

2012

Filling the Gaps: Essential Skills and Internationally Educated Professionals



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Bow Valley College



Human Resources and
Skills Development Canada

Ressources humaines et
Développement des compétences Canada

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ESSENTIAL SKILLS TRAINING PROGRAM

SUMMARY

Can Test of Workplace Essential Skills (TOWES) assessments and Essential Skills (ES) training interventions be used to help internationally educated professionals to be more effective at work? Through three worker groups, Bow Valley College (BVC) sought to test, train and re-test IEPs to determine if Essential Skills training could increase workplace success. The worker groups included: WorleyParsons with Targeted training for a specific workplace; Corporate Readiness Training Program (CRTP) which was, in-class training followed by a work experience; Success in the Workplace (SWP) /City of Calgary blended delivery Continuing Education training. In all three worker groups, 142 learners were tested. Of that group 48 tested in at Level 2 in Document Use and completed the training and both TOWES assessments. Results indicated that all workers moved positively within Level 2 and some workers moved from Level 2 to Level 3 and Level 4.



BUSINESS CASE

Skilled workers are in high demand in Calgary, and much of this demand is being filled by immigration of Internationally Educated Professionals (IEP). However, even though these workers have strong technical credentials, language, lower levels of essential skills, and lack of awareness of these skills interfere in maximizing their job potential. Bow Valley College has been working with IEPs for over a decade through the Corporate Readiness Training Program (CRTP) in the Center for Career Advancement Department. The skills gaps for many internationally trained professionals are embedded in culture, values and understanding of the expectations of the workplace. For example, in Canada professional employees are now expected to write, edit, and send their own memos, reports, emails, time sheets and the like.

Through targeted training this program blends intercultural communication skills, cultural awareness and ES training. Understanding that ES are as important as the technical skills is a foundation block of the program. Since skills gaps differ from one learner to another, a pre-training needs assessment survey is an important first step in designing a targeted intervention (See Appendix B). The information helps trainees see a return on their investment of time and effort. The focus of this case study was on IEP workers from three work related sites. The first was the workplace of WorleyParsons Canada. The second was the Bow Valley College Corporate Readiness Training Program (CRTP) with training and work experience and the third was the Success in the Workplace Program (SWP) an evening continuing education program.

PARTNERSHIPS

This partnership consisted of three main partners, WorleyParsons, the City of Calgary and the Center for Career Advancement, Bow Valley College. WorleyParsons Canada is a provider of professional services to the energy, resource and complex process industries, with operations around the world. It is a leader in Calgary in offering training and mentoring opportunities to help internationally educated professionals integrate into the Canadian workplace. Sandra Siemens, Human Resources Manager, and Brian Faulkner, Director Calgary Region have been a strong supporters of ES training and have realized early that one source of talent to fill the predicted skills shortages is the internationally educated professional. It was through their support we were able to meet with the management team who then took the message back to their direct reports and nominated employees to take part. With approximately 60% of its workforce born outside of Canada, WorleyParsons was a partner on this project and invested company resources of both time and money and authentic workplace documents such as: The

Benefit Plan Summary, Billable Hour Set-up Procedure, and Code of Conduct. They also supplied participants with memory sticks, leather binders, embossed with the ESP logo (see Figure 1) for all participants and covered the catering costs for all six training events, the lunch and learns and the final graduation.

The second partner was the City of Calgary through the Success in the Workplace (SWP) program. SWP is a blended part time program offered in the evenings, on campus. The time commitment for learners was three hours in class and three hours on-line per week. All participants were recruited after a Lunch and Learn information session and course fees for city employees were paid by the City of Calgary. Bonnie Dersch, HR advisor supported the program and facilitated payment of course fees for learners. The third partner was BVC through the Corporate Readiness Training Program. This program involves a 10-week training component and a 6 week work experience placement. Instructors and other CRTP team members participated in the testing and collection of data for all participants.

AWARENESS AND PROMOTION

Lunch and Learn sessions were delivered at both WorleyParsons and the City of Calgary to increase awareness and promote registration in the programs. At WorleyParsons the sessions resulted in 120 employees registering for the training (See Appendix C) while 15 employees registered from the City of Calgary. In both cases, employees could volunteer or supervisors could recommend participation.

For the WorleyParsons worker group, interested employees were brought in for a three hour training class and those who volunteered to continue then wrote the TOWES. Ninety-three employees completed the test; 44 were within the project target range of level 2 and opted to continue the training as part of the research project. Seventeen dropped out due to attrition. They also promoted the program and the information sessions through a series of email communications, posters posted in key areas and answered any questions from potential learners. Strong company support from upper management from both WorleyParsons and City of Calgary gave it credibility among the employees.



Figure 1: ESP Logo

Bow Valley College, the Center for Career Advancement and the College Executive team including Sharon Carry, President of BVC and Conrad Murphy, Director TOWES/Center for Career for Advancement supported the involvement of learners in the CRTP and SWP programs. BVC

instructors and staff did awareness and promotion during the first few days of class. Workers were asked to participate and were taken through the research protocol and consent forms. Because TOWES and Essential Skills training are already integrated into the regular program, it was easily accepted by workers.

ESSENTIAL SKILLS INTERVENTIONS

ADULT EDUCATION PRINCIPLES

Internationally Educated Professionals are unique learners. They are academically trained, successful learners in their first language and when they have bought into training they are highly motivated. Many of the participants have Bachelors or Masters Degrees from institutions around the world and it is often difficult for them to accept their skills gaps. To move to understanding and acceptance takes sensitivity, respect and patience by the instructor.

The key was to get buy-in from the IEP on a number of levels. Knowing that the training was supported by management was the first step, linking the training to authentic workplace tasks and documents, was the second step. Some participants attended because of direct recommendations from management and others because they were seeking to understand how to progress at work. Learning was collaborative and interactive using experiential teaching strategies.

Welcoming and encouraging input creates an atmosphere of trust and openness. Workers were informed of the reasons behind the tasks used for training and were allowed to express concerns or questions. For example, after the TOWES pre-test, a small group of participants were not willing to accept the test results and chose to blame the test and not their skills levels. Time was taken at this point to review the test protocol and to respond to questions and concerns. Any suggestion they are unable to meet job expectations threatens their self-esteem. It is important that the distinction is made between technical skills and Essential Skills as the operational skills needed to work in the individual, task oriented, semi-autonomous, computerized Canadian Workplace. BVC's College Wide Outcomes outlines all the principles needed for strong adult education (see Appendix F).

PROFESSIONAL PRACTITIONER SKILLS

For over a decade, Bow Valley College has been the home of TOWES and a battery of curriculum tools that can be used in the classroom and on-line. The curricula, Success in the Workplace

(2009) and the extensive CRTP curriculum served as the foundation upon which to build the training programs. Since early in 2001, there have been a number of training opportunities for BVC staff. They have ranged from one day sessions with learning experts such as Michael D. Hardt, President and Co-Founder of Performance by Design, Inc.,TM on topics including controlling questioning complexity and critical thinking, to attending workshops on the use of many curriculum materials developed through SkillPlan BC. Because BVC has been a center for the Essential Skills in Canada, this has afforded many members of this team the opportunities to develop Essential Skills knowledge and training methods. Members of the project team collectively have completed the ES Profiling Course and are certified TOWES Administrators. The team has also been actively involved in the development of tasks for the Measure-Up website, Essential Skills Online (ESO), Essential Skills Direct (ESD) and developed curriculum for CRTP and SWP. The delivery team consisted of Laurel Madro, Kaesy Russnak, Jay Decore, Sandra Murray, Lindsay Cova-Martinez and Katalina Bardell. The intervention was planned and delivered as a team with all members contributing their expertise.

TYPES OF INTERVENTIONS

There were similarities in all three worker groups of the training. A blended approach was used with a combination of asynchronous on-line and classroom training because a blended approach (on-line asynchronous and classroom) to training was thought to be the best approach because of the access and time flexibility it offered.

All workers were tested using the TOWES pre and post, as well as, Versant – an English Oral Communication test. All three programs blended Essential Skills training with language and intercultural awareness. Workers from WorleyParsons had a total of 35 training hours which included 15 hours online, 18 hours in class plus two lunch-and-learn sessions. Workers from the SWP had a total of 37 total training hours which included 15 hours online and 22 hours in class. Workers from the CRTP had a total of 45 total training hours which included 15 hours online, 30 hours in class.

The online component consisted of:

- a WIKI where materials are posted for learners to access, review and respond
- Essential Skills Direct (ESD) and Essential Skills Online (ESO) which are online training tools to develop a learner's ES. All learners were asked to commit to at least 15 hours of online training using ESD.

Classroom tasks included:

- Measure-Up activities and materials from SkillPlan’s Reading at Work to practice Reading Text, Document Use and Numeracy.
- Pronunciation practice to target key pronunciation issues to practice Oral Communication skills.
- Reading, summarizing and presenting based on authentic workplace documents to practice the Essential Skills of Oral Communication, job task planning and organizing, and Working with Others. See Appendices and E for the workshop outline.

The Versant Oral Communication Test, English level, was used to evaluate oral fluency. Seventy-seven WorleyParsons, 14 SWP and 15 CRTP participants were assessed. However, only 48 workers were eligible for the research under the established protocols. In Figure 2, a score of L6 is the highest and demonstrates a high level of oral fluency. Workers at Versant L2 or L3 are still learning English fluency and this could be a factor in their ability to show progress in the training. See Appendix H for a sample score report.

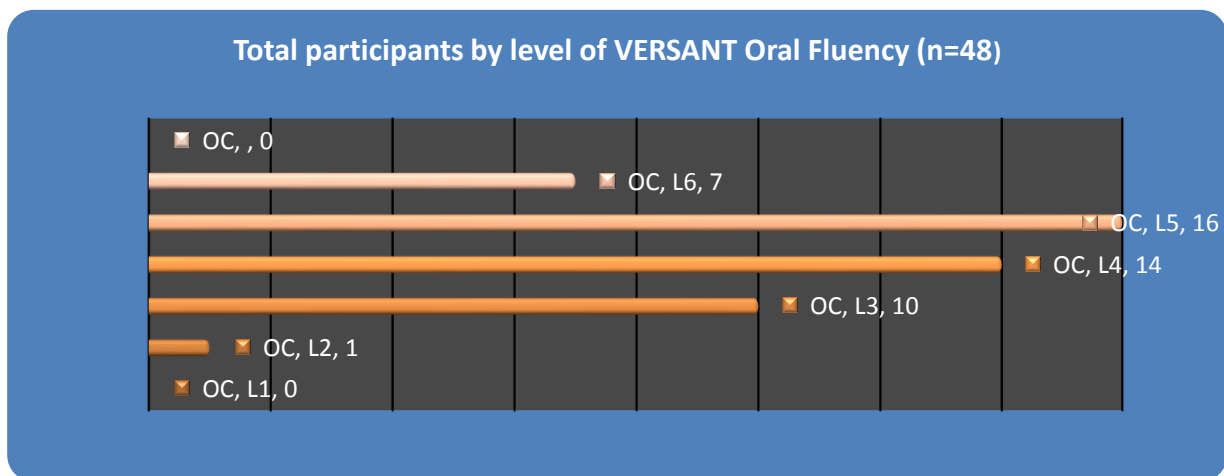


Figure 2 Versant Oral Communication Results

Figure 3 shows the distribution of scores for Reading Text (RT) Document Use (DU) and Numeracy (N) tested with TOWES. All workers tested at Level 2 on Document Use on the pre-test, were the target population for this project.

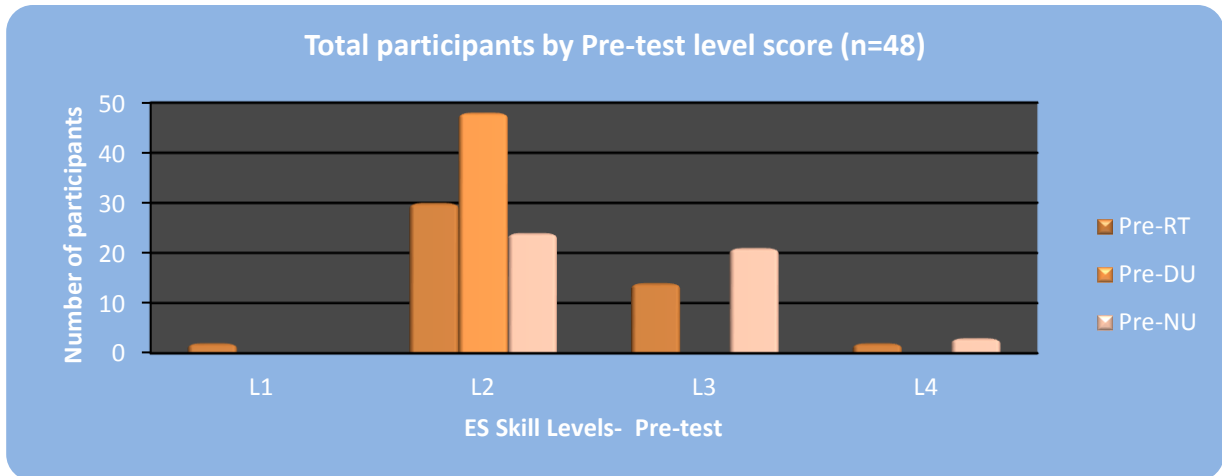


Figure 3: Pre TOWES scores by skill area

Figure 4 shows the results of the TOWES post-test that followed the training intervention. Twelve workers moved to Level 3 and three workers moved to Level 4 on Document Use. These scores only demonstrate transitions between levels and not movement within levels.

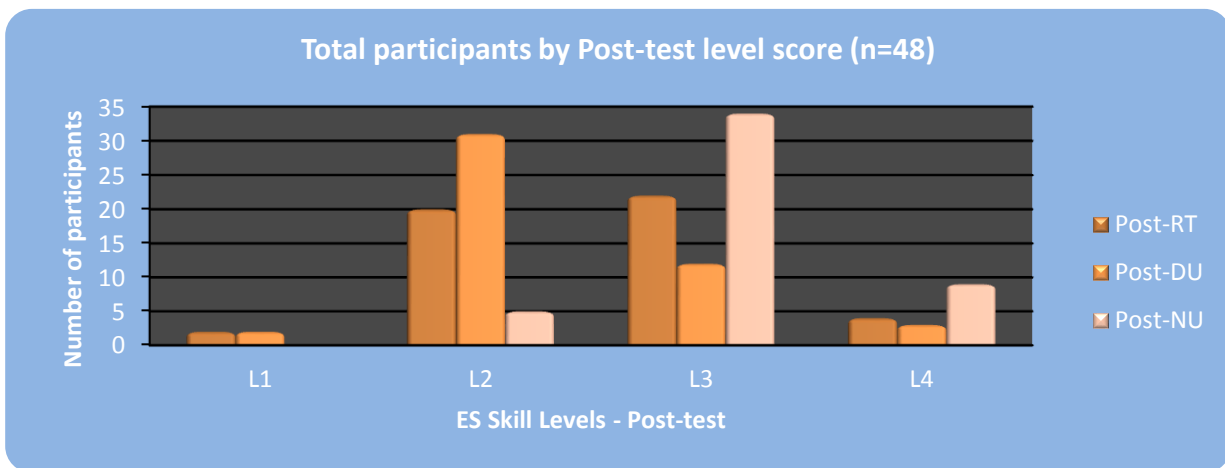


Figure 4: Post TOWES scores by skill area

By analyzing the scores, based on the IALSS 500 point scale, a clearer picture can be seen in Figure 5. Although some workers did not move to Level 3, we did see gains within Level 2 in the mean scores.

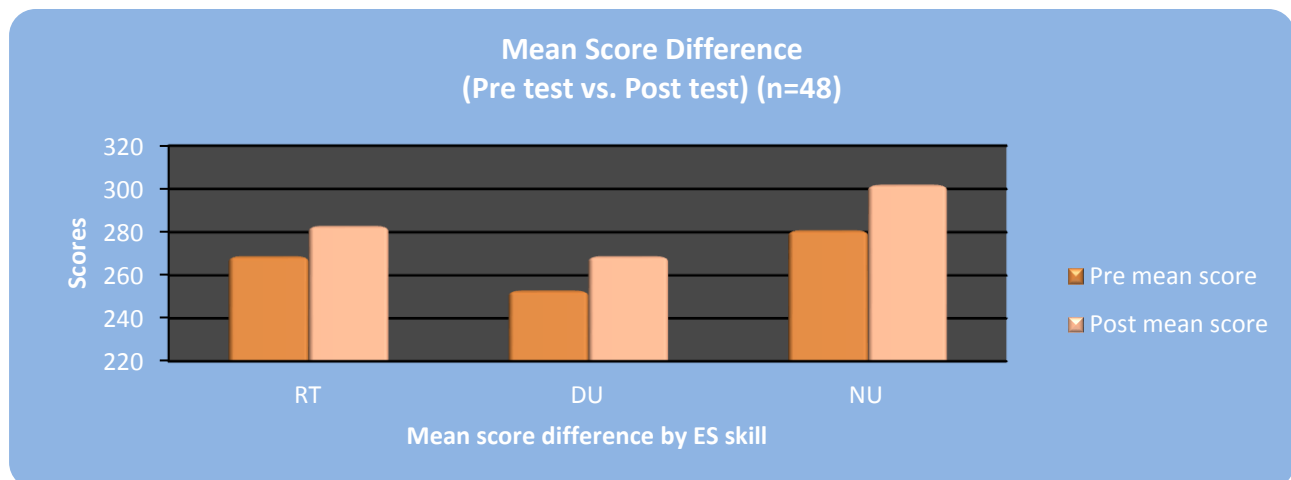


Figure 5: IALSS L2/L3 means score differences by skill

Factors affecting the results among all three worker groups are as follows:

- Attendance and homework completion: Absences were often tied to having to work overtime to meet deadlines or dealing with family issues. Attendance was not consistent for many and homework completion not a priority.
- Challenges adjusting to the on-line learning environment: Remembering passwords, navigating through the various lessons and not spending the required time to practice the skills were issues. This style of learning was new to the workers.
- Timing of training for WorleyParsons: In an effort to launch quickly to meet the deadlines of the project, it was decided to have the first three classes before the Christmas break and the last three after. Many learners came back to class in January unprepared.
- Learner perceptions of training: Some of the strategies introduced in the training were seen by a few as being too simple or elementary and only through demonstration of these skills did they buy in. An experiential methodology worked the best where they had to try the task on using their previous method, come up against difficulty and then the new strategy to see the value. Learners who are used to using great skills to memorize had difficulty shifting to other kinds of tasks using higher levels of thinking.
- Thirty nine percent (17 workers) dropped out because of demands at work that did not allow them to complete, as work deadlines took precedence over training.

TRANSITION PATHWAYS TO EMPLOYABILITY

The transition pathway described in the National Framework document that best described this project was workers in need of higher skills, who are newcomers to Canada and are motivated to gain higher employability levels in their field of training and expertise. The business case is strong to upskill these educated, experienced employees so they are able to reach their highest level of productivity. Employers are identifying employees who are not working to potential, and are actively looking for solutions. The skills gaps were complex because they included not just Essential Skills gaps but also challenges of working in English, which was not their first language, and adapting to Canadian cultural expectations. For a list of job titles of participants, see Appendix G. As can be seen from the list of job titles, these individuals are highly trained technically strong employees. Some of the IEPs took initiative to register for the training on their own and others were recommended by their supervisors. This speaks to awareness on behalf of both the employee and the supervisors of challenges within the workplace and the willingness on behalf of the organizations to support employees to develop the skills they will need to work effectively in the future. Progressive organizations are seeing the IEP as a solution to the skills shortage. Feedback from employers and participants has included things like people are demonstrating more confidence and are more engaged in their daily work.

PERSONAL REFLECTION

The IEP looking to enter the Canadian workplace has very different skills gaps than a first language speaker looking to upgrade. The IEP is very competent and successful working in his/her home country and first language. The awareness that these gaps exist and are the cause of challenges at work is a very difficult realization to accept. These gaps are caused by two main factors; workplace cultural differences and expectations, navigating in a second language but with first language demands. IEPs would not register in a program about Essential Skills as a stand-alone program. In all three worker groups the link to the skills needed for Oral Communication and Working with Others was the ultimate draw and not the skills of Reading Text, Document Use and Numeracy. For example, many WorleyParsons employees expressed an interest in learning more about presentation skills than document use skills. It is interesting to note that in many cultures the need to present at staff meetings or client meetings is a skill needed only by upper management.

Transitioning into the Canadian culture where this is a weekly demand for all professional staff causes anxiety and concern. With presentation skills as the enticement, other skills were integrated into the steps or laddering that was needed to work up to that goal. These skills include skimming and scanning, navigating authentic workplace documents, completing a note taking document, job and task planning and oral communication. Where the skills gaps are found can sometimes take a facilitator off guard. For example, the on-line component was facilitated through the use of a WIKI and access to Essential Skills Direct. Assumptions were made that technically trained working people would be comfortable with online learning environments. This was not the case.

Selling ES to employers is also a challenge. No employer wants to learn they have employees who fall into the levels 1 or 2 using the TOWES. However, many employers are keen to help employees develop skills they need to make their business more productive and profitable. Employers are welcoming training solutions such as onsite training and targeted interventions to facilitate a smoother transition of IEP workers into the workplace.

APPENDIX A

BACKGROUND INFORMATION

WorleyParsons is a multinational Engineering, procurement and construction management company (EPCM) company based in Australia. They have operations around the globe in Africa, Canada, China, Europe, Latin America, Middle East, South East Asia and the United States. The customer sectors include Infrastructure and Environment, Power, Hydrocarbons and Minerals and Metals. WorleyParsons has a strong commitment to ongoing employee training through their Learning and Development Unit. In 2007, WorleyParsons Canada was named one of Canada's Top 100 Employers by Maclean's Magazine. Because they continue to grow their operations in Canada the need for a highly skilled workforce is imperative and they have responded by hiring the best talent they can from around the world. Companies looking to continue to be competitive will be following the lead of WorleyParsons and training to meet these skills gaps in order to prepare the leadership teams of the future and remain competitive in the global economy. The City of Calgary has been a strong supporter of BVC programs and initiatives. They have been involved in the CRTP program through hosting work experience students and participated in the Mentorship program by recruiting mentors. BVC has worked closely with the HR staff at the City of Calgary by offered the opportunity to their employees to participate in the SWP program over the course of the last three years.

APPENDIX B

EMPLOYER SKILLS SURVEY / NEEDS ASSESSMENT

This survey was developed by BVC as part of the National ES Framework Project and will inform the training process as well as contribute to the Business Case for the training of [Essential Skills](#) in the Workplace. The responses on this survey will be kept anonymous. Although the main focus of this study is on Document Use, all 9 Essential Skills will be integrated into the training. Do you have talented employees who seem to have skills gaps that are barriers to optimum productivity? Do you have employees who demonstrate the following behaviors?

Are not as efficient or accurate in their jobs as you would expect them to be? Describe the behaviours/issues you see that are holding them back from being the optimum employee. Use the scale of the optimum employee being at 90% efficiency, where would rate your workforce?
Haven't demonstrated the ability to take on the next level of responsibility because they have not demonstrated the decision making/thinking skills they will need for the next level, but you feel they should start to take on this role. Do you feel you have some employees who can't be promoted due to a lack of skills?
Make errors but do not seem to recognize those errors or take responsibility?
Treat deadlines with different levels of priority i.e. Internal deadlines are not adhered to as closely as external deadlines.
You need to constantly follow up with them and you are forced to micromanage?
Are these employees process oriented rather than results oriented? Do you have to coach them through each step of the process and remind them of deadlines? Do they wait at the end of each task for further instructions?
Do you receive emails that are unclear or incorrect because of poor grammar, spelling or punctuation? Do you have to spend time editing or re-writing emails or reports going to external clients?
How much time would you estimate is wasted in remedying errors or doing re-work that was due to communications issues?
Are there other non-technical skills that you feel are decreasing the productivity and efficiency of your unit?

APPENDIX C

PROMOTIONAL POSTER

**WorleyParsons**
resources & energy

OneWay
to zero harm


ESP | ESSENTIAL SKILLS
TRAINING PROGRAM

INTERNATIONALLY TRAINED PROFESSIONALS:
**WOULD YOU LIKE TO
REACH YOUR POTENTIAL?**
CONSIDER PARTICIPATING IN THE ESSENTIAL SKILLS PROGRAM

- Navigating processes and completing workplace documents
- Communicating both verbally and in writing to clients and colleagues
 - Understanding the expectations of the Canadian workplace
- Identifying and demonstrating the skills you will need in order to take on more responsibility in the organization
- Participation in program is recognized as a Key Performance Indicator.

INFORMATION SESSIONS

Citadel (Boardroom 1-A)	September 30th	1:00-2:00 pm
Sundance West (Auditorium)	October 3rd	12:00-1:00 pm
Southport (Auditorium)	October 5th	12:00-1:00 pm

FOR MORE INFORMATION CONTACT **SANDRA SIEMENS, CHRIS EWANCHUK,**
OR VISIT: **CALGARY HOMEPAGE > QUICK LINKS >** 

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APPENDIX D

CLASSROOM TRAINING PLAN

Date	Activities	Assessments
Nov. 4, 2011	Project Overview Individual Learning Plan Consent forms Wiki & ESD log on Skills development: Questions (snapping the question, asking questions, risks of not asking questions) TOWES awareness and prep	Self-assessment: Is this program for me? What 3 key ideas/skills can they take back to the workplace?
Nov. 18, 2011	TOWES Testing	TOWES
Dec. 2, 2011	Review of TOWES results Review of using WIKI, ESD and Measure up Snapping the question review Presentation Skills Body language Policy Jigsaw activity <ul style="list-style-type: none"> Divided class into 5 expert groups with different policies tasked to review the policy and select key components and paraphrase Skimming/scanning/Note taking Practice making a mini presentation to expert group to clarify and become comfortable with the material. 	Versant Oral Communications Skills testing
Holiday Break		
Jan. 13, 2012	Warm up - Measure Up activity Pronunciation activity Policy Jigsaw part 2: final presentation to new group unfamiliar with this policy. <ul style="list-style-type: none"> Presentation Debrief Pronunciation and intonation lesson on stress patterns in English. (to improve clarity) Computer Lab: Supported work on ESO & ESD 	Versant Oral Communications Skills Testing Learner Profile
Jan. 27, 2012	Warm up - Measure up activity Lesson - Reading at Work (SkillPlan) Creating Glass Art, Lesson 3 - Firing Glass Pronunciation/intonation lesson on stress in words Prep for TOWES post test	Versant Oral Communications Skills Testing Learner Profile
Feb. 10, 2012	Final TOWES	TOWES

APPENDIX E

DETAILED ACCOUNT OF ACTIVITIES TO DATE

Task	Description	Dates/Times/ Duration
DEVELOPMENT OF THE BUSINESS CASE		
Message to Brian Faulkner	Details of project/background	Monday Aug 29
Create promotional materials	Messaging for posters and webpage	Monday Aug 29
Management Information Session	1 hour session for the Management team to understand this initiative. Management were given a survey to identify skills gaps	Sept 30/11 1 hour
AWARENESS AND PROMOTION		
Marketing	Created logo Developed and posted posters (see appendix) Create portfolios for participants with logo Did an email campaign internally to recruit	September 2011
Employee info session: Southport	40 interested employees in attendance	Oct 5/11 1 hour
Employee info session: downtown	50 interested employees in attendance	Sept 30/11 1 hour
Employee info session Sundance	65 interested employees in attendance (115 employees registered)	Oct 3/11 1 hour
Development of course Materials	Meeting with HR and project team to gather documents and create case study/simulation activity for training	2 meetings and numerous emails and phone calls. Course materials are authentic workplace documents from partner corporation

APPENDIX F

BOW VALLEY COLLEGE WIDE OUTCOMES

OUTCOME	DEFINITION	EXAMPLES
COMMUNICATION	Communication is the exchange of information, ideas, and feelings. The ability to convey understandable messages and to accurately interpret the messages of others is necessary in academic, vocational, and social environments.	<ul style="list-style-type: none"> • Interpret and evaluate meaning using a variety of texts and media. • Detect nuances of written, oral, and non-verbal messages.
THINKING SKILLS	The thinking process develops and evaluates perspectives based on knowledge, reasoning, and creativity within a context of critical thinking.	<ul style="list-style-type: none"> • Identify and weigh alternatives to make defensible and informed choices. • Synthesize information leading to a creative and worthwhile solution.
NUMERACY	Numeracy is the ability to use numbers and being able to think in quantitative terms.	<ul style="list-style-type: none"> • Estimate time or materials accurately. • Read graphs and charts.
WORKING WITH OTHERS	Working with others is the ability to work respectfully with others, to see multiple sides of an issue. This includes an understanding that the group is able to create more than the individual, and demonstrates a willingness to work toward a common goal or purpose.	<ul style="list-style-type: none"> • Communicate effectively in a group setting by listening actively and giving and receiving feedback appropriately. • Manage and resolve conflict.
TECHNOLOGY SKILLS	Computer literacy is an essential skill. Since technology is constantly evolving, students must have the ability to adapt to change.	<ul style="list-style-type: none"> • Use computers to communicate. • Demonstrate competence in discipline-specific technology applications.

POSITIVE ATTITUDES AND BEHAVIOURS	Displaying positive attitudes and behaviours includes being able to foster responsibility, respect, awareness, and integrity, show initiative, and articulate personal values and beliefs.	<ul style="list-style-type: none"> • Articulate personal values and beliefs in a positive approach. • Show respect for self and others.
CONTINUOUS LEARNING	Continuous learning is the ability to participate in an ongoing process of acquiring skills and knowledge. This includes knowing how to learn, understanding one's own learning style, and knowing how to gain access to a variety of materials, resources, and learning opportunities.	<ul style="list-style-type: none"> • Apply previous learning to new situations. • Demonstrate openness to new learning experiences and opportunities.
HEALTH AND WELLNESS AWARENESS	Health and wellness awareness is displaying proactive behaviours that lead to achieving one's own wellness potential, including the promotion of good health through healthy living and working safely with others.	<ul style="list-style-type: none"> • Demonstrate knowledge of strategies to develop healthy living. • Manage stress and take care of personal health and safety.
CITIZENSHIP AND INTERCULTURAL COMPETENCE	Citizenship and Intercultural Competence is the ability to examine assumptions and connections among beliefs, decisions, actions, and consequences from a variety of perspectives.	<ul style="list-style-type: none"> • Show respect for diversity and different points of view. • Demonstrate contribution to community.
SUSTAINABILITY	Sustainable life and work practices create economic, social, and environmental systems that contribute to quality of life within a community, while ensuring resources and opportunities are available for future generations.	<ul style="list-style-type: none"> • Explain societal and environmental impacts within a community. • Manage environmental and societal impacts in problem solving.

APPENDIX G

JOB TITLES OF PARTICIPANTS

Accounting Supervisor	Accountant	Accounting Assistant
Automation Engineer	Civil Engineer	Cost Controller
Designer	Document Controller	EIT
Electrical Designer	Electrical Drafter	Electrical Engineer
Electrical Specialist	Engineering assistant	Geomantic Specialist
Information Manager	Mechanical Engineer	Piping Designer
Process Engineer	Project admin	Project Controls
Structural Designer	Structural Designer	Telecommunications Time Card Administrator
Wastewater Engineer	HR specialist	

APPENDIX H

VERSANT ORAL COMMUNICATIONS TEST

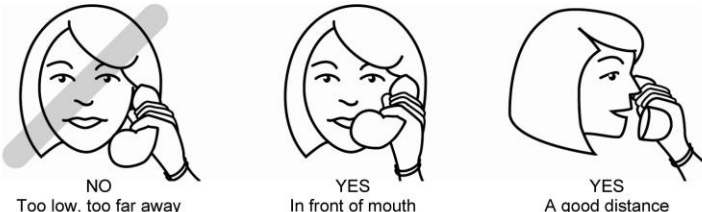
www.versanttest.com



Test Instructions

Please read this before taking the test

Versant tests are automated spoken language tests that are taken on the telephone or computer. If you would like to listen to a sample test, purchase a practice test, or view the test score after taking the test (if applicable), please visit www.VersantTest.com

Part	Instructions
Before the Test	<ul style="list-style-type: none">Carefully read this instruction page and the test paper. You may use a dictionary or ask someone for help if there are words or sentences that you don't understand.Choose a quiet location with a landline phone where you will not be interrupted during the test.Do not use a cordless phone, cellular phone, or VoIP phone (e.g., Skype™ or PC-to-phone services). Newer phones are generally better than older phones. Make sure that the phone is set to tone and not pulse.
Beginning the Test	<ul style="list-style-type: none">To begin the test, call the phone number on the test paper using a landline push-button telephone.A recorded examiner's voice will guide you through each section of the test.Enter your Test Identification Number using the telephone keypad when the examiner's voice asks you to do so. This number is printed on the top right of your test paper.The examiner's voice will then ask you two questions: your name, and the city and the country you are calling from. If you are speaking too loudly or too quietly, the examiner's voice will tell you.The test begins when you say your name. If you hang up before you complete the test, the test cannot be graded. You cannot reuse the Test Identification Number.
During the Test	<ul style="list-style-type: none">Hold the phone close to your mouth as shown in the picture below. <div></div> <ul style="list-style-type: none">Answer all questions smoothly and naturally in a clear, steady voice.If you don't know the proper way to respond to a test item, you can remain silent or say, "I don't know."Do not take notes or write during the test.When you hear, "Thank you for completing the test", you may hang up.If you wish, you may answer the optional questions at the end of the test. Your personal information will be kept anonymous.



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SCORE REPORT

Versant English – Level Test


Test Identification Number:

Test Completion Date: February 10, 2012

Test Completion Time: 3:57 PM (UTC)

LEVEL

6

LEVEL	DESCRIPTION	TEST RESULT
6	Advanced	 CANDIDATE'S LEVEL
5	Intermediate - High	
4	Intermediate - Middle	
3	Intermediate - Low	
2	Elementary	
1	Emerging	

UNDERSTANDING THE CANDIDATE'S LEVEL

Level	The level of the test result represents the ability to understand spoken English and speak it intelligibly at a native-like conversational pace on everyday topics. The final level represents a weighted combination of the candidate's performance in four diagnostic subskills.
Candidate's Level	Candidate speaks and understands at native-speaker speeds with minimal effort, and can contribute readily to a native-paced discussion at length, maintaining the colloquial flow. Speech is fluent and intelligible; candidate has consistent mastery of complex language structures. A candidate at this level would likely score between 69 - 78 on the Versant English Test.

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SCORE REPORT



Test Identification Number:

EXPLANATION OF SUBSKILL SCORES

SKILL AREA	UNDERSTANDING THE SKILLS	CURRENT CAPABILITIES
Sentence Mastery	Sentence Mastery reflects the ability to understand, recall and produce English phrases and clauses in complete sentences. Performance depends on accurate syntactic processing and appropriate usage of words, phrases and clauses in meaningful sentence structures.	Candidate can understand, recall and produce a wide range of English phrases and clauses in sentence context. Candidate can consistently produce accurate and meaningful complex sentences.
Vocabulary	Vocabulary reflects the ability to understand common everyday words spoken in sentence context and to produce such words as needed. Performance depends on familiarity with the form and meaning of everyday words and their use in connected speech.	Candidate understands and produces a wide range of everyday English words as they are used in fluent colloquial speech.
Fluency	Fluency reflects the rhythm, phrasing and timing evident in constructing, reading and repeating sentences.	Candidate speaks with good rhythm and appropriate phrasing; some units may be too fast or too slow. Smooth flow of speech may be interrupted by occasional hesitation, repetition, and/or imperfect word-linking.
Pronunciation	Pronunciation reflects the ability to produce consonants, vowels and stress in a native-like manner in sentence context. Performance depends on knowledge of the phonological structure of everyday words.	Candidate produces most vowels and consonants in a clear manner, although an occasional mispronunciation may occur. Stress is placed correctly in most common words, although some vowels may be consistently stressed inappropriately. Speech is generally intelligible.

TO IMPROVE, A CANDIDATE AT THIS LEVEL SHOULD:

- Practice actively listening to spoken language delivered at fast, native speed from a variety of sources, e.g., live or broadcast television and/or radio.
- Challenge yourself through exposure to specialized lectures on unfamiliar topics and presentations employing a high degree of colloquialism, regional usage, or unfamiliar terminology.
- Practice producing coherent, well-structured speech, making use of a variety of organizational patterns and a wide range of cohesive devices.
- Improve your command of idiomatic expressions and colloquialisms, focusing on connotative levels of meaning.
- Practice supporting your viewpoint in formal discussion of complex issues, focusing on presenting your argument articulately and persuasively.
- Practice summarizing and integrating information from different sources, reconstructing arguments and accounts coherently.