return to the exercise, page 26](#)

A3. What does the feedback identify?

A. Evidence is cited without explaining its link to the conclusion

The specific concern is the missing explanation connecting cited evidence to the conclusion.

[Return to the exercise, page 26](#)

D / Response choices

D1. Which response takes appropriate responsibility?

C. You are right about the total; I will correct it to 21

The supplied arithmetic error is verifiable and should be acknowledged without an unrelated grade promise.

[Return to the exercise, page 30](#)

D2. Which feedback is most actionable?

A. Explain how the quoted evidence supports the paragraph conclusion

This comment identifies the specific missing reasoning step in the supplied work.

[Return to the exercise, page 30](#)

03 / Answers and explanations / continued

D3. A colleague needs the term for this meaning: Administrative or transcription mistake distinct from academic judgment. Which term fits?

D. clerical error

A Not here. gradebook: System recording student assessment results. The usual combination is "update the gradebook".

B Not here. evidence link: Explanation connecting evidence to a claim or conclusion. The usual combination is "strengthen the evidence link".

C Not here. working assumption: Provisional premise used while information is incomplete. The usual combination is "challenge a working assumption".

D Correct. clerical error: Administrative or transcription mistake distinct from academic judgment. The usual combination is "acknowledge a clerical error".

[Return to the exercise, page 30](#)

D4. Rebuild the exchange from "The total is wrong; the criterion still needs discussion". Sam: "The comment on paragraph two says the evidence is not connected to the conclusion, but I included a quotation there." Professor Rivera: [missing response] Sam: "So the issue is not that I failed to cite anything, but that I left the reader to supply the reasoning." Which response belongs in the gap?

A. The quotation is present. The evidence link is the missing step: the paragraph does not explain how that passage supports the conclusion you draw.

A Correct. This is Professor Rivera's response in turn 6. It connects Sam's preceding point with Sam's follow-up. The evidence link explains how the cited material supports the conclusion, which is different from merely including a quotation.

B Not here. This line belongs to turn 10, after Sam says: "I read the short comment as a judgment that the whole paper was poor, which made it difficult to know where to start." It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 2, after Sam says: "My three scores are six, seven, and eight, but the gradebook total is nineteen. I think something has gone wrong." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 16, after Sam says: "I appreciate the distinction. I was worried that pointing out the error would be treated as bargaining for points." It addresses that point, not the missing turn in the supplied exchange.

[Return to the exercise, page 30](#)

E / Conversation

1. recorded total

Turn 2. The recorded total is the entered sum, which is incorrect because the supplied criterion scores add to twenty-one.

03 / Answers and explanations / continued

2. arithmetic correction

Turn 4. The arithmetic correction fixes the established sum and does not itself decide whether the underlying academic scores should change.

3. evidence link

Turn 6. The evidence link explains how the cited material supports the conclusion, which is different from merely including a quotation.

4. performance descriptor

Turn 8. The performance descriptor defines the quality expected at the rubric level and keeps the feedback tied to the published standard.

5. margin comment

Turn 10. A margin comment concerns a particular passage and should identify its specific issue rather than imply an unsupported judgment about the entire work.

6. revision priority

Turn 12. A revision priority identifies the most important next improvement, here the reasoning link rather than decorative vocabulary changes.

7. substantive review

Turn 14. Substantive review examines the underlying academic judgment and remains distinct from correcting an established recording or calculation error.

8. review procedure

Turn 16. The review procedure provides the actual route for examining a grading concern rather than treating the request as improper negotiation.

9. gradebook

Turn 18. The gradebook is the record that needs the confirmed total correction, without silently changing unresolved criterion judgments.

10. feedforward

Turn 20. Feedforward directs feedback toward a concrete improvement in subsequent work without promising a particular future grade.

[Return to the conversation, page 32](#)

03 / Answers and explanations / continued

F / Accuracy and scope

F1. Which statement separates the issues?

B. The total correction does not decide the substantive review

Arithmetic and academic judgment are different issues in the supplied case.

[Return to the exercise, page 34](#)

F2. What should the instructor avoid?

D. Discouraging the student from using the stated review process

A legitimate concern should be handled through the actual process rather than suppressed.

[Return to the exercise, page 34](#)

F / Guided speaking

1. correction

Instructor: The missing two-point entry is a confirmed correction.

Turn 1. The established recording issue is separate from the unresolved larger request.

2. review

Student: The additional five points remain under review.

Turn 2. The brief does not supply approval of the substantive request.

3. criteria

Instructor: We will use the published assessment criteria.

Turn 3. The academic concern must be examined against the actual assessment standards.

4. promised

Student: The outcome has not been promised.

Turn 4. A review is not an advance guarantee of the requested change.

[Return to the conversation, page 35](#)

03 / Answers and explanations / continued

F / Rebuild the exchange

1. Rebuild the exchange from "The total is wrong; the criterion still needs discussion". Sam: "I still want to understand whether the criterion score itself was applied consistently with the published rubric." Professor Rivera: [missing response] Sam: "I appreciate the distinction. I was worried that pointing out the error would be treated as bargaining for points." Which response belongs in the gap?

B. That is a request for substantive review. We can follow the stated process without assuming the outcome in advance.

A Not here. This line belongs to turn 12, after Sam says: "For the next assignment, would improving that connection be more useful than replacing ordinary words with longer academic expressions?" It addresses that point, not the missing turn in the supplied exchange.

B Correct. This is Professor Rivera's response in turn 14. It connects Sam's preceding point with Sam's follow-up. Substantive review examines the underlying academic judgment and remains distinct from correcting an established recording or calculation error.

C Not here. This line belongs to turn 20, after Sam says: "For future work, I will explain how each selected passage supports the conclusion rather than leave that relationship implied." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 2, after Sam says: "My three scores are six, seven, and eight, but the gradebook total is nineteen. I think something has gone wrong." It addresses that point, not the missing turn in the supplied exchange.

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04 / Answers and explanations

A / Read the situation

A1. Which group has the larger participant count?

C. Group B, with 60

Sixty participants in B is a larger count than forty in A.

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A2. Which group has the higher participation rate?

D. A, at 40 percent

A is forty out of one hundred, while B is sixty out of two hundred, or thirty percent.

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A3. What is the meeting intended to resolve?

A. The difference between a count and a rate

The brief identifies a focused conceptual question, not a grade or deadline decision.

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D / Response choices

D1. Which explanation correctly compares the groups?

C. B has more participants, but A has the higher rate

The supplied figures give B sixty participants but thirty percent, versus A forty participants and forty percent.

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D2. Which question diagnoses the misunderstanding?

B. What is the eligible population for each count?

The denominator is the missing basis for the proportional comparison in this case.

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04 / Answers and explanations / continued

D3. A colleague needs the term for this meaning: Example showing the reasoning or steps of a solution. Which term fits?

B. worked example

A Not here. working assumption: Provisional premise used while information is incomplete. The usual combination is "challenge a working assumption".

B Correct. worked example: Example showing the reasoning or steps of a solution. The usual combination is "explain a worked example".

C Not here. retrieval practice: Recalling knowledge rather than only rereading it. The usual combination is "use retrieval practice".

D Not here. denominator: Quantity below the fraction line, representing the eligible group here. The usual combination is "check the denominator".

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D4. Rebuild the exchange from "More people is not a higher percentage". Noor: "Group A had one hundred eligible people, while Group B had two hundred, so the groups were not the same size." Professor Evans: [missing response] Noor: "Then forty is the part for Group A, and sixty is the part for Group B." Which response belongs in the gap?

A. Exactly. The denominator tells us the whole against which the participant count is being compared.

A Correct. This is Professor Evans's response in turn 6. It connects Noor's preceding point with Noor's follow-up. The denominator is the eligible group size in this example, which changes how each participant count becomes a rate.

B Not here. This line belongs to turn 14, after Noor says: "Would it be accurate to say B had more participants but a lower share of its eligible population?" It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 4, after Noor says: "I compared the number of people and did not look at how many people were eligible in each group." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 8, after Noor says: "Then forty is the part for Group A, and sixty is the part for Group B." It addresses that point, not the missing turn in the supplied exchange.

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E / Conversation

1. meeting agenda

Turn 2. The meeting agenda focuses the available time on the specific count-versus-rate misunderstanding instead of trying to redo the whole assignment.

04 / Answers and explanations / continued

2. learning bottleneck

Turn 4. The learning bottleneck is the specific missing denominator distinction that prevents the student from interpreting the comparison correctly.

3. denominator

Turn 6. The denominator is the eligible group size in this example, which changes how each participant count becomes a rate.

4. numerator

Turn 8. The numerator is the participating part of each fraction, not the full eligible population.

5. worked example

Turn 10. The worked example demonstrates the actual calculation and reasoning needed to separate counts from proportions.

6. normalization

Turn 12. Normalization expresses the counts relative to their eligible populations, allowing the stated proportional comparison.

7. absolute count

Turn 14. The absolute count reports how many participated without dividing by the eligible population.

8. conceptual misunderstanding

Turn 16. A conceptual misunderstanding concerns the meaning of the comparison, unlike a simple numerical or transcription slip.

9. retrieval practice

Turn 18. Retrieval practice asks the student to recall and apply the reasoning rather than only reread the completed explanation.

10. concept check

Turn 20. The concept check verifies the specific understanding developed in the meeting without promising a grade or changing the assignment requirements.

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04 / Answers and explanations / continued

F / Accuracy and scope

F1. Which sentence checks understanding rather than supplying a grade?

B. Explain why the larger count can have the lower rate

Asking for the distinction checks learning without making an unsupplied assessment or policy decision.

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F2. What should the final meeting summary contain?

D. The count-rate distinction and the next practice step

The meeting resolves the stated concept and identifies how to apply it accurately.

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F / Guided speaking

1. count

Student: Both groups have the same participant count.

Turn 1. Each group has twenty participants, so the absolute counts are equal.

2. denominators

Professor: Their eligible populations form different denominators.

Turn 2. Fifty and one hundred are the different totals used in the fractions.

3. rate

Student: Group C has the higher participation rate.

Turn 3. Forty percent in C is higher than twenty percent in D.

4. proportions

Professor: Equal counts do not guarantee equal proportions.

Turn 4. Different denominators can produce different proportions from the same numerator.

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04 / Answers and explanations / continued

F / Rebuild the exchange

1. Rebuild the exchange from "More people is not a higher percentage". Noor: "Would it be accurate to say B had more participants but a lower share of its eligible population?" Professor Evans: [missing response] Noor: "I initially thought the feedback meant sixty was the wrong number, but the number was right and my interpretation was wrong." Which response belongs in the gap?

C. Yes. That sentence separates the absolute count from the proportional measure and keeps both facts intact.

A Not here. This line belongs to turn 4, after Noor says: "I compared the number of people and did not look at how many people were eligible in each group." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 8, after Noor says: "Then forty is the part for Group A, and sixty is the part for Group B." It addresses that point, not the missing turn in the supplied exchange.

C Correct. This is Professor Evans's response in turn 14. It connects Noor's preceding point with Noor's follow-up. The absolute count reports how many participated without dividing by the eligible population.

D Not here. This line belongs to turn 6, after Noor says: "Group A had one hundred eligible people, while Group B had two hundred, so the groups were not the same size." It addresses that point, not the missing turn in the supplied exchange.

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05 / Answers and explanations

A / Read the situation

A1. What score matches the supplied evidence scale for the anchor response?

C. 1

Relevant evidence without an explained link matches level one on the fictional scale.

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A2. Why did Elena assign 2?

C. The prose was fluent

Elena used fluency as the reason for the higher evidence score.

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A3. What is the release status?

B. Grades have not been released

The brief explicitly states that results remain unreleased.

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D / Response choices

D1. Which scoring rationale follows the stated scale?

A. Relevant quotation present, explanatory link absent: 1

The scale distinguishes relevant evidence without explanation from both absent evidence and an explained link.

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D2. What is the main inconsistency?

D. Fluency influenced the evidence score

Elena substituted an unrelated dimension for the stated evidence-link requirement.

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05 / Answers and explanations / continued

D3. A colleague needs the term for this meaning: Instructions explaining how to assign marks. Which term fits?

B. scoring guide

A Not here. adjudication: Resolution of a disputed judgment through the stated authority or process. The usual combination is "route for adjudication".

B Correct. scoring guide: Instructions explaining how to assign marks. The usual combination is "apply the scoring guide".

C Not here. working assumption: Provisional premise used while information is incomplete. The usual combination is "challenge a working assumption".

D Not here. criterion contamination: Influence of an unrelated feature on a criterion judgment. The usual combination is "avoid criterion contamination".

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D4. Rebuild the exchange from "Fluent wording is not the missing reasoning". Elena: "I allowed the polished wording to influence my judgment about whether the reasoning was complete." Professor Malik: [missing response] Elena: "I can explain the one-point score as relevant quotation present, but the explanatory link is absent." Which response belongs in the gap?

C. That is criterion contamination. We need to keep the evidence dimension separate from any criterion assessing expression.

A Not here. This line belongs to turn 14, after Elena says: "I may have applied the same fluency shortcut to other papers in my batch, so correcting this one example is not enough." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 2, after Elena says: "I gave this response two points because it reads fluently and includes a relevant quotation. Your score is one." It addresses that point, not the missing turn in the supplied exchange.

C Correct. This is Professor Malik's response in turn 6. It connects Elena's preceding point with Elena's follow-up. Criterion contamination occurs when an unrelated feature, here fluency, influences the score for a different assessed dimension.

D Not here. This line belongs to turn 10, after Elena says: "Should we compare a second example where the link is partly implied? That seems more difficult than this clear case." It addresses that point, not the missing turn in the supplied exchange.

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E / Conversation

1. scoring guide

Turn 2. The scoring guide defines the actual evidence levels and prevents unrelated impressions from replacing the stated requirement.

05 / Answers and explanations / continued

2. anchor response

Turn 4. The anchor response illustrates the criterion boundary, here relevant evidence without the explanation required for the higher level.

3. criterion contamination

Turn 6. Criterion contamination occurs when an unrelated feature, here fluency, influences the score for a different assessed dimension.

4. scoring rationale

Turn 8. The scoring rationale connects the assigned score to the actual work and descriptor instead of relying on an overall impression.

5. borderline response

Turn 10. A borderline response sits near a descriptor boundary and can help the team clarify consistent application without changing the published scale.

6. grading calibration

Turn 12. Grading calibration aligns how assessors apply the standard through shared examples and explicit reasoning.

7. batch review

Turn 14. A batch review checks the relevant group of submissions for the identified scoring issue rather than fixing only the visible example.

8. release hold

Turn 16. The release hold keeps unreviewed results from being made available while the identified assessment issue is addressed.

9. inter-rater agreement

Turn 18. Inter-rater agreement concerns consistency among assessors applying the same standard, not forcing every student result to be identical.

10. release approval

Turn 20. Release approval is the actual authorization to publish results after the required review, not merely the fact that graders discussed an example.

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05 / Answers and explanations / continued

F / Accuracy and scope

F1. What should the team check next?

D. Whether the same interpretation affected other work

A defined review should identify whether the inconsistent standard affected the wider batch.

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F2. Which statement preserves authority and status?

C. Release awaits the agreed review and approval

Review completion and actual release authorization are distinct steps in the case.

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F / Guided speaking

1. relevant

Assistant: The evidence is relevant.

Turn 1. The brief states that the selected evidence relates to the task.

2. absent

Professor: The explanatory link is absent.

Turn 2. The response does not explain how its evidence supports the conclusion.

3. one

Assistant: That matches level one.

Turn 3. The supplied scale assigns one to relevant evidence without the explained link.

4. standard

Professor: Apply the same standard across the reviewed work.

Turn 4. Consistency requires the same descriptor rather than a different rule for each student.

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05 / Answers and explanations / continued

F / Rebuild the exchange

1. Rebuild the exchange from "Fluent wording is not the missing reasoning". Elena: "I may have applied the same fluency shortcut to other papers in my batch, so correcting this one example is not enough." Professor Malik: [missing response] Elena: "The grades are still unreleased. I can keep the results from being published while we complete the agreed check." Which response belongs in the gap?

A. Then define a batch review under our assessment process and identify the work that needs checking.

A Correct. This is Professor Malik's response in turn 14. It connects Elena's preceding point with Elena's follow-up. A batch review checks the relevant group of submissions for the identified scoring issue rather than fixing only the visible example.

B Not here. This line belongs to turn 2, after Elena says: "I gave this response two points because it reads fluently and includes a relevant quotation. Your score is one." It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 6, after Elena says: "I allowed the polished wording to influence my judgment about whether the reasoning was complete." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 10, after Elena says: "Should we compare a second example where the link is partly implied? That seems more difficult than this clear case." It addresses that point, not the missing turn in the supplied exchange.

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06 / Answers and explanations

A / Read the situation

A1. What duration is specified in the approved arrangement?

C. 90 minutes

The supplied approval specifies ninety minutes for this quiz.

[Return to the exercise, page 58](#)

A2. Which two practical issues remain?

C. The platform setting and room confirmation

The platform still shows sixty minutes, and the room booking is unconfirmed.

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A3. What should the professor focus on?

D. Implementing and checking the approved arrangement

The case concerns practical implementation, not relitigation or public disclosure of the approval.

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D / Response choices

D1. Which response addresses the actual problem?

D. Correct and verify the platform setting through the approved process

The supplied approval needs practical implementation and verification.

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D2. Which status statement is accurate?

A. The room has been requested but is not confirmed

The brief leaves the room booking unresolved and identifies a conflicting platform setting.

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06 / Answers and explanations / continued

D3. A colleague needs the term for this meaning: Practical setting or action needed to carry out a plan. Which term fits?

B. implementation detail

A Not here. working assumption: Provisional premise used while information is incomplete. The usual combination is "challenge a working assumption".

B Correct. implementation detail: Practical setting or action needed to carry out a plan. The usual combination is "confirm implementation details".

C Not here. captioning: Text representation of speech and relevant audio information. The usual combination is "arrange accurate captioning".

D Not here. testing coordinator: Person managing assessment logistics under the institutional process. The usual combination is "contact the testing coordinator".

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D4. Rebuild the exchange from "The letter says ninety minutes; the platform says sixty". Tessa: "The testing room was requested last week, but I have not received a booking confirmation from the office." Professor Ali: [missing response] Tessa: "Which office should we include so that the timing setting and room information do not remain in separate conversations?" Which response belongs in the gap?

A. Then the testing arrangement is not yet fully confirmed. I will coordinate with the responsible staff rather than assume the request completed the booking.

A Correct. This is Professor Ali's response in turn 6. It connects Tessa's preceding point with Tessa's follow-up. The testing arrangement includes the actual practical conditions, including a room whose confirmation remains unresolved here.

B Not here. This line belongs to turn 2, after Tessa says: "My approved letter specifies ninety minutes for the quiz, but the course platform still shows the standard sixty-minute limit." It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 14, after Tessa says: "The quiz content itself has not changed, and I understand that the same academic requirements still apply." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 20, after Tessa says: "I will use the private channel if the displayed information still conflicts with the confirmation you send." It addresses that point, not the missing turn in the supplied exchange.

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E / Conversation

1. implementation detail

Turn 2. The implementation detail is the practical platform setting, which must be aligned with the approved arrangement rather than treated as overriding it.

06 / Answers and explanations / continued

2. approved accommodation

Turn 4. The approved accommodation has already been authorized through the relevant process; this conversation concerns carrying it out rather than requiring a new public justification.

3. testing arrangement

Turn 6. The testing arrangement includes the actual practical conditions, including a room whose confirmation remains unresolved here.

4. accessibility office

Turn 8. The accessibility office is the relevant institutional service for coordinating the approved access arrangement and resolving implementation questions.

5. confidentiality boundary

Turn 10. The confidentiality boundary limits personal-information sharing and keeps the logistical discussion within the appropriate private process.

6. implementation confirmation

Turn 12. Implementation confirmation verifies that the arrangement is actually functioning, rather than stopping at a promise or an unchecked setting change.

7. essential requirement

Turn 14. The essential requirement concerns the academic demand, which remains distinct from the approved conditions used to provide access.

8. contingency arrangement

Turn 16. A contingency arrangement is an authorized workable alternative if the intended setup cannot operate, not an improvised cancellation of the approval.

9. effective access

Turn 18. Effective access concerns the practical ability to participate, not merely the existence of an approval letter or a request in an inbox.

10. access concern

Turn 20. An access concern is a reported practical obstacle that should be addressed through timely coordination rather than dismissed after an administrative assurance.

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06 / Answers and explanations / continued

F / Accuracy and scope

F1. What information should the discussion prioritize?

A. Necessary implementation details

The case requires logistics and appropriate coordination, not unnecessary personal disclosure.

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F2. What should happen if the planned room cannot be arranged?

A. Coordinate an authorized alternative promptly

The actual institutional process should resolve access with a workable authorized contingency.

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F / Guided speaking

1. correct

Instructor: The platform duration is now correct.

Turn 1. The displayed ninety-minute duration now matches the approved arrangement.

2. unconfirmed

Student: The room booking remains unconfirmed.

Turn 2. The scenario expressly leaves the testing-room request unresolved.

3. coordinator

Instructor: I will contact the testing coordinator.

Turn 3. The responsible testing contact can address the practical location question.

4. confirmation

Student: Please send the final arrangement confirmation.

Turn 4. The student needs verified logistics, not merely another unconfirmed request.

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06 / Answers and explanations / continued

F / Rebuild the exchange

1. Rebuild the exchange from "The letter says ninety minutes; the platform says sixty". Tessa: "The quiz content itself has not changed, and I understand that the same academic requirements still apply." Professor Ali: [missing response] Tessa: "What happens if the requested room cannot be confirmed in time? I do not want to arrive without a workable plan." Which response belongs in the gap?

C. Correct. The essential requirement and the access arrangement are different questions; identical conditions are not the only way to maintain the academic standard.

A Not here. This line belongs to turn 2, after Tessa says: "My approved letter specifies ninety minutes for the quiz, but the course platform still shows the standard sixty-minute limit." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 6, after Tessa says: "The testing room was requested last week, but I have not received a booking confirmation from the office." It addresses that point, not the missing turn in the supplied exchange.

C Correct. This is Professor Ali's response in turn 14. It connects Tessa's preceding point with Tessa's follow-up. The essential requirement concerns the academic demand, which remains distinct from the approved conditions used to provide access.

D Not here. This line belongs to turn 16, after Tessa says: "What happens if the requested room cannot be confirmed in time? I do not want to arrive without a workable plan." It addresses that point, not the missing turn in the supplied exchange.

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07 / Answers and explanations

A / Read the situation

A1. What does the fictional assignment permit?

C. Disclosed AI-assisted brainstorming

The supplied rule permits brainstorming with disclosure while requiring the student's own submitted analysis.

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A2. What is the concrete concern?

D. A cited article cannot be located and its details mismatch

The brief identifies a specific reference discrepancy, not an identity-based suspicion or determined outcome.

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A3. What is the review status?

C. No finding or penalty has been determined

The case expressly leaves any formal finding and consequence unresolved.

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D / Response choices

D1. Which opening is most appropriate?

B. I cannot locate this reference; please explain its source

This opening states a concrete discrepancy and invites an account without a predetermined verdict.

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D2. Which rule summary matches the case?

B. Brainstorming is allowed with disclosure; final analysis must be the student's own

This choice preserves the assignment-specific permission and its limits.

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07 / Answers and explanations / continued

D3. A colleague needs the term for this meaning: Identification of the source of ideas, wording, or assistance. Which term fits?

B. attribution

A Not here. procedural fairness: Appropriate and fair handling under the relevant process. The usual combination is "maintain procedural fairness".

B Correct. attribution: Identification of the source of ideas, wording, or assistance. The usual combination is "provide appropriate attribution".

C Not here. process evidence: Material relevant to how work was developed. The usual combination is "review relevant process evidence".

D Not here. working assumption: Provisional premise used while information is incomplete. The usual combination is "challenge a working assumption".

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D4. Rebuild the exchange from "A missing source needs a factual explanation". Amir: "The assignment allowed brainstorming, so I understood that I could ask for possible topics and an outline." Professor Park: [missing response] Amir: "I included a short note about the outline tool, but I did not explain that the reference came from its suggestion." Which response belongs in the gap?

D. It allowed that permitted assistance with disclosure. It also required the submitted analysis to be your own work.

A Not here. This line belongs to turn 10, after Amir says: "I understand that even if brainstorming was allowed, I still needed to check whether the cited source existed." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 16, after Amir says: "I want to respond to the specific source issue and understand what information the process asks me to provide." It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 14, after Amir says: "Will this conversation determine the outcome immediately, or is there a separate university procedure I need to understand?" It addresses that point, not the missing turn in the supplied exchange.

D Correct. This is Professor Park's response in turn 6. It connects Amir's preceding point with Amir's follow-up. Permitted assistance is bounded by the actual assignment rule, here disclosed brainstorming rather than unrestricted generation of the final analysis.

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E / Conversation

1. citation discrepancy

Turn 2. The citation discrepancy is the mismatched and unlocated source information, not a complete determination of misconduct.

07 / Answers and explanations / continued

2. source verification

Turn 4. Source verification checks that a reference exists and supports its use, which is required even when a tool suggested it.

3. permitted assistance

Turn 6. Permitted assistance is bounded by the actual assignment rule, here disclosed brainstorming rather than unrestricted generation of the final analysis.

4. disclosure statement

Turn 8. The disclosure statement records the assistance reported and should be examined against the communicated requirement rather than assumed complete.

5. attribution

Turn 10. Attribution identifies sources and assistance honestly, but a citation label does not make an unverified or nonexistent source genuine.

6. process evidence

Turn 12. Process evidence concerns the actual development record and should be preserved, not retrospectively fabricated or altered to fit an account.

7. allegation

Turn 14. An allegation identifies a possible violation and must remain distinct from a formal finding reached through the relevant process.

8. opportunity to respond

Turn 16. The opportunity to respond allows the student to address the identified concern through the relevant institutional process.

9. procedural fairness

Turn 18. Procedural fairness requires appropriate handling of the concern and response rather than a predetermined conclusion or distorted account.

10. finding

Turn 20. A finding is an actual determination under the relevant process, which has not yet occurred in this fictional case.

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07 / Answers and explanations / continued

F / Accuracy and scope

F1. What should happen to existing drafts?

D. Preserve relevant records through the actual review process

Existing records should remain intact rather than be fabricated or manipulated.

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F2. Which status language is accurate?

C. A concern is being reviewed; no finding is determined

The supplied case identifies an inquiry with an unresolved formal outcome.

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F / Guided speaking

1. review

Instructor: The report identifies a passage for review.

Turn 1. A tool flag directs attention to material and does not itself determine misconduct.

2. finding

Student: It is not a formal finding.

Turn 2. The case contains no completed institutional determination of a violation.

3. evidence

Instructor: We need to check the actual evidence.

Turn 3. The underlying facts and sources require assessment through the appropriate process.

4. respond

Student: I need the stated opportunity to respond.

Turn 4. The student should address the specific concern through the actual review procedure.

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07 / Answers and explanations / continued

F / Rebuild the exchange

1. Rebuild the exchange from "A missing source needs a factual explanation". Amir: "Will this conversation determine the outcome immediately, or is there a separate university procedure I need to understand?" Professor Park: [missing response] Amir: "I want to respond to the specific source issue and understand what information the process asks me to provide." Which response belongs in the gap?

B. I will explain the applicable route. A concern or allegation is not itself the final determination.

A Not here. This line belongs to turn 6, after Amir says: "The assignment allowed brainstorming, so I understood that I could ask for possible topics and an outline." It addresses that point, not the missing turn in the supplied exchange.

B Correct. This is Professor Park's response in turn 14. It connects Amir's preceding point with Amir's follow-up. An allegation identifies a possible violation and must remain distinct from a formal finding reached through the relevant process.

C Not here. This line belongs to turn 10, after Amir says: "I understand that even if brainstorming was allowed, I still needed to check whether the cited source existed." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 18, after Amir says: "Thank you. I do not want my explanation summarized as admitting things I have not said or that have not been established." It addresses that point, not the missing turn in the supplied exchange.

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08 / Answers and explanations

A / Read the situation

A1. What enrollment change was initially discussed?

D. From 20 to 30

The supplied proposal increases the seminar cap by ten students.

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A2. What did the committee vote for?

B. A conditional one-term pilot recommendation

The amended motion recommends a pilot subject to staffing and room confirmation.

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A3. Which approval remains outstanding?

C. The separate faculty board approval

The fictional local process assigns implementation approval to a board that has not yet approved it.

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D / Response choices

D1. Which minute accurately records the outcome?

B. Conditional one-term pilot recommended; board approval pending

This choice preserves the amended recommendation and the separate outstanding approval.

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D2. Which response identifies a resource issue without dismissing the goal?

D. I support access, but we need to verify feedback capacity

This statement separates the shared objective from the practical capacity question.

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08 / Answers and explanations / continued

D3. A colleague needs the term for this meaning: Scheduled instructional time with students. Which term fits?

D. contact hours

A Not here. quorum: Required participation for valid business under the applicable rules. The usual combination is "confirm quorum".

B Not here. implementation approval: Authorization to put a proposal into operation. The usual combination is "obtain implementation approval".

C Not here. working assumption: Provisional premise used while information is incomplete. The usual combination is "challenge a working assumption".

D Correct. contact hours: Scheduled instructional time with students. The usual combination is "calculate contact hours".

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D4. Rebuild the exchange from "A recommendation is not implementation approval". Professor Grant: "We could recommend a limited trial rather than a permanent change, provided the teaching support is confirmed." Professor Silva: [missing response] Professor Grant: "I propose one term, subject to confirmed staffing and a room suitable for thirty participants." Which response belongs in the gap?

D. That would be a pilot offering. We should state the duration and conditions clearly instead of leaving them in informal discussion.

A Not here. This line belongs to turn 8, after Professor Grant says: "I propose one term, subject to confirmed staffing and a room suitable for thirty participants." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 4, after Professor Grant says: "My concern is that resource questions will delay the idea indefinitely, even though the demand is already visible." It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 2, after Professor Grant says: "I support raising the seminar cap from twenty to thirty. More students want access, and the current limit leaves some out." It addresses that point, not the missing turn in the supplied exchange.

D Correct. This is Professor Silva's response in turn 6. It connects Professor Grant's preceding point with Professor Grant's follow-up. A pilot offering is a limited trial rather than a permanent change, allowing the proposal to be bounded in duration and scope.

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E / Conversation

1. curriculum proposal

Turn 2. The curriculum proposal is the suggested change under discussion, not an already authorized implementation decision.

08 / Answers and explanations / continued

2. feedback workload

Turn 4. Feedback workload concerns the actual capacity to respond to additional student work and is a practical condition rather than opposition to access.

3. pilot offering

Turn 6. A pilot offering is a limited trial rather than a permanent change, allowing the proposal to be bounded in duration and scope.

4. motion amendment

Turn 8. A motion amendment changes the proposal being decided, here limiting it to a conditional one-term pilot.

5. resource assumption

Turn 10. The resource assumption identifies capacity that must be verified rather than treated as created by a favorable vote.

6. decision authority

Turn 12. Decision authority identifies the body empowered to authorize implementation under the supplied fictional process.

7. meeting minutes

Turn 14. The meeting minutes should preserve the actual motion, conditions, and decision status rather than report an authorization that did not occur.

8. conditional recommendation

Turn 16. A conditional recommendation retains the unresolved requirements and must not be shortened into an unconditional commitment.

9. Implementation approval

Turn 18. Implementation approval is the separate authorization needed before putting the change into operation, which the committee recommendation does not supply.

10. review checkpoint

Turn 20. A review checkpoint defines when the trial will be assessed, keeping evaluation separate from an automatic promise of permanent continuation.

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08 / Answers and explanations / continued

F / Accuracy and scope

F1. What must remain visible in the recommendation?

B. The staffing and room conditions

The conditions limit the recommendation and cannot be removed without changing its meaning.

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F2. What is the next decision-status distinction?

C. Submission to the board versus board approval

Sending the recommendation does not establish that the authorized body has approved implementation.

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F / Guided speaking

1. submitted

Chair: The recommendation has been submitted.

Turn 1. Submission describes sending the proposal, not a completed board decision.

2. pending

Member: Implementation approval remains pending.

Turn 2. The board has not yet made the required decision.

3. conditions

Chair: Keep the resource conditions visible.

Turn 3. Staffing and room confirmation remain part of the proposed authorization.

4. launch

Member: We should not announce a confirmed launch.

Turn 4. The supplied status does not establish authorization to begin implementation.

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08 / Answers and explanations / continued

F / Rebuild the exchange

1. Rebuild the exchange from "A recommendation is not implementation approval".
Professor Grant: "Then the minutes should not say the enrollment increase is approved for next term merely because this vote passes." **Professor Silva:** [missing response] **Professor Grant:** "The committee has voted for the amended proposal. I will tell colleagues it is a one-term pilot recommendation with conditions." Which response belongs in the gap?

C. Exactly. The meeting minutes need to record the amended wording and distinguish our recommendation from the board's eventual decision.

A Not here. This line belongs to turn 2, after Professor Grant says: "I support raising the seminar cap from twenty to thirty. More students want access, and the current limit leaves some out." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 12, after Professor Grant says: "Under our department process, does this committee authorize the pilot once the vote is complete?" It addresses that point, not the missing turn in the supplied exchange.

C Correct. This is Professor Silva's response in turn 14. It connects Professor Grant's preceding point with Professor Grant's follow-up. The meeting minutes should preserve the actual motion, conditions, and decision status rather than report an authorization that did not occur.

D Not here. This line belongs to turn 16, after Professor Grant says: "The committee has voted for the amended proposal. I will tell colleagues it is a one-term pilot recommendation with conditions." It addresses that point, not the missing turn in the supplied exchange.

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Review 1 / Explanations

Cumulative review

1. A colleague needs the term for this meaning: Analysis identifying meaningful similarities or differences. Which term fits?

D. comparison

A Not here. formative assessment: Practice assessment used to support learning and improvement. The usual combination is "provide formative assessment".

B Not here. scaffolding: Structured support helping students build toward a task. The usual combination is "provide appropriate scaffolding".

C Not here. source attribution: Identification of where information came from. The usual combination is "preserve source attribution".

D Correct. comparison: Analysis identifying meaningful similarities or differences. The usual combination is "develop a focused comparison".

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2. A colleague needs the term for this meaning: Challenge tied to evidence and reasoning. Which term fits?

B. evidence-based disagreement

A Not here. clarification request: Question that resolves an unclear meaning or instruction. The usual combination is "make a targeted clarification request".

B Correct. evidence-based disagreement: Challenge tied to evidence and reasoning. The usual combination is "model evidence-based disagreement".

C Not here. inference: Conclusion drawn from evidence or premises. The usual combination is "examine the inference".

D Not here. seminar: Academic session centered on discussion and analysis. The usual combination is "facilitate a seminar".

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Review 1 / Explanations / continued

3. Rebuild the exchange from "Compare does not mean summarize twice". Maya: "Then the challenge is the quality of the connection, not the number of sources I can add to the bibliography." Professor Chen: [missing response] Maya: "I also see two dates. Is Friday the final deadline, or do we submit something different on Tuesday?" Which response belongs in the gap?

D. Exactly. The relevant assessment criterion is how clearly your evidence supports the reasoning difference you identify.

A Not here. This line belongs to turn 8, after Maya says: "I was about to search for five more articles because the task sounded too short to count as university work." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 18, after Maya says: "I will organize the outline around that contrast and use the two passages to explain why the distinction matters." It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 16, after Maya says: "Does the six-hundred-word requirement mean I should give equal space to every paragraph of each article?" It addresses that point, not the missing turn in the supplied exchange.

D Correct. This is Professor Chen's response in turn 10. It connects Maya's preceding point with Maya's follow-up. The assessment criterion concerns the demonstrated quality of the evidence-based comparison rather than the quantity of extra sources.

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4. Rebuild the exchange from "Challenge the causal claim, not the speaker". Leo: "That gives others something specific to challenge. They can question the interpretation without dismissing the people who completed the survey." Professor Okafor: [missing response] Leo: "I will keep the association in my summary and mark the causal explanation as an open question." Which response belongs in the gap?

B. Exactly. Our discussion norm is to challenge claims with reasons and make room for a response.

A Not here. This line belongs to turn 2, after Leo says: "The survey proves that studying in the library improves grades. Frequent users reported higher grades than students who rarely go there." It addresses that point, not the missing turn in the supplied exchange.

B Correct. This is Professor Okafor's response in turn 18. It connects Leo's preceding point with Leo's follow-up. A discussion norm sets expectations for participation, here challenging claims with reasons rather than attacking the people making them.

C Not here. This line belongs to turn 8, after Leo says: "So prior preparation might affect our interpretation of the relationship, but we would need relevant evidence to assess it." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 4, after Leo says: "It reports the relationship. I used proves because the difference seemed strong, but I do not know how students were selected." It addresses that point, not the missing turn in the supplied exchange.

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Review 2 / Explanations

Cumulative review

1. A colleague needs the term for this meaning: Total entered in the grade record. Which term fits?

C. recorded total

A Not here. feedback conference: Meeting discussing assessed work and improvement. The usual combination is "hold a feedback conference".

B Not here. source attribution: Identification of where information came from. The usual combination is "preserve source attribution".

C Correct. recorded total: Total entered in the grade record. The usual combination is "correct the recorded total".

D Not here. holistic judgment: Overall evaluation rather than separate dimension scoring. The usual combination is "distinguish holistic judgment".

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2. A colleague needs the term for this meaning: Quantity above the fraction line, representing the counted part here. Which term fits?

D. numerator

A Not here. concept check: Short task checking understanding of an idea. The usual combination is "use a concept check".

B Not here. clarification request: Question that resolves an unclear meaning or instruction. The usual combination is "make a targeted clarification request".

C Not here. office hours: Scheduled time for students to consult an instructor. The usual combination is "hold accessible office hours".

D Correct. numerator: Quantity above the fraction line, representing the counted part here. The usual combination is "identify the numerator".

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Review 2 / Explanations / continued

3. Rebuild the exchange from "Challenge the causal claim, not the speaker". Leo: "I can revise my sentence to say that frequent library use is associated with higher reported grades in this survey." Professor Okafor: [missing response] Leo: "I worried that changing my wording would make it sound as though my entire contribution was wrong and should be withdrawn." Which response belongs in the gap?

A. That is a qualified conclusion. It keeps the finding while avoiding a causal promise the study design has not supplied.

A Correct. This is Professor Okafor's response in turn 10. It connects Leo's preceding point with Leo's follow-up. A qualified conclusion preserves the observed finding and its limits instead of replacing uncertainty with a stronger unsupported claim.

B Not here. This line belongs to turn 6, after Leo says: "Students who were already well prepared might be more likely to use the library and also receive higher grades." It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 14, after Leo says: "Another student suggested that grades might influence where people choose to study. That is another direction we could investigate." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 16, after Leo says: "Could you restate the distinction once more before we invite the next response? I want to be sure I have it." It addresses that point, not the missing turn in the supplied exchange.

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4. Rebuild the exchange from "More people is not a higher percentage". Noor: "Can we check it once more without looking at the completed percentages, using the same supplied figures?" Professor Evans: [missing response] Noor: "A is forty percent and B is thirty percent. I will identify the eligible population whenever I report a participation rate." Which response belongs in the gap?

B. Certainly. That retrieval practice will show whether you can reconstruct the reasoning instead of recognizing an answer that is already written.

A Not here. This line belongs to turn 20, after Noor says: "A is forty percent and B is thirty percent. I will identify the eligible population whenever I report a participation rate." It addresses that point, not the missing turn in the supplied exchange.

B Correct. This is Professor Evans's response in turn 18. It connects Noor's preceding point with Noor's follow-up. Retrieval practice asks the student to recall and apply the reasoning rather than only reread the completed explanation.

C Not here. This line belongs to turn 16, after Noor says: "I initially thought the feedback meant sixty was the wrong number, but the number was right and my interpretation was wrong." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 2, after Noor says: "I thought Group B performed better because sixty people participated, compared with forty in Group A. The feedback says to check the rate." It addresses that point, not the missing turn in the supplied exchange.

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Review 3 / Explanations

Cumulative review

1. A colleague needs the term for this meaning: Selected example used to illustrate a scoring standard. Which term fits?

C. anchor response

A Not here. borderline response: Work near the boundary between performance levels. The usual combination is "discuss a borderline response".

B Not here. source attribution: Identification of where information came from. The usual combination is "preserve source attribution".

C Correct. anchor response: Selected example used to illustrate a scoring standard. The usual combination is "discuss an anchor response".

D Not here. anonymized sample: Example with identifying details removed under the actual process. The usual combination is "use an anonymized sample".

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2. A colleague needs the term for this meaning: Technology supporting access to information or activities. Which term fits?

C. assistive technology

A Not here. confidentiality boundary: Limit on sharing personal information. The usual combination is "maintain the confidentiality boundary".

B Not here. academic adjustment: Change supporting equal access under the relevant institutional and legal process. The usual combination is "implement an academic adjustment".

C Correct. assistive technology: Technology supporting access to information or activities. The usual combination is "check assistive-technology compatibility".

D Not here. clarification request: Question that resolves an unclear meaning or instruction. The usual combination is "make a targeted clarification request".

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Review 3 / Explanations / continued

3. Rebuild the exchange from "More people is not a higher percentage". Noor: "For B, sixty out of two hundred gives thirty percent, even though sixty is the larger number of participants." Professor Evans: [missing response] Noor: "I can see why putting both raw counts on a chart does not by itself answer which group had the higher proportion." Which response belongs in the gap?

D. Good. That is the worked example: B has the larger count, while A has the higher participation rate.

A Not here. This line belongs to turn 4, after Noor says: "I compared the number of people and did not look at how many people were eligible in each group." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 16, after Noor says: "I initially thought the feedback meant sixty was the wrong number, but the number was right and my interpretation was wrong." It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 2, after Noor says: "I thought Group B performed better because sixty people participated, compared with forty in Group A. The feedback says to check the rate." It addresses that point, not the missing turn in the supplied exchange.

D Correct. This is Professor Evans's response in turn 10. It connects Noor's preceding point with Noor's follow-up. The worked example demonstrates the actual calculation and reasoning needed to separate counts from proportions.

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4. Rebuild the exchange from "The letter says ninety minutes; the platform says sixty". Tessa: "Thank you. A clear confirmation of the duration, location, and contact would resolve the uncertainty for me." Professor Ali: [missing response] Tessa: "I will use the private channel if the displayed information still conflicts with the confirmation you send." Which response belongs in the gap?

A. That is the aim of effective access: the arrangement has to work in practice, not just exist as an approved document.

A Correct. This is Professor Ali's response in turn 18. It connects Tessa's preceding point with Tessa's follow-up. Effective access concerns the practical ability to participate, not merely the existence of an approval letter or a request in an inbox.

B Not here. This line belongs to turn 12, after Tessa says: "If the platform limit is changed, can you check what I will actually see rather than only the instructor setting?" It addresses that point, not the missing turn in the supplied exchange.

C Not here. This line belongs to turn 4, after Tessa says: "I was worried I would need to explain my diagnosis again to persuade you that the extra time is justified." It addresses that point, not the missing turn in the supplied exchange.

D Not here. This line belongs to turn 8, after Tessa says: "Which office should we include so that the timing setting and room information do not remain in separate conversations?" It addresses that point, not the missing turn in the supplied exchange.

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Review 4 / Explanations

Cumulative review

1. A colleague needs the term for this meaning: Responsibility for producing the submitted work. Which term fits?

B. authorship

A Not here. finding: Determination reached through the relevant review process. The usual combination is "communicate the actual finding".

B Correct. authorship: Responsibility for producing the submitted work. The usual combination is "explain authorship".

C Not here. source attribution: Identification of where information came from. The usual combination is "preserve source attribution".

D Not here. citation discrepancy: Mismatch or problem in reference details. The usual combination is "identify a citation discrepancy".

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2. A colleague needs the term for this meaning: Proposed change to the motion under discussion. Which term fits?

B. motion amendment

A Not here. curriculum proposal: Suggested change to a program or course structure. The usual combination is "submit a curriculum proposal".

B Correct. motion amendment: Proposed change to the motion under discussion. The usual combination is "agree a motion amendment".

C Not here. conditional recommendation: Recommendation dependent on specified unresolved conditions. The usual combination is "record a conditional recommendation".

D Not here. clarification request: Question that resolves an unclear meaning or instruction. The usual combination is "make a targeted clarification request".

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Review 4 / Explanations / continued

3. Rebuild the exchange from "The letter says ninety minutes; the platform says sixty". Tessa: "I would prefer not to have my personal situation discussed in a general announcement to the class." Professor Ali: [missing response] Tessa: "If the platform limit is changed, can you check what I will actually see rather than only the instructor setting?" Which response belongs in the gap?

C. Of course. We should maintain the confidentiality boundary and use the agreed private channel for your specific arrangements.

A Not here. This line belongs to turn 8, after Tessa says: "Which office should we include so that the timing setting and room information do not remain in separate conversations?" It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 4, after Tessa says: "I was worried I would need to explain my diagnosis again to persuade you that the extra time is justified." It addresses that point, not the missing turn in the supplied exchange.

C Correct. This is Professor Ali's response in turn 10. It connects Tessa's preceding point with Tessa's follow-up. The confidentiality boundary limits personal-information sharing and keeps the logistical discussion within the appropriate private process.

D Not here. This line belongs to turn 12, after Tessa says: "If the platform limit is changed, can you check what I will actually see rather than only the instructor setting?" It addresses that point, not the missing turn in the supplied exchange.

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Review 4 / Explanations / continued

4. Rebuild the exchange from "A recommendation is not implementation approval".
Professor Grant: "We can submit the recommendation after identifying the responsible contacts for those checks, without announcing a completed launch."
Professor Silva: [missing response] **Professor Grant:** "If the pilot is approved, we should specify when the department evaluates workload and student participation."
Which response belongs in the gap?

C. Yes. Implementation approval remains pending until the faculty board actually makes that decision.

A Not here. This line belongs to turn 10, after Professor Grant says: "The revised wording still supports increased access, but it does not assume that a larger room and staff already exist." It addresses that point, not the missing turn in the supplied exchange.

B Not here. This line belongs to turn 14, after Professor Grant says: "Then the minutes should not say the enrollment increase is approved for next term merely because this vote passes." It addresses that point, not the missing turn in the supplied exchange.

C Correct. This is Professor Silva's response in turn 18. It connects Professor Grant's preceding point with Professor Grant's follow-up. Implementation approval is the separate authorization needed before putting the change into operation, which the committee recommendation does not supply.

D Not here. This line belongs to turn 12, after Professor Grant says: "Under our department process, does this committee authorize the pilot once the vote is complete?" It addresses that point, not the missing turn in the supplied exchange.

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Additional case 1 / Explanations

Extended conversation

1. disclosure basis

Turn 4. The disclosure basis is the actual authorization or applicable exception for sharing records, not an assumption based only on who pays tuition.

2. Consent

Turn 6. Consent may provide a basis for sharing under the relevant requirements, but its existence and scope must be verified rather than assumed.

3. student-records office

Turn 8. The student-records office is the designated route in this fictional institution for verifying the request and any relevant authority to disclose.

4. public course information

Turn 12. Public course information can explain general course arrangements without revealing an individual student's protected academic record.

5. verification process

Turn 14. The verification process checks identity, authority, and the relevant request under institutional requirements before an individual record is shared.

6. privacy boundary

Turn 16. The privacy boundary protects individual record information while allowing appropriate support and properly authorized requests to proceed.

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Transfer exchange

1. scope

Instructor: The verified authorization has a defined scope.

Turn 1. The supplied authorization concerns one specified report, not every student record.

Additional case 1 / Explanations / continued

2. permission

Requester: The additional records are outside that permission.

Turn 2. The case supplies no authorization covering the unrelated additional records.

3. review

Instructor: The broader request needs separate review.

Turn 3. The additional disclosure requires the appropriate institutional assessment rather than assumption.

4. process

Requester: I will use the designated records process.

Turn 4. The broader request should follow the actual authorized review route.

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Additional case 2 / Explanations

Extended conversation

1. basis of assessment

Turn 4. The basis of assessment identifies what the referee actually observed, preventing supportive language from implying nonexistent direct supervision.

2. direct observations

Turn 6. Direct observations concern work the professor actually witnessed, unlike laboratory performance outside the professor's experience.

3. specific endorsement

Turn 8. A specific endorsement supports an identified strength with evidence instead of relying on an ungrounded superlative.

4. submission requirements

Turn 12. Submission requirements identify how and when the reference must be delivered, which need checking before a reliable commitment can be made.

5. availability confirmation

Turn 16. Availability confirmation establishes whether the professor can undertake the request within the actual requirements rather than leaving the student to assume acceptance.

6. evidential scope

Turn 18. Evidential scope limits the claims a reference can responsibly make based on the referee's actual knowledge and observations.

[Return to the conversation, page 98](#)

Transfer exchange

1. prepared

Student: The letter has been prepared.

Turn 1. The document is complete, but that does not establish delivery through the required route.

Additional case 2 / Explanations / continued

2. pending

Professor: The portal submission is still pending.

Turn 2. The case states that the required direct submission has not occurred.

3. visible

Student: We should keep the actual deadline visible.

Turn 3. An unfinished submission requires continued attention to the real deadline.

4. submission

Professor: I will confirm the completed submission.

Turn 4. Confirmation should concern the actual delivery event rather than document preparation alone.

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Additional case 3 / Explanations

Extended conversation

1. observation record

Turn 4. The observation record captures the responses actually seen and heard, not an inferred account of every student's engagement or understanding.

2. participation pattern

Turn 6. The participation pattern describes how contributions were distributed and invites inquiry without proving that silent participants were disengaged.

3. teaching adjustment

Turn 8. A teaching adjustment is a proposed change to practice whose effect needs checking rather than being guaranteed by the suggestion.

4. follow-up focus

Turn 12. The follow-up focus identifies what a subsequent observation will examine, preventing the discussion from expanding into an undefined judgment of the whole course.

5. observation agreement

Turn 14. The observation agreement defines the purpose and handling of this developmental visit, which should not be silently changed into another evaluative use.

6. developmental feedback cycle

Turn 18. A developmental feedback cycle links observation, a bounded change, and subsequent review rather than treating advice as proof of improved learning.

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Transfer exchange

1. participation

Observer: The recorded fact concerns verbal participation.

Turn 1. The note describes whether students spoke, not their entire mental engagement.

Additional case 3 / Explanations / continued

2. understanding

Instructor: It does not establish their understanding.

Turn 2. The supplied observation contains no direct evidence of what those students understood.

3. interpretation

Observer: The broader claim is an interpretation.

Turn 3. Calling silence disengagement adds an inference beyond the recorded behavior.

4. bounded

Instructor: We should keep the observation appropriately bounded.

Turn 4. One segment and one behavior cannot establish every student's overall learning state.

[Return to the conversation, page 106](#)

Find a phrase by purpose

Making assignment expectations explicit

Name the task: The goal is to compare their reasoning, not summarize them separately.

Locate the evidence: Which passage supports the difference you have identified?

Clarify the requirement: Use one passage from each of the two supplied articles.

[Full phrase bank, page 7](#)

Leading a rigorous and inclusive seminar

Challenge the inference: What lets us move from association to causation here?

Invite a revision: Can you restate that conclusion with the evidence limit included?

Offer an alternative: Could prior preparation affect both study habits and grades?

[Full phrase bank, page 17](#)

Giving precise feedback and correcting a grading error

Acknowledge the error: You are right; those scores total twenty-one, not nineteen.

Take responsibility: I am sorry for the recording error, and I will correct it.

Separate questions: The arithmetic correction and your request for a higher criterion score are separate.

[Full phrase bank, page 29](#)

Making office hours a focused learning conversation

Focus the meeting: Which step stopped making sense to you?

Distinguish the quantities: Are you comparing the number of participants or the share of eligible people?

Identify the denominator: How many people could have participated in each group?

[Full phrase bank, page 39](#)

Find a phrase by purpose / continued

Calibrating a teaching team before grades are released

Return to the scale: Which descriptor matches what the response actually demonstrates?

Separate dimensions: Fluency and evidence use are different dimensions here.

Explain the score: The quotation is relevant, but the link is not explained.

[Full phrase bank, page 51](#)

Implementing an approved access arrangement

Acknowledge the mismatch: The platform setting does not match the approved ninety minutes.

Focus on implementation: We need to correct the practical arrangement, not ask you to justify the approval again.

Protect privacy: We can discuss the logistics without sharing your diagnosis with the class.

[Full phrase bank, page 61](#)

Discussing an academic-integrity concern fairly

State the concern: I could not locate this article, and the journal details do not match.

Invite an account: Please explain where the reference came from.

Clarify the rule: The assignment permits disclosed brainstorming, not generated final analysis.

[Full phrase bank, page 73](#)

Making a faculty curriculum decision traceable

Separate goal from readiness: I support wider access, but the staffing assumption is unresolved.

Make the condition explicit: The pilot depends on confirmed teaching support and a suitable room.

Clarify the motion: Are we recommending a pilot or authorizing immediate implementation?

[Full phrase bank, page 83](#)

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References and publication notes

All cases, organizations, figures, and conversations are fictional teaching material, not transcripts. Communication practice does not replace qualified advice or current workplace procedures.

[1] Cornell Center for Teaching Innovation. Assessing student learning.

Background on formative and summative assessment; the exercises use original fictional course examples. Source checked 11 October 2026.

<https://teaching.cornell.edu/teaching-resources/assessing-student-learning>

[2] Cornell Center for Teaching Innovation. Using rubrics.

Supports explicit criteria and feedback linked to demonstrated work rather than vague judgments. Source checked 11 October 2026.

<https://teaching.cornell.edu/teaching-resources/assessing-student-learning/using-rubrics>

[3] Cornell Center for Teaching Innovation. AI and academic integrity.

Supports clearly communicated, assignment-specific expectations and the actual institutional process. Source checked 11 October 2026.

<https://teaching.cornell.edu/generative-artificial-intelligence/ai-academic-integrity>

[4] US Department of Education. Academic adjustments for postsecondary students.

US accessibility context; actual arrangements require the institution's qualified process and individual circumstances. Source checked 11 October 2026.

<https://www.ed.gov/laws-and-policy/civil-rights-laws/disability-discrimination/disability-discrimination-key-issues/disability-discrimination-academic-adjustments-postsecondary-students>

Companion course

The website offers the eight-lesson course and related practice. This book can be used independently. No audio access or external account is needed for its exercises.

<https://englishladder.com/efsp-university-professors.html>

Teach clearly. Challenge ideas. Support progress.

Eight situations follow the work of a teaching professor: clarifying expectations, guiding a seminar, explaining feedback, helping in office hours, coordinating graders, implementing access arrangements, discussing integrity concerns, and making curriculum decisions.

Making assignment expectations explicit

Two summaries do not necessarily compare reasoning. The supplied task requires a connection between the articles and evidence from both.

Leading a rigorous and inclusive seminar

The survey reports a relationship. It does not establish that library use causes higher grades, nor that the proposed alternative explanation is the true cause.

Giving precise feedback and correcting a grading error

Correcting 19 to 21 fixes the supplied arithmetic. It does not decide whether any criterion score should change or promise the requested 24.

Making office hours a focused learning conversation

Group B has more participants, but Group A has the higher participation rate. The denominator changes the comparison.

Phil Stilwell

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