

# SCORE REPORT

## Spoken Chinese Test

**Test Identification Number:** 12345678  
**Test Completion Date:** January 1, 2014  
**Test Completion Time:** 1:23 PM (UTC)

### OVERALL SCORE

# 62

| SKILL AREA    | SCORE | 20 | 30 | 40 | 50 | 60 | 70 | 80 |
|---------------|-------|----|----|----|----|----|----|----|
| Overall Score | 62    |    |    |    |    |    |    |    |
| Grammar       | 62    |    |    |    |    |    |    |    |
| Vocabulary    | 62    |    |    |    |    |    |    |    |
| Fluency       | 66    |    |    |    |    |    |    |    |
| Pronunciation | 57    |    |    |    |    |    |    |    |
| Tone          | 58    |    |    |    |    |    |    |    |

|                          | DESCRIPTION   |
|--------------------------|---|
| Overall                  | The Overall Score of the test represents the ability to understand spoken Chinese and speak it intelligibly at a native-like conversational pace on everyday topics. Scores are based on a weighted combination of five diagnostic subscores. Scores are reported in the range from 20 to 80. |
| Candidate's Capabilities | Candidate can handle many utterances using a variety of words and structures, and can follow and sometimes participate in a native-paced conversation. Pronunciation is mostly intelligible; candidate can express some composite information on familiar topics to a cooperative listener.   |

Notice: The Spoken Chinese Test was developed jointly by Peking University and Pearson Education.

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## EXPLANATION OF SUBSKILL SCORES

| SKILL AREA    | UNDERSTANDING THE SKILLS  | CURRENT CAPABILITIES   |
|---------------|---|--|
| Grammar       | Grammar reflects the ability to understand, recall and produce 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 many Chinese phrases and clauses in sentence context. Candidate produces a range of meaningful 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 can produce basic everyday Chinese words and usually understands them when they are used in clear speech.  |
| Fluency       | Fluency reflects the rhythm, phrasing and timing evident in constructing, reading and repeating sentences.  | Candidate speaks with adequate rhythm but with some inappropriate phrasing and pausing. Hesitations and possible repetitions or false starts may sometimes interfere with smooth flow of speech.   |
| Pronunciation | Pronunciation reflects the ability to produce initials and finals in a native-like manner in sentence context. Performance depends on knowledge of the phonological structure of everyday words.  | Candidate produces many initials and finals in a clear manner, although some sounds are non-native. Speech is mostly intelligible, but some listeners may have to adjust to the accent.  |
| Tone          | Tone reflects the ability to recognize and to produce different tones in the structures of words, phrases and sentences and the ability to master the tone sandhi phenomenon in Chinese language. Performance depends on knowledge of tone and tone sandhi. | Most types and values of tones that candidate produces are accurate. The tone and tone sandhi in the flow of speech are relatively natural. Although some errors occur in the flow of speech, the errors are unlikely to cause misunderstanding. |

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## DETAILED DESCRIPTION OF LANGUAGE CAPABILITIES

This section allows users to form an idea of the spoken language tasks and interactions that average candidates scoring above a certain Spoken Chinese Test score are likely to be able to do. This information is based on the results of a study in which experienced raters listened to and rated candidates responding to the variety of prompts implemented in the Spoken Chinese Test, including responses to passage retelling that ask for personal opinions and views on different issues.

The score interpretations are based on large samples of speakers representing over 26 languages from the United States, the Middle East, Central America, European and Asian countries. Male and female speakers were equally represented, and the mean age of the candidates was 25 years old.

The section refers to the Common European Framework of Reference for Languages (Council of Europe, 2001). Descriptors from this publication were used by the raters while listening to candidates' performances and deciding on their levels of competence.

The information presented in this section is based on the average ratings of large samples of candidates. It refers to the average candidate; individual candidates may perform at a slightly higher or lower level than indicated in this guide.

| SKILL AREA         | A CANDIDATE WITH THIS OVERALL SCORE TYPICALLY:   |
|--------------------|--|
| Listening          | <ul style="list-style-type: none"><li>• Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</li><li>• Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</li><li>• Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</li></ul>   |
| Speak Production   | <ul style="list-style-type: none"><li>• Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.</li><li>• Can describe dreams, hopes, and ambitions.</li><li>• Can describe events, real or imagined.</li><li>• Can briefly give reasons and explanations for opinions, plans, and actions.</li></ul>  |
| Spoken Interaction | <ul style="list-style-type: none"><li>• Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.</li><li>• Can express thoughts on more abstract, cultural topics such as films, books, music, etc.</li><li>• Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</li><li>• Can enter unprepared into conversations on familiar topics.</li><li>• Can follow much of what is said around him/her on general topics and topics related to his/her field provided interlocutors avoid very idiomatic usage and articulate clearly.</li><li>• Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.</li></ul> |

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| SKILL AREA          | A CANDIDATE WITH THIS OVERALL SCORE TYPICALLY:  |
|---------------------|---|
| Language Quality    | <ul style="list-style-type: none"><li>• Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</li><li>• Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</li><li>• Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</li><li>• Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</li><li>• Can express the main point he/she wants to make comprehensibly.</li></ul> |
| Strategies & Skills | <ul style="list-style-type: none"><li>• Can identify unfamiliar words from the context on topics related to his/her field and interests.</li><li>• Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.</li><li>• Can ask someone to clarify or elaborate what he/she has just said.</li><li>• Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.</li><li>• Can convey meaning by qualifying a word meaning something similar (e.g., 可以寄东西的地方 = 邮局).</li></ul>  |

## TO IMPROVE, A CANDIDATE AT THIS LEVEL SHOULD:

- Practice listening to conversations or presentations likely to be encountered in social, professional, or academic life and identifying speaker viewpoints and attitudes as well as the information content.
- Practice keeping up with language spoken at a normal speed by watching and summarizing TV news and current affairs programs, documentaries, live interviews, talk shows, plays, and films.
- Practice providing clear, detailed descriptions on a wide range of subjects related to your field of interest.
- Practice explaining a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Practice delivering announcements or talks on general topics, departing spontaneously from the prepared text as needed and following up on interesting points raised by friends or classmates.
- Practice communicating spontaneously with good grammatical control, being careful to adopt a level of formality appropriate to the circumstances.
- Actively participate in conversations to practice language use on a wide range of general, academic, vocational, or leisure topics.
- Practice conveying degrees of emotion and highlighting the personal significance of events and experiences.
- Practice identifying arguments supporting and opposing points of view while listening to an animated discussion.
- Expand your repertoire of vocabulary items and phrases to be able to avoid frequent repetition, broadening your range of stock phrases (e.g., “我的意思是……”, “也就是说……”, “让我想一下……”) to gain time and keep the turn while formulating what to say.
- Focus on developing a clear pronunciation and intonation.
- Practice using a variety of linking words efficiently to mark clearly the relationships between ideas.

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## RELATIONSHIP TO OTHER SCORES AND LEVELS

Research has been conducted to explore how the Spoken Chinese Test overall score relates to other scales that measure or describe language proficiency. Note that the corresponding scores or levels provided are based on the relationships observed in our studies; the information does not guarantee a score on other tests or in other evaluations.

| TEST/SCALE            | SCORE/RANGE  |
|-----------------------|--|
| CEFR                  | <p>Corresponding level in the Common European Framework of Reference (CEFR):</p> <p><b>B1 – Independent User</b></p> <p>CEF-R global-level descriptor: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of a personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p> |
| HSK Oral-Intermediate | <p>Corresponding HSK Oral -Intermediate score range:</p> <p><b>59 – 78</b></p> <p>The Hanyu Shuiping Kaoshi (HSK) Oral Test - Intermediate is a spoken Chinese proficiency test that elicits responses in three sections (Listen and Repeat, Picture Description, Answer the Questions). It is claimed that the HSK measures the proficiency level of non-native speakers of standard Chinese. HSK Oral Test scores are reported on a 0 – 100 scale.</p>   |
| ILR OPI               | <p>Corresponding ILR OPI score range:</p> <p><b>1+ – 2</b></p> <p>Interagency Language Roundtable Oral Proficiency Interview (ILR-OPI) is a human-administered and human scored interview test. It is claimed that the ILR-OPI measures the proficiency level of a foreign language speaker. ILR-OPI scores are reported on a 0-5 scale.</p>   |

NOTE: The Spoken Chinese Test and other tests/scales address different constructs of language proficiency. Therefore, predictions are approximate. More information about these concordance studies is available upon request.

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