

SCORE REPORT



Versant French Test

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

OVERALL SCORE
53

SKILL AREA	SCORE	20	30	40	50	60	70	80
Overall Score	53							
Sentence Mastery	62							
Vocabulary	62							
Fluency	43							
Pronunciation	44							

	DESCRIPTION
Overall	The Overall Score of the test represents the ability to understand spoken French 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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EXPLANATION OF SUBSKILL SCORES

SKILL AREA	UNDERSTANDING THE SKILLS	CURRENT CAPABILITIES
Sentence Mastery	Sentence Mastery reflects the ability to understand, recall and produce French 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 variety of French phrases and clauses in sentence context. Candidate generally produces accurate and 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 generally understands and can produce most everyday French words as they are used in clear colloquial 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 French 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 French 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 35 languages from Asia, Africa, the Middle East, North and South America, and from both Eastern and Western European countries. Male and female speakers were equally represented, and the age of candidates ranged from 15 to 73 with an average age of 33.

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 his or her 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 a point of view while listening to an animated discussion.
- Expand the repertoire of vocabulary items and phrases to be able to avoid frequent repetition, broadening the range of stock phrases (e.g., "Je veux dire...", "C'est-à-dire...", "Laissez-moi y penser...") 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 French 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>B1 – Independent User</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>

NOTE: The Versant French 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.

SAMPLE