

VERSANT ENGLISH TEST

REMINDER: 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.



Call: 1-415-738-3800

Test Identification Number (TIN)

1234 5678

Expires: January 1, 2012

Thank you for calling the Versant testing system.

Please enter your Test Identification Number on the telephone keypad.

Now, please say your name. Now, please say the city and country you are calling from.

Now, please follow the instructions for Parts A through F.

PART	TASK	TEST DETAILS
A	Reading	<p>Please read the sentences as you are instructed.</p> <ol style="list-style-type: none"> 1. Traffic is a huge problem in Southern California. 2. The endless city has no coherent mass transit system. 3. Sharing rides was going to be the solution to rush-hour traffic. 4. Most people still want to drive their own cars, though. 5. Larry's next door neighbors are awful. 6. They play loud music all night when he's trying to sleep. 7. If he tells them to stop, they just turn it up louder. 8. He wants to move out of that neighborhood. 9. My aunt recently rescued a dog that was sick. 10. She brought her home and named her Margaret. 11. They weren't sure she was going to live, but now she's healthy. 12. I just wish she could get along better with their cat.
B	Repeat	<p>Please repeat each sentence that you hear.</p> <p>Example: a voice says, "Leave town on the next train." and you say, "Leave town on the next train."</p>
C	Questions	<p>Now, please just give a simple answer to the questions.</p> <p>Example: a voice says, "Would you get water from a bottle or a newspaper?" and you say, "a bottle" or "from a bottle" .</p>
D	Sentence Builds	<p>Now, please rearrange the word groups into a sentence.</p> <p>Example: a voice says, "was reading" ... "my mother" ... "her favorite magazine" and you say, "My mother was reading her favorite magazine."</p>
E	Story Retelling	<p>You will hear three brief stories. Each story will be spoken once, followed by a beep. When you hear the beep, you will have 30 seconds to retell the story in English. Try to retell as much of the story as you can, including the situation, characters, actions, and ending. You will hear another beep at the end of the 30 seconds.</p>
F	Open Questions	<p>You will hear two questions about family life or personal choices. Each question will be spoken twice, followed by a beep. When you hear the beep, you will have 40 seconds to answer the question. You will hear another beep at the end of the 40 seconds.</p>

Thank you for completing the test.

SCORE REPORT



Versant English Test

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

OVERALL SCORE

48

SKILL AREA	SCORE	20	30	40	50	60	70	80
Overall Score	48							
Sentence Mastery	48							
Vocabulary	53							
Fluency	48							
Pronunciation	45							

	DESCRIPTION
Overall	The Overall Score of the test represents the ability to understand spoken English and speak it intelligibly at a native-like conversational pace on everyday topics. Scores are based on a weighted combination of four 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.

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PEARSON



SCORE REPORT



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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 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 many English 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 usually understands and can produce everyday English 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 uneven or staccato pacing, although speech may contain some smooth runs containing several words. Frequent obvious pauses result in an irregular speech rate and some disconnected phrases.
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 consistently 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 English 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 Versant English Test, including responses to open questions that ask for personal opinions and views on different issues.

The score interpretations are based on large samples of speakers representing 22 languages from East Asia, the Middle East, South America, and from both Eastern and Western European countries. Male and female speakers were equally represented, and the age of candidates ranged from 12 to 65 with an average age of 25.

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">• 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.• Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.• Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
Speak Production	<ul style="list-style-type: none">• Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.• Can describe dreams, hopes, and ambitions.• Can describe events, real or imagined.• Can briefly give reasons and explanations for opinions, plans, and actions.
Spoken Interaction	<ul style="list-style-type: none">• Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field.• Can express thoughts on more abstract, cultural topics such as films, books, music, etc.• 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.• Can enter unprepared into conversations on familiar topics.• 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.• 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.

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SKILL AREA	A CANDIDATE WITH THIS OVERALL SCORE TYPICALLY:
Language Quality	<ul style="list-style-type: none">• 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.• Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.• Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.• Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.• Can express the main point he/she wants to make comprehensibly.
Strategies & Skills	<ul style="list-style-type: none">• Can identify unfamiliar words from the context on topics related to his/her field and interests.• Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.• Can ask someone to clarify or elaborate what he/she has just said.• 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.• Can convey meaning by qualifying a word meaning something similar (e.g., a truck for people = bus).

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., "I mean...", "That is to say...", "Let me think about that...") 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 English 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
GSE	<p>Corresponding GSE score:</p> <p>45</p> <p>The Global Scale of English (GSE) is reported on a scale from 10 to 90. The GSE has been aligned to the Common European Framework of Reference for Languages and provides a common, empirically validated equivalence for Pearson tests measuring English ability.</p>
CEFR	<p>Corresponding level in the Common European Framework of Reference (CEFR):</p> <p>B1 – Independent User</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 & ambitions and briefly give reasons and explanations for opinions and plans.</p>
TOEFL Speaking	<p>Corresponding TOEFL iBT Speaking score range:</p> <p>16 - 21</p> <p>The TOEFL iBT Speaking subscore is drawn from performance on the Speaking section of the TOEFL. Candidates perform six tasks where they receive written and aural input and respond in a single, long turn. TOEFL iBT Speaking responses receive a 0 - 4 rating and are then converted to a 0 - 30 scale.</p>
TOEFL Total	<p>Corresponding TOEFL iBT Total score range:</p> <p>61 - 89</p> <p>The TOEFL iBT Total score is drawn from performance on four sections (Reading, Listening, Speaking, and Writing). It is claimed that the TOEFL assesses the academic language domain drawing on authentic university materials and tasks. TOEFL iBT Total scores are reported on a 0 - 120 scale.</p>
TOEIC	<p>Corresponding TOEIC score range:</p> <p>719 - 762</p> <p>The TOEIC Listening and Reading test is a paper-and-pencil, multiple-choice assessment that elicits responses in two sections (Listening and Reading). It is claimed that the TOEIC measures the everyday English skills of people working in an international environment. TOEIC total scores are reported on a 10 - 990 scale.</p>

NOTE: The Versant English 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.

Table 1. General Level Descriptors of the Council of Europe Aligned with Versant English Test Scores.

Level		Council of Europe, 2001 Descriptor	Versant English Test Score
Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.	80 79
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibility and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.	78 69
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	68 58
	B1	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 whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	57 47
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	46 36
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	35 26
			20-25