

# SCORE REPORT



## Versant Spanish Test

**Test Identification Number:** 12345678  
**Test Completion Date:** January 1, 2012  
**Test Completion Time:** 1:23 PM (UTC)

| OVERALL SCORE |
|---------------|
| 42            |

| SKILL AREA       | SCORE | 20 | 30 | 40 | 50 | 60 | 70 | 80 |
|------------------|-------|----|----|----|----|----|----|----|
| Overall Score    | 42    |    |    |    |    |    |    |    |
| Sentence Mastery | 38    |    |    |    |    |    |    |    |
| Vocabulary       | 44    |    |    |    |    |    |    |    |
| Fluency          | 38    |    |    |    |    |    |    |    |
| Pronunciation    | 52    |    |    |    |    |    |    |    |

|                          | DESCRIPTION   |
|--------------------------|---|
| Overall                  | The Overall Score of the test represents the ability to understand spoken Spanish and speak it intelligibly at a native-like conversational pace on everyday topics. Scores are based on a weighted combination of four diagnostic subskill scores. Scores are represented in a range from 20 to 80. For a more detailed explanation of language abilities at this score, please see the information below. |
| 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 discuss familiar topics with a cooperative listener.   |

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## EXPLANATION OF SUBSKILL SCORES

| SKILL AREA       | UNDERSTANDING THE SKILLS   | CURRENT CAPABILITIES  |
|------------------|--|---|
| Sentence Mastery | Sentence Mastery reflects the ability to understand, recall and produce Spanish 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 has some difficulty understanding, recalling or producing Spanish sentences, but can produce some simple phrases and/or clauses.  |
| 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 usually understands and can produce everyday Spanish words 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 irregular phrasing or rhythm, making some false starts, long pauses, and/or hesitations. Speech may be uneven and discontinuous and may exhibit inappropriate sentence-level word emphasis.                                     |
| 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 pronounces certain consonants and vowels in a non-native manner. Stress may be placed incorrectly in some words, or stress placement may be ambiguous. Speech is mostly intelligible, but many listeners will need to adjust to the accent. |

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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 Versant Spanish 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 a variety of prompts implemented in the Versant Spanish Test, including responses to story retell items and open questions that ask for personal opinions and views on different issues.

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. (See "Current Capabilities" on pages 1 and 2 for your personal results.)

| 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 follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</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><li>• Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</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 reasonably fluently relate a straightforward narrative or description as a linear sequence of points</li><li>• Can describe dreams, hopes, and ambitions.</li><li>• Can describe events, real or imagined.</li><li>• Can narrate a story.</li><li>• Can briefly give reasons and explanations for opinions, plans, and actions.</li><li>• Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</li></ul>  |
| Spoken Interaction | <ul style="list-style-type: none"><li>• Can communicate with some confidence on familiar routine and nonroutine 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., un camión para las personas = autobús).</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., "Digo...", "Es decir...", "Déjeme pensar en eso...") 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 a Versant Spanish 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>CEFR 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>  |
| ACTFL OPI  | <p>Corresponding level on the ACTFL OPI (American Council on the Teaching of Foreign Languages Oral Proficiency Interview):</p> <p><b>Intermediate Low-Mid</b></p> <p>The ACTFL OPI level is drawn from performance in a face-to-face or telephonic interview between a certified ACTFL interviewer and an examinee. The ACTFL OPI takes the form of carefully structured conversations and role-plays. The ACTFL interviewer compares the candidate's performance with the criteria for each of ten proficiency levels: Novice (Low, Mid, High), Intermediate (Low, Mid, High), Advanced (Low, Mid, High), Superior. It is claimed that the ACTFL OPI measures functional speaking ability.</p> |
| ILR OPI    | <p>Corresponding level on the ILR OPI (Interagency Language Roundtable Oral Proficiency Interview):</p> <p><b>1</b></p> <p>The ILR OPI level is drawn from performance on a Spoken Proficiency Test administered over the telephone by certified interviewers. The interviewers compare the candidate's performance with the descriptions of the six ILR proficiency levels reported on a scale of 0 to 5. Performances that significantly exceed a level, but which do not fully meet the next level, are represented with a 'plus' sign. It is claimed that the ILR proficiency levels characterize spoken language use.</p>   |

NOTE: The Versant Spanish 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.