

Relating Canadian Language Benchmarks to Essential Skills:

A Comparative Framework



Centre for Canadian Language Benchmarks | Centre des niveaux de compétence linguistique canadiens



Canadian Language
Benchmarks
Essential Skills

Niveaux de compétence
linguistique canadiens
Compétences essentielles



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
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Centre des niveaux de compétence
linguistique canadiens
200, rue Elgin, pièce 803
Ottawa (Ontario)
Canada K2P 1L5
Tél. : (613) 230-7729 Téléc. : (613) 230-9305
Courriel : info@language.ca
Site Web : www.language.ca

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Centre for Canadian Language Benchmarks
200 Elgin Street, Suite 803
Ottawa, Ontario
Canada K2P 1L5
Tel : (613) 230 - 7729 Fax: (613) 230-9305
E-mail: info@language.ca
Web site: www.language.ca

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Marianne Kayed,
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Introduction

Background:

The Canadian Language Benchmarks (CLB) and Essential Skills (ES) Comparative Framework (CF) is a comprehensive comparison of two national skill standards. It compares the domain descriptions represented in the CLB 2000 (CCLB, 2000) and in the Reader's Guide to Essential Skills Profiles (HRSDC, 2003).

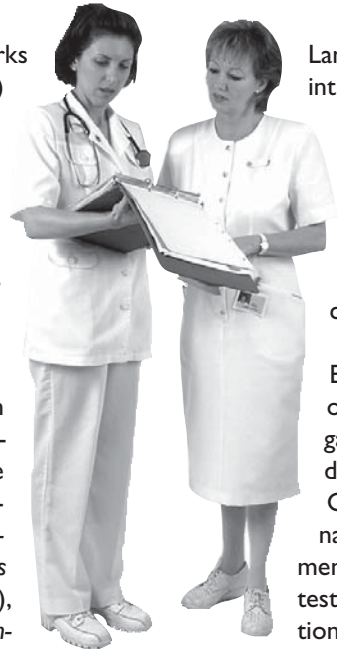
Development of the CF was initiated in 2002 by the BC Construction Industry Skills Improvement Council (SkillPlan) in consultation with the Centre for Canadian Language Benchmarks (CCLB). The work was informed by three key underpinning documents: *Writing Skills: A Comparison of Canadian Language Benchmarks and HRDC's Essential Skills* (SkillPlan, 2004), *Essential Skills and Canadian Language Benchmarks: Considerations in Comparing Conceptual Frameworks* (Stewart, Geraci, Nagy, 2004), and *CLB-ES Comparative Framework Report on Responses from the Field* (Nagy, Stewart, Geraci, 2005).

The alignments presented in the Comparative Framework have been based on the holistic judgments of a research team with a background in both CLB and ES and have been reviewed by a National Advisory Committee representing a range of expertise and stakeholder interests.

Overview of the Canadian Language Benchmarks¹:

The main purpose of the Canadian Language Benchmarks is to provide a yardstick that can be used to describe communicative ability in English as a Second

¹ The description of the Canadian Language Benchmarks is excerpted from Stewart, Geraci & Nagy (2004).



Language. The document is an attempt to introduce a standardized continuum of competency expressed in a common language that can be used and understood by practitioners across the country. The indicators and descriptors are intended to inform classroom placement, curriculum development and outcomes criteria.

The concept of the Canadian Language Benchmarks was developed and refined over a five-year period. The initiative began in 1995 with the creation of a draft document (Citizenship and Immigration Canada, 1995), which was field tested on a national basis. Revisions to this draft document were informed by results of the field testing, by the collaborative efforts of a national working group, and by research undertaken in the development of the first CLB-based assessment, the Canadian Language Benchmarks Assessment (CLBA) (Peirce & Stewart, 1997).

In 1996, the Canadian Language Benchmarks Working Document (Citizenship and Immigration Canada, 1996) was produced. This version of the benchmarks included more detailed descriptors of task requirements and performance criteria. For four years, this working document was used in the field, and subsequently, another revision was undertaken to produce the current version, the CLB 2000 (Centre for Canadian Language Benchmarks, 2000a). The comparative discussion in this report is based on an examination of the CLB 2000, and unless otherwise noted, all

commentary on the CLB from this point forward is made in reference to that version of the document.

The CLB 2000 addresses four language skills: reading, writing, listening, and speaking. Each skill is organized into three stages - basic, intermediate, and advanced - and each stage comprises four levels of ability, or benchmarks, for a total of 12 benchmarks in each skill.

The information provided for each benchmark is categorized under the following headings: "Global Performance Descriptors" gives an overview of general characteristics of the target behaviour; "Performance Conditions" describes situations and limitations that apply; and "What the Person Can Do" affords a description of language functions compatible with the benchmark. These headings are rounded out by "Examples of Tasks and Texts", which are samples of communicative tasks and of the language functions and forms that typify them, and by "Performance Indicators", a list of criteria that describe successful performance.

The intent of the CLB 2000 is to describe communicative language proficiency. The communicative paradigm has been evolving since the unidimensional view of the language construct, which was so prevalent in the 1960s, and has given way to a theoretical model that acknowledges four skill areas and takes into account the functional and contextual aspects of communication. The underlying principle is a belief that language is intended for communication and that the ability to communicate successfully is best described in terms of meaningful task performance within relevant situations and under specific performance conditions. The target con-



struct is defined as “communicative proficiency” or “a person’s ability to accomplish communication tasks” (CCLB 2000a,VIII). The approach is said to be learner-centred, task-based, and competency-based, a competency being defined as “demonstrable application of knowledge and skills” (CCLB 2000a,VIII).

Overview of Essential Skills²:

The concept of Essential Skills grew out of a questioning of earlier notions of basic skills, which had most commonly been conceptualized under the broad headings of reading, writing, and numeracy. In the late 1980s, this common conception began to be challenged. The new perspective held that while reading, writing, and numeracy skills are certainly necessary to successful performance, they are not in and of themselves sufficient. Prior to 1993, a number of projects and studies were carried out in Canada, Australia, Great Britain, and the United States, all of them focussed on developing criteria to identify and describe the key abilities that facilitate successful performance in the workplace and in life. However, there were two main inadequacies in the work that had been completed to this point. The first inadequacy was in the focus of the initiatives. Most were centred around the effects of the skills, in other words on what the skills enable a person to achieve, rather than on the skills themselves. The second inadequacy was that levels of ability were not taken into account in the skill descriptions (Jones, 1993 & 1994).

In 1994, Human Resources Development Canada (HRDC) undertook the Essential Skills Research Project (ESRP) with the goal of identifying and cataloguing the skills and abilities that are essential to success in all

occupations. In order to describe and document these skills, the ESRP project team devised a set of scales (ES) adapted from the International Adult Literacy Survey (IALS) and the CLB, and drawing on research conducted in Australia (Key Competencies), the United States (Secretary’s Commission on Achieving Necessary Skills), and Great Britain (Adult Literacy and Basic Skills). The ESRP involved over 3,000 interviews aimed at determining how to describe Essential Skills in relation to a range of jobs, professions, and trades.

This research has informed the main activity associated with the ES scales - the development of Essential Skills Profiles (ESP). An ESP is a summary that describes, for a particular occupation, the representative Essential Skills and how a worker would actually apply each of these skills in successfully carrying out job tasks. ESPs are developed through a systematic process that involves interviews with job incumbents within national-

ly established job categories, referred to as National Occupational Classifications (NOCs). A completed ESP describes a specified range of essential skills and also outlines the complexity requirements for most of those skill areas.

ESPs are used for course and curriculum development in training programs, to inform career decisions and educational choices, and in research projects on employment. Other potential uses suggested for the ESPs include task development, classroom activities, and workplace needs assessment (HRDC, 2003).

In any discussion of Essential Skills, it is important to distinguish between the scales themselves (ES) and the compendium of occupational profiles (ESP) that is being com-

pleted by HRDC. In reviewing literature for this paper, the authors have observed that many writers on the subject do not clearly make this distinction.

The Essential Skills are:

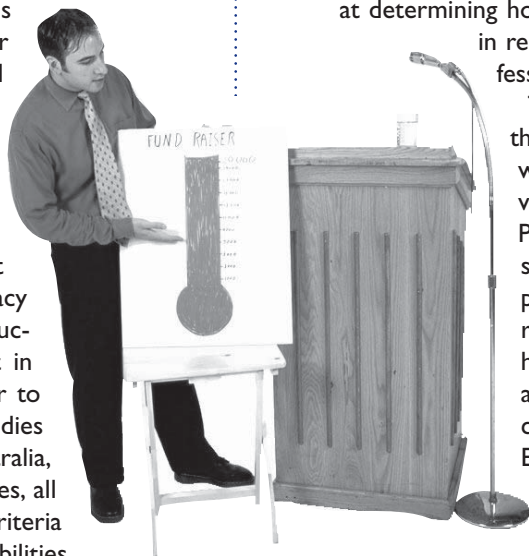
- Reading Text
- Document Use
- Writing
- Numeracy
- Oral Communication
- Thinking Skills
- Working with Others
- Computer Use
- Continuous learning

In the ES framework, a skill domain is expressed in terms of complexity levels. For most skills, there are five such levels. It is important to note that the essence of Essential Skills is captured within these complexity ratings. In other words, the ES is really a collection of complexity scales. It is the Essential Skills Profiles that provide example tasks from the workplace based on interview data. An ESP provides examples which depict the representative tasks associated with the Essential Skills that apply to a particular occupation.

Adult educators, workplace trainers, and others turn to ESPs to learn how workers apply their skills in their jobs, while the ES provides the framework for analyzing tasks by skill domain and level of complexity. However, while the occupation provides the background against which Essential Skills examples can be

drawn, the Essential Skills themselves are not occupationally specific. In fact, the research is built on the notion that individuals transfer their Essential Skills not just across occupational boundaries, but also across contexts outside the workplace.

The skills that are addressed in the ES framework are defined as “enabling skills” (HRDC, 2003). This means that these skills facilitate an individual’s ability to per-



² The description of the Essential Skills is excerpted from Stewart, Geraci & Nagy (2004).

form work functions and to carry out other life tasks. These are not the specialized, technical skills required for success on the job, but rather the more general skills that allow workers to learn, to adapt, and to apply their technical knowledge in their everyday lives and in the workplace. The term “enabling” embraces the notion that the Essential Skills are prerequisites to success. For example, many workers have to read and comprehend work orders before they are able to complete repairs or carry out other job responsibilities. In this example, it is the reading and document use skills that enable the worker to apply the necessary job-related knowledge.

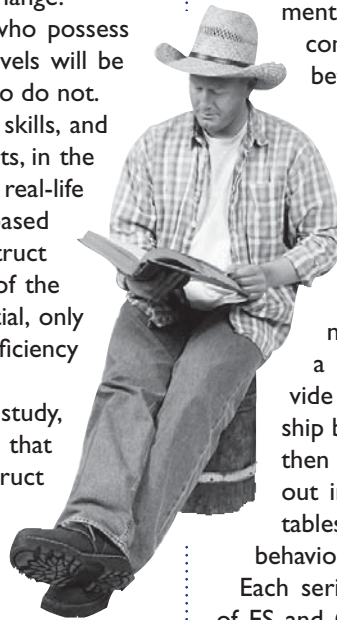
The Readers’ Guide to Essential Skill Profiles (HRDC, 2003) states that the nine Essential Skills:

- help people perform tasks required by their occupation and daily life.
- provide people with a foundation to learn other skills.
- enhance people’s ability to adapt to change.

It is therefore assumed that those who possess these essential skills at the required levels will be more readily employable than those who do not.

The ES approach captures workers’ skills, and to some extent knowledge requirements, in the form of concrete tasks carried out in real-life work situations. Because of the broad-based approach, language is not the only construct of interest in this framework. In fact, of the nine skills that are identified as essential, only four relate directly to the language proficiency construct.

For the purposes of comparative study, those components of Essential Skills that reflect the language proficiency construct have been selected for alignment. This alignment has been undertaken in the awareness that authentic tasks elicit an overlapping of language skills which, in turn, are also entwined with the cognitive demands of the task.



Overview of the Comparative Framework

As shown in the table below, the CF presents an alignment of CLB skills with four of the nine Essential Skills.

Canadian Language Benchmarks	Essential Skills
Speaking	Oral Communication
Listening	
Reading	Reading Text
Writing	Writing
Reading and Writing	Document Use

As indicated by the descriptions of CLB and ES in the sections above, this is not a straight-forward alignment, but rather an intersection that reflects the complex and multi-dimensional relationship between two very different underlying scales.

Because the CF has been designed primarily to meet the needs of English as a Second Language professionals seeking to incorporate meaningful workplace content and Essential Skills resources into adult second language classrooms and curricula, the document has been organized in the following manner. For each skill, a chart is first presented in order to provide a quick overview of the general relationship between the two scales. This initial chart is then followed by a presentation of criteria laid out in a series of tables. For each skill, these tables display the key characteristics of tasks and behaviours.

Each series of tables includes a global description of ES and CLB performance, along with sample task descriptors. For example, the global descriptors for ES Oral Communication and CLB Speaking / Listening include content relating to language functions, informa-

tion, context, and limitations or risks associated with each of the CLB-ES alignments. The task descriptors offer insights into sample tasks that are considered appropriate for each of the relevant levels on both scales.

In approaching the framework, it is important to give due consideration to the material presented in these tables and to reflect upon the complexity and ambiguity of the CLB-ES relationship. In other words, it will not suffice to simply consult the alignment tables and refer to the simple juxtaposition of levels in order to make assumptions about ES materials for specific purposes.

Intended Applications of the Comparative Framework:

There are many potential purposes for which the CLB and ES Comparative Framework might prove useful. In particular, the CF has been created with the following needs in mind:

- To assist ESL practitioners in selecting ES resources and workplace materials that are relevant and accessible to newcomers and immigrants attending ESL and FSL classes, thereby providing increased opportunities for workplace related learning
- To support the successful integration of newcomers and immigrants into the workforce by helping the field to understand in a very general way how second- language skills and proficiencies might be related to other established skill standards
- To facilitate the identification of language and other skills immigrants and newcomers need to acquire in order to ensure workplace success
- To support the creation of Occupational Language Analyses
- To support appropriate workplace preparation, training, and career planning, when used in conjunction with ES Profiles and National Occupational Standards, in order to describe the range of language proficiencies and related tasks that may be performed in a specific occupation

Limitations of the Comparative Framework

The research team views the Comparative Framework as a tool to provide ESL practitioners with the means to examine and understand Essential Skills descriptors and tasks through the familiar lens of the Canadian Language Benchmarks. **However, it is important to note that the framework is not intended to be used as an equivalency table or concordance.** Given the imperfect convergence between the ES and CLB scales, and given the dissimilarity of the underlying constructs, inferences of precise equivalency based on the CF are neither possible nor desirable. Instead, the goal of the Comparative Framework should be clearly understood as this: to facilitate the integration of ES-related tasks and materials into the ESL context.

The framework has been designed for low-stakes applications such as classroom materials selection, with initial validation study findings supporting this limited application. Practitioners are therefore warned to avoid using the Comparative Framework for high-stakes endeavours such as choosing assessment tasks, creating test specifications, or establishing workplace selection criteria.



For more information

Further information about how to use the CLB and ES Comparative Framework and related research and resources can be found at the Centre for Canadian Language Benchmarks website www.language.ca or at www.itsessential.ca in Fall 2005, including:

- Guidelines to using the CLB and ES Comparative Framework
- Sample CLB base lesson plans incorporating ES Resources
- Tourism Sector Occupational Language Analyses

For more information about Essential Skills research and resources, please visit the Human Resources and Skills Development Canada website at http://www15.hrdc-drhc.gc.ca/english/general/home_e.asp

How to Read the Tables in the Framework

Example: WRITING (Baseline: ES Level 2)

Column 1	Column 2	Column 3	Column 4
ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
<p>LEVEL 2</p> <ul style="list-style-type: none"> Brief text that is a paragraph or longer intended to serve a variety of purposes. More formal style for an audience other than co-workers. A tone which is appropriate for the occasion, e.g., friendly, respectful, authoritative, etc. 	<p>BENCHMARKS 6-7</p> <ul style="list-style-type: none"> Effectively conveys familiar information in familiar standard formats. (6) Writes 1 or 2 paragraph letters and compositions. (6) Constructs coherent paragraphs on familiar concrete topics with clear main ideas and some supporting details and with a developing sense of audience. (7) 	<p>LEVEL 2</p> <ul style="list-style-type: none"> Writes estimate sheets to provide details on cost of materials and labour required to do a job. Writes incident/accident reports including detailed description of incident. Revises work orders. Prepares form letters, memos, notes, e-mails including explanations, etc. 	<p>BENCHMARKS 6-7</p> <ul style="list-style-type: none"> Conveys a personal message in a formal short letter or note, or e-mail, expressing or responding to congratulations, thanks, apology, offer assistance, appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope. (6/7) Takes notes from an oral presentation (in point-form) or from pre-recorded longer phone messages on public information lines or voice mail messages with many details. (7)

Column 1: Global descriptors of Essential Skills from level 1 to 5 for Reading, Writing and Document Use and level 1 to 4 for Listening and Speaking. (These two skill areas do not have a level 5). Source: *Reader's Guide to Essential Skills Profiles*.

Column 2: Global descriptors of Canadian Language Benchmarks levels that align to the Essential Skills descriptors in Column 1. Alignments are based on holistic judgments. Source: *Canadian Language Benchmarks 2000: English as a Second Language – for Adults*. Benchmark levels are in parenthesis and frequently represent a range, for example, (6-8).

Column 3: Essential Skills workplace tasks that correspond to the ES level of Column 1. Source: HRSDC website on Essential Skills, including examples from a variety of occupations.³

Column 4: CLB tasks that correspond to level(s) in Column 2. Source: *Canadian Language Benchmarks 2000: English as a Second Language – for Adults*.

³ HRSDC website on Essential Skills: <http://www15.hrdc-drhc.gc.ca/English/general/es.asp>

Canadian Language Benchmarks & Essential Skills Comparative Framework Overview*

ES ORAL COMMUNICATION*	1	2	3	4
CLB SPEAKING	5-6	6-8	9-10	11-12
CLB LISTENING	5-7	7-8	9-10	11-12

ES READING	1	2	3	4	5
CLB READING	3-5	6	7-9	10	11-12

ES WRITING	1	2	3	4	5
CLB WRITING	4-5	6-7	8	9	10-12

ES DOCUMENT USE	1	2	3	4	5
CLB READING & WRITING	3-5	5-6	7-8	9-10	11-12

* Note that there are four levels of complexity for Oral Communication, as compared to five levels of complexity for reading, writing, and document use.



Tables for Comparison of Canadian Language Benchmarks for Speaking with Essential Skills Oral Communication

		CLB STAGE 1				CLB STAGE 2				CLB STAGE 3			
CLB Levels		1	2	3	4	5	6	7	8	9	10	11	12
Speaking						ES Level 1 of 4							
						ES Level 2 of 4							
										ES Level 3 of 4			
												ES Level 4 of 4	



Table for ES Oral Communication / CLB Speaking

SPEAKING

Baseline: Essential Skills Level 1

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: SPEAKING TASKS
<p style="text-align: center;">LEVEL 1 FUNCTIONS</p> <ul style="list-style-type: none"> Limited oral communication demands in a basic work-related social interaction. Responds to daily inquiries. Obtains specific information. Follows and gives simple instructions. Gives a simple greeting. Leaves and receives short routine recorded messages. Attends routine meetings. Coordinates work with one or two other individuals. <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> Narrow range of subject matter, familiar topic, one main issue. Language is factual, literal, concrete; narrow range of content and context specific or technical vocabulary. Information content is simple; limited number of details. <p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> Highly predictable context. Interacting with one person at a time, face to face, on a familiar matter. If communicating on the phone, the exchange follows a routine scenario. Role of the speaker is singular and 	<p style="text-align: center;">BENCHMARKS 5-6 FUNCTIONS</p> <ul style="list-style-type: none"> Communicates with some confidence in casual social conversations and in some less routine situations on familiar topics of personal relevance. (6) Participates with some effort in routine social conversations and can talk about needs and familiar topics of personal relevance. (5) <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> Communicates facts and ideas in some detail: can describe, report and provide a simple narration. (6) Demonstrates a range of everyday vocabulary, some common phrases and idioms. (6) <p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> Uses the phone to communicate on familiar matters, but phone exchanges with strangers are stressful. (6) Speaks on familiar concrete topics at a descriptive level (5-10 minutes). (7) Communication without visual support is still very difficult. (5) <p style="text-align: center;">LIMITATIONS</p> <ul style="list-style-type: none"> Demonstrates discourse that is connected and reasonably fluent, but hesitations and pauses are frequent. (5) 	<p style="text-align: center;">LEVEL 1</p> <ul style="list-style-type: none"> Interacts with suppliers to purchase goods and exchange information on products. Interacts with co-workers to collaborate in planning and operating trips. Communicates with co-workers to find out about or to provide information on a tour group, location or program. Talks to suppliers to obtain quotes and clarify invoice amounts. Tells co-workers about tasks and coordinates work with them. Tells co-workers about parts and installation procedures. Advises customers of safety procedures, such as lowering the safety bar. Gives instructions to operators, delegates work and monitors progress. Makes announcements over the public address system to provide information. Communicates with customers on the phone and in person to quote rates, sell items and services and provide information about upcoming events. 	<p style="text-align: center;">BENCHMARK 5</p> <ul style="list-style-type: none"> Answers the phone briefly appropriate to the situation. Provides needed information and refers the call to another person. Gives an extended set of sequentially presented directions on a daily routine. Requests permission to leave work early or take a day off. Reports an incident. Gives a detailed description of a scene. Reports a few routine activities of the day; includes explanations and examples. Plans a trip from point a to point b. <p style="text-align: center;">BENCHMARK 6</p> <ul style="list-style-type: none"> Makes a simple formal suggestion. Renews a verbal request for an item. Expresses concerns, provides explanations, and seeks advice in a parent-teacher interview. Discusses researched topics on social, cross-cultural, or work-related issues. Gives a detailed description of a simple process. Participates in small group discussion/meeting.

SPEAKING

Baseline: Essential Skills Level 1

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: SPEAKING TASKS
<p>clearly defined. Common situation, familiar setting and process, established format and style to provide and obtain information. Physical context may be used to support verbal communication. Exchange is brief (10 minutes or less.).</p> <p>RISK</p> <ul style="list-style-type: none"> • Low resulting in: unsuccessful interaction where any particular failure is of minor significance; minor inefficiency; temporary confusion of the listener; or discomfort or embarrassment of the speaker. 	<ul style="list-style-type: none"> • Grammar and pronunciation errors are frequent and sometimes impede communication. (5/6) • Demonstrates a range of common everyday vocabulary and a limited number of idioms. May avoid topics with unfamiliar vocabulary. (5) 	<ul style="list-style-type: none"> • Interacts with supervisors to discuss the status of jobs and the provision of service to customers. • Speaks with colleagues and supervisors at daily health and safety toolbox meetings to discuss safety issues on the agenda. 	

SPEAKING

Baseline: ES Level 2

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: SPEAKING TASKS
<p style="text-align: center;">LEVEL 2 FUNCTIONS</p> <ul style="list-style-type: none"> • Moderate oral communication demands. • Exchanges information. • Obtains information by questioning multiple sources. • Follows and gives detailed multi-step instructions. • Gives a formal greeting. • Reassures and comforts. • Deals with minor conflict and complaints. • Leaves and receives complex recorded messages. • Presents and discusses simple options and advise on choices. • Participates in routine meetings. • Coordinates work with several other individuals. <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> • Moderate range of subject matter, familiar topics, usually one main issue. • Language is both factual or concrete and abstract. • Moderate range of general and context specific or technical vocabulary and idioms. • Information content is moderately complex and detailed, deals mostly with facts but may also deal with emotions and opinions. 	<p style="text-align: center;">BENCHMARKS 6-8 FUNCTIONS</p> <ul style="list-style-type: none"> • Presents information in a coherent connected discourse. (6) • Gives spoken instructions. (Uses correct sequence of steps, clear reference, correct stress and intonation). (6) • Introduces a guest/speaker formally to a small familiar group. (6) • Expresses/responds to apology, regrets and excuses. (6) • Uses phone on less familiar and some non-routine matters. (8) • Makes a simple formal suggestion and provides a reason. (6) • Presents a detailed analysis or comparison. (7) • Interacts in a familiar group with three to five people. (7) • Interacts to coordinate tasks with others, to advise or persuade, to reassure others and to deal with complaints in one-on-one situations. (9) <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> • Topics may be familiar, concrete or abstract. (8) • Uses a variety of sentence structures and an expanded inventory of concrete and common idiomatic language. (7) 	<p style="text-align: center;">LEVEL 2</p> <ul style="list-style-type: none"> • Talks with co-workers to exchange information about customer and supplier financial histories, to clarify requests for payment or the validity of invoices submitted, to correct discrepancies in paperwork and to help each other with particular tasks. • Interacts with co-workers when co-ordinating tasks or discussing procedures and activities. Informs co-workers of progress or unexpected conditions. • Informs the manager of major problems, such as malfunctioning equipment or containers in poor condition. • Trains and gives direction and instruction to new employees or informs less experienced co-workers of their duties. • Exchanges information with fellow supervisors and with superiors, clarifies information and co-ordinates work. • Has telephone conversations with customers to clarify specifications or discuss production time for an order. • Gives instructions if or when the building is evacuated for safety. 	<p style="text-align: center;">BENCHMARK 7</p> <ul style="list-style-type: none"> • Gives clear instructions in a workplace situation related to moderately complex technical tasks. • Expresses and responds to gratitude and appreciation. • Makes and responds to a complaint. • Makes an extended suggestion on how to solve an immediate problem or make an improvement. • Takes and passes on a message with specific details to someone else. <p style="text-align: center;">BENCHMARK 8</p> <ul style="list-style-type: none"> • Provides opinions and suggestions as a respondent in a phone survey on health services or bank services. • Gives instructions on how to administer first aid. • Gives instructions on operating a cash register. • Responds to minor conflict (e.g., acknowledge or clarify a problem, apologize, suggest a solution.) • Describes and explains the internal structure of organisms or objects using cross-sectional sketches in a 20-minute formal presentation. • Compares two similar processes. (e.g., two processes of water treatment.)

SPEAKING

Baseline: ES Level 2

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: SPEAKING TASKS
<p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • Less predictable context. • Communicates one-on-one on detailed and specific matters, often on the phone or by listening to recorded information. • Interacts frequently with several people or one-on-one on more detailed and complex matters. • Gives a short talk or directions to a small group. • Participants have clearly defined roles. • Selects from a moderate range of formats and styles to present information. • Established rules and conventions, mostly familiar situation and setting. • Physical context may be used to visually support verbal communication. • Exchange is of brief to moderate duration (10-30 minutes). • Physical conditions may impede communication. <p style="text-align: center;">RISK</p> <ul style="list-style-type: none"> • Moderate resulting in: unsuccessful interaction where each particular failure is significant; loss of some money or time; minor hazard; or one-on-one hostility that can be fairly easily terminated. 	<ul style="list-style-type: none"> • Participates in a small group discussion/meeting on non-personal familiar topics and issues; expresses opinions, feelings, obligation, ability, certainty. (6) <p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • Participates in formal and informal conversations including problem solving or decision making. (7) • Context is moderately demanding (real world environment). • Audience is small familiar or unfamiliar group. (7) • Interaction is formal or semi-formal. (8) • Pictures or other visuals are used. (7) • Length of presentation is 15-20 minutes. (8) 	<ul style="list-style-type: none"> • Communicates with co-workers during the course of the shift to exchange information and troubleshoot problems. • Communicates with employees at all levels of the company during production meetings to discuss work processes and quality problems. • Interacts with co-workers to gain insight on how to carry out complex repairs. • Participates in staff meetings to discuss new products and how to improve work processes. • Resolves conflicts with passengers, such as dealing with an impaired, abusive passenger. • Contacts supervisors, by radio or in person, to discuss work schedules or problems on routes or to ask for information about policies. • Interacts with teachers, principals and parents regarding children's behaviour. 	<ul style="list-style-type: none"> • Obtains multiple opinions about a medical condition, treatment options, prognosis. • Participates in a group during training workshop. Gives a 3-minute talk as a spokesperson for the group. <p style="text-align: center;">BENCHMARK 9</p> <ul style="list-style-type: none"> • Appropriately conveys respect, friendliness, distance, indifference, in a variety of conversations and contexts. • Explains to another person the instructions from a system emergency broadcast in case of a natural disaster. • Discusses a raise or schedule change with a supervisor. • Asks for an agreement or commitment in a convincing and sensitive way. • Gives a demonstration or a briefing about a program, product, service or issue in own department at a staff meeting or to a familiar small group of clients.

SPEAKING
Baseline: ES Level 3

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: SPEAKING TASKS
<p style="text-align: center;">LEVEL 3 FUNCTIONS</p> <ul style="list-style-type: none"> • Extensive oral communication demands in complex work-related social interaction. • Provides, obtains or exchanges detailed complex information and opinions. • Follows and gives complex directions and instructions. • Persuades. • Resolves non-routine conflict. • Entertains casually or with preparation. • Advises or counsels. • Assesses or evaluates. • Leads routine meetings. • Coordinates work with and for others. <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> • Significant range of subject matter: professional, organizational, theoretical, social issues. • Language can be abstract and conceptual. • Extensive range of general and technical vocabulary and idioms. • Information content is complex and detailed; deals with facts, emotions and opinions. • Requires ability to organize, present and interpret ideas coherently. <p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • Context can be unpredictable. 	<p style="text-align: center;">BENCHMARKS 9-10 FUNCTIONS</p> <ul style="list-style-type: none"> • Independently obtains, provides and exchanges key information for important tasks in complex routine and a few non-routine situations in some demanding contexts of language use. (9) • Obtains, exchanges and presents information, ideas and opinions for important tasks (work, academic and personal) in complex routine and some non-routine situations in many demanding contexts of language use. (10) • Leads routine meetings and manages interaction in a small familiar cooperating group. (10) • Presents and analyzes information and ideas, argues a point, problem-solves and makes decisions, advises, informs or persuades, gives complex directions and instructions, and socializes or entertains in a formal one-on-one business situation. (10) <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> • Actively and effectively participates in 30-minute formal exchanges about complex, abstract, conceptual and detailed information and ideas in order to analyze, problem-solve and make decisions. (9) <p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • Interacts to co-ordinate tasks with others, to advise or persuade, to reassure others and to deal with complaints in one-on-one situations. (9) 	<p style="text-align: center;">LEVEL 3</p> <ul style="list-style-type: none"> • Assists in setting up new machines and advises workers on safe operation and maintenance. • Sets a relaxed tone in a situation that can be stressful for the customer who is losing money while the equipment is down and faces repair costs as well. Describes what they are doing to diagnose and define a problem. Shows and describes the repair before starting to work. • Gives feedback to the company and the manufacturer verbally about how a section of a manual may be worded more clearly. • Communicates with labour and management representatives to provide input to contract negotiations and contract language and to introduce strategies for effective labour-management cooperation. • Advises clients concerning bargaining and arbitration issues in order to influence decisions. • Makes presentations to managers and colleagues to influence group thinking or to convince others of a course of action. • Provides immediate emotional support to colleagues, patients and families through their professional interactions and through both verbal and non-verbal communication. 	<p style="text-align: center;">BENCHMARK 9</p> <ul style="list-style-type: none"> • Gives a 20-minute presentation on a research topic in own area of study. Compares two or three perspectives on trade, globalization, world finance institutions, or trade agreements, and their influence on various countries. • Participates actively, fluently and appropriately in a formal group discussion on a researched/prepared complex issue. • Makes an oral public report about important and relevant information acquired at a lecture, conference or workshop. <p style="text-align: center;">BENCHMARK 10</p> <ul style="list-style-type: none"> • Conveys a socio-culturally appropriate response to perceived hostility, blaming, putdowns, sarcasm, sabotage, condescension/patronizing or lies in a variety of conversational tasks simulating work-related, academic or community contexts. • Contributes to or manages a discussion or debate in a large formal familiar group. • Gives instructions for carrying out very important procedures, gives complex multi-step instructions for a familiar process or procedure in a demanding and stressful situation. • Expresses commitment to persuade persons in authority to accept a proposal or grant an approval.

SPEAKING

Baseline: ES Level 3

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: SPEAKING TASKS
<ul style="list-style-type: none"> • Interacts one-on-one on complex matters, on the phone, face to face or through recorded messages • Gives a presentation to or exchanges information and opinions in a group, face to face, or by teleconference. • Communicates one-on-one on complex matters. • Selects from a significant range of formats and styles of presentation, levels of language complexity and degrees of formality to communicate a variety of ideas. • The individual may have more than one role in the group. • The situation and setting may be new and unfamiliar. • The audience can be unfamiliar, include authority figures and occasionally be uncooperative or hostile. • Exchange is of medium to extended duration (30 minutes or more). • There may be significant noise or other interference. <p style="text-align: center;">RISK</p> <ul style="list-style-type: none"> • Significant resulting in: failure to obtain a major objective. • Danger, significant hazard. • Public hostility, criticism, or discreditation. • Loss of considerable money and time. 	<ul style="list-style-type: none"> • Interaction is with one or more people, face to face or on the phone; often with authority figures, in academic/workplace contexts. (9) • Chooses expressions appropriate to the level of formality of the situation. (10) • Responds to perceived hostility, blaming, putdowns, sarcasm, etc. (10) • Uses verbal and non-verbal behaviour appropriate for an academic/professional oral argumentation and challenge and defence discussion in Canada; is aware of differences in cross-cultural perceptions about asking questions. (10) <p style="text-align: center;">LIMITATIONS</p> <ul style="list-style-type: none"> • Prepared discourse is mostly accurate in form but may often be rigid in its structure/organization and delivery style. (9) • Considerable level of stress affects performance when verbal interaction may result in personal consequences, depending on the action taken or impression made by the learner. (9/10) • Prepared discourse is almost always grammatically accurate and complex, but may lack flexibility in the structure of information, organization and style of delivery in view of purpose and audience. (10) 	<ul style="list-style-type: none"> • Discusses with colleagues the actions taken during assignments in order to evaluate the effectiveness of their response. Comforts colleagues after particularly difficult assignments. • Co-ordinates job tasks with colleagues. Communication must be clear, direct and conveyed quickly and accurately. • Persuades a health care institution to accept her/his patient, based on the nature of her/his patient's condition. • Makes presentations in formal contexts, such as providing public education about paramedicine at a school. • Counsels and advises sales associates to resolve conflicts between staff members, being assertive while displaying empathy and fairness. 	<ul style="list-style-type: none"> • Contributes to a public student debate at a university to support or oppose a current controversy. • Gives a presentation on a topic in the area of study based on research findings. An example from microbiology: present an overview of recombinant-DNA procedures in genetic engineering and in other biotechnical applications. • Explains how to carry out a process, procedure, method or technique.

SPEAKING

Baseline: ES Level 4

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: SPEAKING TASKS
<p style="text-align: center;">LEVEL 4 FUNCTIONS</p> <ul style="list-style-type: none"> • Extensive oral communication demands in a very complex work-related social interaction. • Leads or guides large groups. • Facilitates complex group problem solving and decision making. • Persuades, instills understanding of complex subject matter. • Motivates, conducts negotiations and mediates. • Provides clinical counsel; assesses or evaluates. • Entertains with preparation. <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> • Wide range and depth of subject matter; interdisciplinary information; professional, organizational, theoretical, social issues. • Language can be highly abstract, conceptual and technical. • Information content is very complex and detailed; deals with facts, opinions, values, emotions and controversy. • Requires a high level of inference and ability to organize, present and interpret ideas coherently for analysis, synthesis, decision making and evaluation. <p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • A variety of contexts; complex and shifting from unpredictable to highly ritualized. 	<p style="text-align: center;">BENCHMARKS 11-12 FUNCTIONS</p> <ul style="list-style-type: none"> • Obtains, exchanges and presents information, ideas and opinions for complex tasks in routine and non-routine situations in demanding contexts of language use. (11) • Contributes to extended authentic exchanges (over 60 minutes) about complex, abstract, conceptual and detailed topics in public, in large formal and unfamiliar groups. (11) • Skilfully communicates to persuade, provide basic counselling, assess needs or evaluate detailed or complex information in a one-on-one routine situation. (11) • Leads formal group discussions, meetings or workshops. (12) • Communicates, in a variety of situations, to explain complex ideas to diverse groups, debate arguments on complex matters, teach, train, motivate, counsel or guide, mediate, negotiate, and resolve conflict. (12) <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> • In a style and format appropriate to audience and purpose, gives a presentation of complex information and ideas that includes an evaluation or critique, recommendations, demands and appeals. (12) <p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • Demonstrates complex, accurate language in presentations with good flexibility in the structure of information, organization and 	<p style="text-align: center;">LEVEL 4</p> <ul style="list-style-type: none"> • Describes a problem, some possible courses of action, and the advantages of each to a customer, making sure the customer has enough information to make a reasonable decision. • Talks with a customer by telephone, listening as the customer describes a problem, interpreting, questioning, advising, describing (talking through) a procedure to repair/replace a part. • Makes presentations to management (e.g., vice-president) concerning a major rate change or a proposed bonus system to increase productivity. • Questions patients, using language which is appropriate to the patient's age, gender and culture, using non-technical terminology; listens with intent to bystanders, family members and patients' accounts of an occurrence; interprets these accounts, which may be abstract or incomplete. • Facilitates formal meetings with sales associates and assistant managers to deal with long range issues and to discuss sales trends. • Discusses difficult construction adaptations with factory technical support and engineers. This communication may be complex because of the abstract nature of the discussion and because the discussion is usually over the 	<p style="text-align: center;">BENCHMARK 11</p> <ul style="list-style-type: none"> • Leads or chairs a discussion or a teleconference call; keeps the discussion on topic and moving; helps the group reach an agreement. • Gives instructions on complex unfamiliar work procedures and technical and non-technical unfamiliar processes (such as a research assignment or experimental procedure) in a demanding and stressful situation. • Negotiates a concession from a supervisor, boss or professor through logical argumentation. • As a supervisor, diplomatically expresses criticism during a detailed performance evaluation. • Develops an argument for a set of reforms to restructure the role of politicians in policy making. <p style="text-align: center;">BENCHMARK 12</p> <ul style="list-style-type: none"> • Explores, explains and hypothesizes about the relationships between the development of positions and biases of the speakers/writers, their assumptions, values and motives, and the contemporary socio-cultural context. • Communicates with a number of individuals to design/create a complex project. • Facilitates a working group discussion: establishes goals and objectives and facilitates the process. • Gives a presentation that ends with an inspirational or emotional appeal,

SPEAKING

Baseline: ES Level 4

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: SPEAKING TASKS
<ul style="list-style-type: none"> Communicates one-on-one on very detailed and complex matters. Leads or facilitates group discussions, negotiations, mediation, instruction. Presents to diverse groups. Expresses opinions, recommendations, evaluations, demands or appeals in public. Selects and adapts or creatively uses a wide range of formats and styles of presentation to suit purpose and audience. The situation and setting may be new and unfamiliar. The audience can be unfamiliar, uncooperative, challenging or hostile to the speaker. Exchange is of extended duration (1 hour or more). Physical conditions may seriously impede oral communication. <p style="text-align: center;">RISK</p> <ul style="list-style-type: none"> Critical resulting in: loss of life or serious injury. Very significant or serious personal consequences or consequences to the speaker's organization. 	<p>delivery style in view of purpose and audience. (11)</p> <ul style="list-style-type: none"> Language is complex; accurate (free from non-native-like errors in grammar), flexible in the manipulation of structure of information in clauses to express emphasis, comment, attitude, and in the use of "productive features" of English for creative, personal expression. (12) The audience is large and unfamiliar. (11) The audience exhibits various characteristics (familiar/unfamiliar, large/small, supportive/hostile, etc.). (12) Uses fluent discourse with complex language in all situations. (12) Creates and co-creates oral discourse, formal and informal, general or technical in own field of study or work, in a broad range of complex situations in demanding contexts of language use. (12) <p style="text-align: center;">LIMITATIONS</p> <ul style="list-style-type: none"> Satisfies most academic and work-related expectations for competent communication. (12) Discourse is fluent with native-like idiomatic usage. (12) 	<p>telephone. Troubleshooting and diagnosing, takes several telephone calls, picking up where a conversation left off, or beginning again with another person.</p> <ul style="list-style-type: none"> Presents information to large industry groups to promote business. Mediates disputes between managers of operational units, building consensus and negotiating. Finds solutions to problems in such areas as staffing, compensation, job analysis or employment equity. 	<p>quotation, question or challenge for the audience. Counsels or supports an individual in a personal or academic/work-related crisis, when requested and appropriate.</p> <ul style="list-style-type: none"> Gives a presentation that analyzes, compares and evaluates other people's discourse. Opens formal proceedings, a conference, workshop, symposium, or open house. Welcomes guests/participants, establishes a climate of motivation, respect and friendly collaboration.

Tables for Comparison of Canadian Language Benchmarks for Listening with Essential Skills Oral Communication

		CLB STAGE 1				CLB STAGE 2				CLB STAGE 3			
CLB Levels		1	2	3	4	5	6	7	8	9	10	11	12
Listening						ES Level 1 of 4							
							ES Level 2 of 4						
										ES Level 3 of 4			
												ES Level 4 of 4	



Table for ES Oral Communication / CLB Listening

LISTENING

Baseline: ES Level I

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: LISTENING TASKS
<p>LEVEL I FUNCTIONS</p> <ul style="list-style-type: none"> Limited oral communication demands in a basic work-related social interaction. Responds to daily inquiries. Obtains specific information. Follows and gives simple instructions. Gives a simple greeting. Leaves and receives short routine recorded messages. Attends routine meetings. Coordinates work with one or two other individuals. <p>INFORMATION</p> <ul style="list-style-type: none"> Narrow range of subject matter, familiar topic, one main issue. Language is factual, literal, concrete; narrow range of content and context specific or technical vocabulary. Information content is simple; limited number of details. <p>CONTEXT</p> <ul style="list-style-type: none"> Highly predictable context. Interacting with one person at a time, face to face, on a familiar matter. If communicating on the phone, the exchange follows a routine scenario. Role of the speaker is singular and clearly defined. Common situation, familiar setting and process, established format and style to 	<p>BENCHMARKS 5-7 FUNCTIONS</p> <ul style="list-style-type: none"> Follows contextualized discourse related to common experience and general knowledge. (6) Understands conceptualized short sets of instructions and directions. (5) Demonstrates comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. (7) Follows simple short predictable phone messages, but has limited ability to understand phone conversations. (5) Understands routine work-related information. (7) <p>INFORMATION</p> <ul style="list-style-type: none"> Understands simple exchanges: direct questions about personal experience and familiar topics; routine (simple, repetitive, predictable) media announcements. (5) Topic is concrete and familiar. (PC 6⁴). Understands a range of common vocabulary, and a very limited number of idioms. (5) <p>CONTEXT</p> <ul style="list-style-type: none"> Follows the main ideas and identifies key words and important details in oral discourse in moderately <p><small>4 PC refers to Performance Conditions found in each skill area of the Canadian Language Benchmarks 2000: English as a Second Language – for Adults.</small></p>	<p>LEVEL I</p> <ul style="list-style-type: none"> Listens to two-way radios to receive messages, addresses and directions from dispatchers and supervisors. Listens to supervisors to receive assignments and priorities. Greets and talks to patrons to answer questions about the business and help patrons find products. Listens to announcements over loudspeakers to follow emergency protocol. Interacts with suppliers in person or over the phone to place a typical order for supplies. Takes orders from customers for food or drinks to place an order. Listens for instructions or warnings shouted by the captain or crew members, such as “Anchor’s over!” which indicates it is time to drop the lines. Receives instructions and updates on daily activities from supervisors and asks opinions regarding procedures and materials to purchase. Interacts with suppliers or manufacturers to seek clarification on the characteristics of products or to verify their availability. 	<p>BENCHMARK 5</p> <ul style="list-style-type: none"> Takes a simple phone message. Understands a range of spoken everyday instructions on step-by-step procedures. Identifies specific factual details and inferred meanings in simple advice and suggestions, announcements and commercials. Demonstrates comprehension of the gist, factual details and some inferred meanings by listening to descriptive or narrative text. <p>BENCHMARK 6</p> <ul style="list-style-type: none"> Listens to a customer work order and writes it down in point form. Understands a set of instructions not presented completely in point form: the sequence/order must be inferred from text. Listens to a 2-3 minute report or news item and recalls 7-10 important points. <p>BENCHMARK 7</p> <ul style="list-style-type: none"> Listens to conversations between individuals; identifies stated and unspecified details about the situation, relationships, intent and moods of participants; answers questions. (7) Listens to information about services (e.g., transit, library, travel reservations, renting accommodation); completes a related task (e.g., retell, respond to questions, complete a chart, table or diagram).

LISTENING

Baseline: ES Level 1

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: LISTENING TASKS
<p>provide and obtain information. Physical context may be used to support verbal communication. Exchange is brief (10 minutes or less).</p> <p>RISK</p> <ul style="list-style-type: none"> • Low resulting in: unsuccessful interaction where any particular failure is of minor significance, minor inefficiency, temporary confusion of the listener, or discomfort or embarrassment of the speaker. 	<p>demanding contexts of language use (face to face formal and informal conversations, audio tapes and radio broadcasts) on relevant topics and at a slower to normal rate of speech. (6)</p> <ul style="list-style-type: none"> • The length of discourse is up to 10 minutes. (PC 6) • Pictures and visuals are used. (PC 6) • Setting and context are concrete and familiar. (PC 6) • Learner is adequately briefed for focused listening. (PC 6) <p>LIMITATIONS</p> <ul style="list-style-type: none"> • Often requests repetition. (5) 		

LISTENING

Baseline: ES Level 2

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: LISTENING TASKS
<p style="text-align: center;">LEVEL 2 FUNCTIONS</p> <ul style="list-style-type: none"> Moderate oral communication demands. Exchanges information. Obtains information by questioning multiple sources. Follows and gives detailed multi-step instructions. Gives a formal greeting. Reassures and comforts. Deals with minor conflict and complaints. Leaves and receives complex recorded messages. Presents and discusses simple options and advice on choices. Participates in routine meetings. Co-ordinates work with several other individuals. <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> Moderate range of subject matter, familiar topics, usually one main issue. Language is both factual or concrete and abstract. Moderate range of general and context specific or technical vocabulary and idiom. Information content is moderately complex and detailed, deals mostly with facts but may also deal with emotions and opinions. 	<p style="text-align: center;">BENCHMARKS 7-8 FUNCTIONS</p> <ul style="list-style-type: none"> Comprehends main points and most important details in oral discourse in moderately demanding contexts of language. (7) Communication is live, or video- and audio-mediated. (PC7) Follows clear and coherent extended instructional texts and directions. (8) Follows clear and coherent phone messages on unfamiliar and non-routine matters. (8) Determines mood, attitudes and feelings. (8) Follows most formal and informal conversations, and some technical work-related discourse in own field at a normal rate of speech. (8) <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> Understands an expanded range of concrete, abstract and conceptual language (8) Understands an expanded range of concrete and idiomatic language. (7) Follows discourse about abstract and complex ideas on a familiar topic. (8) <p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> Follows most formal and informal conversations on familiar topics at a descriptive level, at a normal rate of speech, especially as a participant. (7) Tasks are in a standard format, with items to circle, match, fill in a blank and complete a chart. (PC8) 	<p style="text-align: center;">LEVEL 2</p> <ul style="list-style-type: none"> Interacts with a supervisor to receive instructions, to obtain help with paperwork, problem customers or particular accounts and to obtain approvals and signatures. Interacts with the manager to ask advice on how to deal with a difficult customer. Takes direction from supervisors and reports to them any problems with customer payments, delays or work schedules. Interacts with a supervisor or manager to get approval for settlements and modes of repayment and to report cases which are being brought to the court system. Participates in staff meetings to discuss problems and new policies and to exchange opinions on current procedures. Listens during staff meetings to learn about new equipment, procedures or developments, to evaluate the process or to make suggestions for users. Interacts with supervisors to discuss work schedules, procedures and goals. Listens to an answering machine in the office, taking note of complaints and requests to which they must respond. Interacts with writers, artists and freelancers who have suggestions for articles or designs. 	<p style="text-align: center;">BENCHMARK 7</p> <ul style="list-style-type: none"> Takes pre-recorded phone messages with 5-7 details. (7) Listens to interactions in a court of law or between law enforcement officials and civilians. Responds to questions according to task format (e.g., true/false, circle the correct answer, etc.). Evaluates the factual accuracy of oral directions/instructions by checking details on a map. Listens to a presentation on gardening conditions, procedures and regional plants in two different regions. Retells, responds to questions or completes a chart. <p style="text-align: center;">BENCHMARK 8</p> <ul style="list-style-type: none"> Identifies specific factual details and inferred meanings. Listens to public announcements, commercials and infomercials that contain extended warnings, suggested solutions to problems or recommendations. Responds to questions according to task format (e.g., true/false, circle the correct answer, etc.). Follows first aid or other emergency instructions by phone. Follows instructions on the phone to install software on a computer. Listens to a presentation on basic personality types, learning styles or life styles. Identifies main idea, details and transition points.

LISTENING

Baseline: ES Level 2

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: LISTENING TASKS
<p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • Less predictable context. • Communicates one-on-one on detailed and specific matters, often on the phone or by listening to recorded information. • Interacts frequently with several people or one-on-one on more detailed and complex matters. • Gives a short talk or directions to a small group. • Participants have clearly defined roles. • Selects from a moderate range of formats and styles to present information. • Established rules and conventions, mostly familiar situation and setting. • Physical context may be used to support verbal communication visually. • Exchange is of brief to moderate duration (10-30 minutes). • Physical conditions may impede communication. <p style="text-align: center;">RISK</p> <ul style="list-style-type: none"> • Moderate resulting in: unsuccessful interaction where each particular failure is significant: loss of some money or time, minor hazard, or one-on-one hostility that can be fairly easily terminated. 	<ul style="list-style-type: none"> • Learner can obtain key information for important tasks by listening to 15-30 minute complex authentic exchanges and presentation (some demanding contexts of language use). (9) <p style="text-align: center;">LIMITATIONS</p> <ul style="list-style-type: none"> • Often has difficulty following rapid, colloquial/idiomatic or regionally accented speech between native speakers. (8) • Learner is adequately briefed for focused listening. (PC 8/9) • Input is clear and concise. (8) 	<ul style="list-style-type: none"> • Listens to customers describe their needs and responds to customer inquiries. • Listens to the dentist during an examination to enter information on the patient’s dental chart. • Listens to drivers to keep track of their locations and speak with them via a two-way radio to send them to various destinations. • Listens to consultation notes, using a dictaphone, to transcribe them. 	

LISTENING

Baseline: ES Level 3

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: LISTENING TASKS
<p style="text-align: center;">LEVEL 3 FUNCTIONS</p> <ul style="list-style-type: none"> • Extensive oral communication demands in complex work-related social interaction. • Provides, obtains or exchanges detailed complex information and opinions. • Follows and gives complex directions and instructions. • Persuades. • Resolves non-routine conflict. • Entertains casually or with preparation. • Advises or counsels. • Assesses or evaluates. • Leads routine meetings. • Co-ordinates work with and for others. <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> • Significant range of subject matter, professional, organizational, theoretical, social issues. • Language can be abstract and conceptual. • Extensive range of general and technical vocabulary and idioms. • Information content is complex and detailed, deals with facts, emotions and opinions. • Requires ability to organize, present and interpret ideas coherently. 	<p style="text-align: center;">BENCHMARKS 9-10 FUNCTIONS</p> <ul style="list-style-type: none"> • Obtains key information for important tasks by listening to complex dialogues. (9) • Obtains complex detailed information, ideas and opinions needed for important tasks from multiple sources in demanding contexts of language use. (10) • Understands a broad range of factual, persuasive and expressive oral language in various contexts. (10) • Infers much ‘unspoken’ attitudinal and socio-cultural information and critically evaluates selected aspects of oral discourse. (10) • Has adequate listening/interpreting skills to satisfy most academic and work-related expectations for competent communication. (11) <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> • Follows a broad variety of general interest and technical topics in own field, including unfamiliar topics on abstract conceptual or technical matters, when discourse has a clear organizational structure and clear discourse transition signals, and is delivered in a familiar accent. (9) • Discourse contexts are academic or occupational/professional. (PC 9) 	<p style="text-align: center;">LEVEL 3</p> <ul style="list-style-type: none"> • Interviews candidates for senior positions to assess their qualifications and to evaluate how they may contribute to meeting strategic business goals. • Listens to members of the medical community to gain insight into evolving ways to modify work environments to meet the needs of disabled employees. Uses this information to analyze programs in effect in their workplaces and to provide input to policy development regarding accommodation of disabled employees’ needs. • Participates in production meetings to exchange information and solve problems. • Requests information from or gives direction to police, fire department and medical staff during an incident. For example, paramedics may direct care during extrication. • Interacts with customers to analyze their requirements, establish objectives and negotiate agreements. • Consults with business partners and professional service providers during the strategic planning process. • Listens to customers to understand their requirements and sell goods or services which meet their interests. Misinterpretation of, or indifference to, the needs of customers may result in loss of business. 	<p style="text-align: center;">BENCHMARK 9</p> <ul style="list-style-type: none"> • Makes a diagram, chart or a detailed outline to explain how the supporting details relate to and develop the main ideas in a lecture/presentation (20-30 minutes). (9) • In a lecture or presentation, identifies phrases and sentences that mark: introducing topic, listing and naming of points to come, restating, examples to illustrate a point, transitioning to the next point and concluding. (9) • Follows a 20-30 minute panel discussion or debate to obtain detailed information from and about each speaker and position; completes a related task (summarize, paraphrase, label a complex diagram). (9) • Summarizes a 20-30 minute lecture/presentation in a 2- page summary. (9) <p style="text-align: center;">BENCHMARK 10</p> <ul style="list-style-type: none"> • In a video/audio-taped social conversation in a workplace, identifies specific clues to interpret attitudinal meanings. Completes a related task in a standard format: circling, matching, filling in blanks, completing a chart. • Follows extensive multi-step complex instructions on how to mediate and resolve an escalating conflict between children or on how to deal with a difficult client or employee. (10)

LISTENING

Baseline: ES Level 3

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: LISTENING TASKS
<p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • Context can be unpredictable. • Interacts one-on-one on complex matters, on the phone, face to face or through recorded messages. • Gives a presentation to or exchanges information and opinions in a group, face to face, or by teleconference. • Communicates one-on-one on complex matters. • Selects from a significant range of formats and styles of presentation, levels of language complexity and degrees of formality to communicate a variety of ideas. • The individual may have more than one role in the group. • The situation and setting may be new and unfamiliar. • The audience can be unfamiliar, include authority figures and occasionally be uncooperative or hostile. • Exchange is of medium to extended duration (30 minutes or more). • There may be significant noise or other interference. <p style="text-align: center;">RISK</p> <ul style="list-style-type: none"> • Significant resulting in: failure to obtain a major objective. • Danger, significant hazard. • Public hostility, criticism, or discreditation. • Loss of considerable money and time. 	<p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • Comprehends main points, details, speaker’s purpose, attitudes, levels of formality and styles in oral discourse in moderately demanding contexts. (8) • Listening texts are lectures, presentations and dialogue exchanges, up to 40 minutes in length. (PC 10/11) <p style="text-align: center;">LIMITATIONS</p> <ul style="list-style-type: none"> • Often has difficulty interpreting verbal humour, low-frequency idioms and cultural references. (9) • Sometimes may miss some details or transitional signals and is temporarily lost. (9) • Input has clear speech, organizational structure and transition signals. (9) • Only occasionally misses a topic shift or another transition. (10) 		<ul style="list-style-type: none"> • Listens to an oral persuasive presentation to a council, committee or commission; identifies, analyzes and evaluates the stated and unstated values and assumptions in them. (10) • Completes a related evaluation task in a standard format: circling, matching, filling in blanks, completing a chart. (10) • Traces and summarizes the development of an argument in a 20-30 minute lecture/presentation in a one-page summary. (10)

LISTENING

Baseline: ES Level 4

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: LISTENING TASKS
<p style="text-align: center;">LEVEL 4 FUNCTIONS</p> <ul style="list-style-type: none"> • Extensive oral communication demands in a very complex work-related social interaction. • Leads or guides large groups. • Facilitates complex group problem solving and decision making. • Persuades, instills understanding of complex subject matter. • Motivates, conducts negotiations and mediates. • Provides clinical counsel, assesses or evaluates. • Entertains with preparation. <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> • Wide range and depth of subject matter, interdisciplinary information; professional, organizational, theoretical, social issues. • Language can be highly abstract, conceptual and technical. • Information content is very complex and detailed; deals with facts, opinions, values, emotions and controversy. • Requires a high level of inference and ability to organize, present and interpret ideas coherently for analysis, synthesis, decision-making and evaluation. <p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • A variety of contexts; complex and shifting from unpredictable to highly ritualized. 	<p style="text-align: center;">BENCHMARKS 11-12 FUNCTIONS</p> <ul style="list-style-type: none"> • Has adequate listening/interpreting skills to satisfy all academic and work-related expectations for competent understanding of communication. (12) • Obtains complex detailed information, ideas and opinions needed for complex tasks by listening to extensive, complex authentic exchanges and presentations in demanding contexts of language use. (11) • Follows most formal and informal general interest conversations and academic and professional presentations on unknown topics by unfamiliar speakers with a variety of accents. (11) • Critically evaluates various/most aspects of oral discourse. (11/12) <p style="text-align: center;">INFORMATION</p> <ul style="list-style-type: none"> • Competently and fluently interprets all spoken discourse, formal and informal, general and technical, own field of study or work, in a broad variety of demanding contexts, live and audio/video recorded. (12) • Subject matter is a broad variety of general and academic topics and technical discourse in own field. (11) • Infers most of the unstated information. (11) 	<p style="text-align: center;">LEVEL 4</p> <ul style="list-style-type: none"> • Listens to a customer to begin to diagnose a problem; questions and interprets customer descriptions to define the area of the problem, aware that their specific questions lead to detailed information that make the job easier; listens with an open mind for cues that are not immediately evident. For example, a farmer doesn't tell a mechanic that he changed the parameters in an on-board computer. Farm equipment . mechanics glean this type of information by tactful questioning. • Deals with frustration and anger in a customer in the field. For example, a machine does not do what the customer believes the sales representative said it would. The Farm equipment mechanic works through the situation in a way that ensures respect for each person, listens until the anger is diffused, and then works on the machine. 	<p style="text-align: center;">BENCHMARK 11</p> <ul style="list-style-type: none"> • In a video/audio-taped formal discourse, identifies and evaluates specific examples of conflict resolving, consensus building and compromise negotiating language and interpersonal strategies, and examples of conflict-escalating language behaviour. Completes a related task. (11) • Follows detailed extensive instructions on complex unfamiliar work procedures and emergency response procedures. • Follows detailed extensive instructions on how to play a complex unfamiliar game. (11) • Listens to a variety of persuasive oral texts; identifies, analyzes, compares and evaluates aspects of persuasiveness in a related task. (11) • Reconstructs the message or position of a speaker by following recorded statements, phrases and sentences that are scattered in one or many texts but are connected as views or ideas. Explains how such specific statements by a speaker relate to her or his main message or position on an issue or topic. (11) • Summarizes participants' positions on the basis of a series of statements by each in a 20-40 minute debate or discussion in a two-page summary. Provides specific details as evidence for the synthesis. (11)

LISTENING

Baseline: ES Level 4

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: ORAL COMMUNICATION TASKS	CLB: LISTENING TASKS
<ul style="list-style-type: none"> • Communicates one-on-one on very detailed and complex matters • Leads or facilitates group discussions, negotiations, mediation, instruction • Presents to diverse groups. • Expresses opinions, recommendations, evaluations, demands or appeals in public. • Selects and adapts or creatively uses a wide range of formats and styles of presentation to suit purpose and audience. • The situation and setting may be new and unfamiliar. • The audience can be unfamiliar, uncooperative, challenging or hostile to the speaker. • Exchange is of extended duration (1 hour or more). • Physical conditions may seriously impede oral communication. <p style="text-align: center;">RISK</p> <ul style="list-style-type: none"> • Critical, resulting in loss of life or serious injury. • Very significant or serious personal consequences or consequences to the speaker's organization. 	<p style="text-align: center;">CONTEXT</p> <ul style="list-style-type: none"> • Follows long stretches of oral discourse, monologic or multispeaker exchanges, with complex abstract and conceptual language to obtain complex, detailed and specialized information for complex professional and academic tasks. (12) • Listening texts are complex critiques, evaluations, discussions and debates of any length. (12) <p style="text-align: center;">LIMITATIONS</p> <ul style="list-style-type: none"> • Has only occasional difficulty with Canadian cultural references, figurative, symbolic and idiomatic language, irony, sarcasm or verbal humour. (11) • Listener is adequately briefed for focused listening. (PC 2-12) 		<p style="text-align: center;">BENCHMARK 12</p> <ul style="list-style-type: none"> • In a video/audio-taped formal discourse, identifies and evaluates specific clues of social politeness and cooperation and “face-threatening” talk (e.g., requests for favours, challenges to defend position, or criticism). (11) • Evaluates detailed oral instructions on complex tasks such as how to fill out a set of tax forms; suggests improvements. (11) • Listens to examples of court proceedings or parliamentary/legislative proceedings and related oral commentaries by media and political experts; critically evaluates the information and the positions of the participants; completes a related evaluation task in a standard format; completes a chart or short paragraph, etc. (11)

Tables for Comparison of Canadian Language Benchmarks for Reading with Essential Skills Reading

		CLB STAGE 1					CLB STAGE 2				CLB STAGE 3		
CLB Levels		1	2	3	4	5	6	7	8	9	10	11	12
Reading				ES Level 1 of 5									
							ES Level 2 of 5						
								ES Level 3 of 5					
											ES Level 4 of 5		
												ES Level 5 of 5	

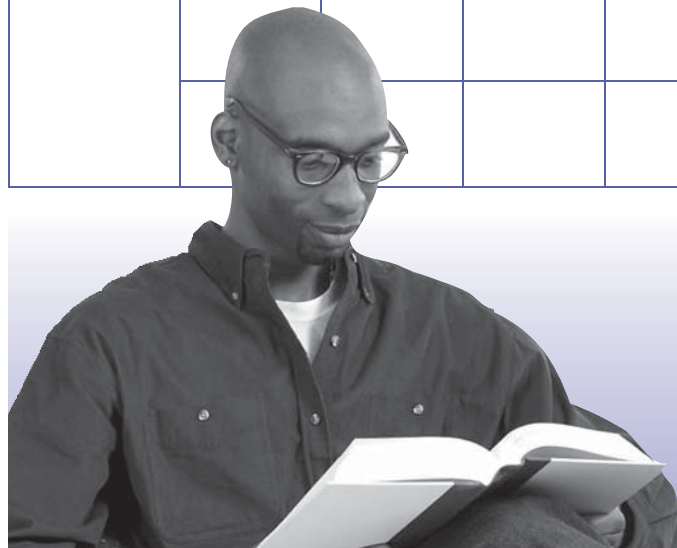


Table for ES Reading Text / CLB Reading

READING

Baseline: ES Level 1

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
<p style="text-align: center;">LEVEL 1</p> <ul style="list-style-type: none"> • Reads relatively short texts to locate a single piece of information. • Follows simple written directions. 	<p style="text-align: center;">BENCHMARKS 3, 4 & 5</p> <ul style="list-style-type: none"> • Reads a simple paragraph passage within a familiar, predictable context of daily life and experience: simple narratives of routine events; descriptive prose about people, places and things; a set of simple instructions. (3) • Reads a simple 2-3 paragraph passage within mostly familiar and predictable context of daily life and experience: simple narrative, biographical or descriptive prose, set of simple instructions, plain language news items, classified ads, sales promotions coupons and flyers. (4) • Locates, compares and contrasts one or more specific pieces of information in larger texts. (4) • Finds specific, detailed information in prose texts and in charts and schedules (e.g., transit timetables). (5) • Is able to use low-level inference and to tolerate some ambiguity (e.g., when guessing the meaning of unknown words in the text). (4) • Reads in English for information, to learn the language and to develop reading skills. (4) • Reads silently for meaning, with little visible or audible vocalization efforts, but reads slowly. (4) • May require bilingual dictionary. (4) 	<p style="text-align: center;">LEVEL 1</p> <ul style="list-style-type: none"> • When using a new product, reads the label for mixing instructions and special handling requirements. • Reads labels on containers for instructions and precautions. • Reads items in supply catalogues and purchasing flyers. • Reads brief notices about changes in regulations or restrictions. • Reads memos, information bulletins and electronic mail (e-mail) about special events or new procedures. • Reads incoming faxes from clients to make reservations, ensuring that all of the required information is provided. • Reads comment cards filled in by customers making suggestions for improving service. • Reads notes from supervisors or from co-workers from an earlier shift providing status reports or reminders of tasks to be completed. • Reads notes from parents which may describe the medicine a child is taking or provide information (e.g., a different parent is taking the child home). • Reads memos to stay current on the hospital's or clinic's policies or procedures, scheduling, fees and accounting practices. 	<p style="text-align: center;">BENCHMARKS 3, 4 & 5</p> <ul style="list-style-type: none"> • Reads an authentic note, e-mail message or letter; answers 7-10 questions about the text. (4) • Follows 1-5 step point form written directions to locate items on maps and diagrams. (3) • Uses a bus route map to match several bus stops with arrival and departure times. (4) • Uses 2 bus route maps/schedules: locates time of departure; coordinates with a transfer to reach destination. (5) • Uses the White Pages to locate a business address or the closest medical clinic/emergency service. (4/5) • Finds an ad to match a list of apartment requirements. (4) • Finds information in a TV guide (5) • Identifies key information and locates specific details in verbal text and graphics, including extensive directories, charts and schedules. (5) • Properly sequences instructions on how to make a long distance call or how to use an automatic teller machine. (4) • Follows instructions on employment forms. (4) • Sequences a simple 5-8 line recipe. (4)

READING

Baseline: ES Level 1

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
			<ul style="list-style-type: none"> • Reads a short newspaper article; answers 7- 10 questions. (4) • Labels a diagram in a text. (4) • Gives a text an appropriate and informative title. (4) • Identifies the percentage of Canadians who are first generation immigrants by looking at a simple pictorial graph (e.g., pie graph). (4)

READING

Baseline: ES Level 2

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
<p style="text-align: center;">LEVEL 2</p> <ul style="list-style-type: none"> • Reads more complex texts to locate a single piece of information or reads simpler texts to locate multiple pieces of information. • Makes low-level inferences. 	<p style="text-align: center;">BENCHMARK 6</p> <ul style="list-style-type: none"> • Follows main ideas, key words and important details in a one-page (3-5 paragraphs), plain language authentic prose and non-prose (formatted) text in moderately demanding contexts of use. (6) • Locates 3-5 pieces of specific, detailed information in prose passages, charts and schedules for analysis, comparison and contrast. (6) • Reads printed or legible handwritten notes, memos, letters, schedules and itineraries. (6) • Can get new information about familiar topics reading mostly factual texts with clear organization, and within familiar background knowledge and experience. (6) • Language of the text is mostly concrete and factual, with some abstract, conceptual and technical vocabulary items, and may require low-level inference to comprehend it (e.g., person may guess some new words by recognition of prefixes and suffixes). (6) • Uses a concise unilingual ESL/EFL learner dictionary. (6) 	<p style="text-align: center;">LEVEL 2</p> <ul style="list-style-type: none"> • Reads safety precautions relating to fire hazards in the kitchen. • Reads security incident reports left by the preceding shift. • Scans brochures or forms from insurance companies for information about the coverage of specific procedures to inform patients. • Reads industry publications, press releases, economic impact reports and newspaper articles. • Reads forms that are relevant to her/his job, such as letters of credit and completed payroll and billing adjustment forms. • Reads notes from teachers explaining what they do in class or asking for feedback on a student. • Reads pamphlets about equipment or chemicals to determine if they are suitable for their operation. • Reads health and safety notices posted on bulletin boards to apply safe working practices on the job. • Reads recipes and uses them to prepare food. • Reads specifications for the assembly and modification of parts. 	<p style="text-align: center;">BENCHMARK 6</p> <ul style="list-style-type: none"> • Obtains information from authentic notes, e-mail messages and letters; identifies correctly specific factual details and inferred meanings (e.g., circle or check items, fill in blanks). (6) • Obtains information from social announcements, reports and other social texts in the newspaper. (6) • Explains instructions of use and warnings printed on the labels of common commercial/industrial chemical products (e.g., dishwasher detergent). (6) • Explains the details in notices, announcements and newspaper coverage of public health issues, such as a disease. (6) • Scans a page in a continuing education community courses calendar; locates 2-3 pieces of information that match the requirements in another text. (6) • Reads a report, interview, news item or a story, that includes explanations and examples. Identifies seven out of ten important points. Retells the text in own words. (6) • Explains how something works (in nature or man-made) based on a text; relates the sequence of steps or stages in a cycle or process described in the text. (6)

READING

Baseline: ES Level 2

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
			<ul style="list-style-type: none"> • Uses the information from a timeline/ schedule chart to solve a simple scheduling problem. (6) • Accesses, locates and compares/ contrasts two or three pieces of information in a reference source (e.g., dictionaries, encyclopedias, atlases). (6)

READING

Baseline: ES Level 3

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
<p style="text-align: center;">LEVEL 3</p> <ul style="list-style-type: none"> • Chooses and integrates information from various sources or from several parts of a single text. • Makes low-level inferences from multiple sources. • Identifies relevant and irrelevant information. 	<p style="text-align: center;">BENCHMARKS 7, 8, 9</p> <ul style="list-style-type: none"> • Follows main ideas, key words and important details in an authentic 2-3 page text on a familiar topic, but within only partially predictable context. (8) • Reads popular newspaper and magazine articles and popular easy fiction, as well as academic and business materials. (8) • Extracts relevant points, but often requires clarification of idioms and of various cultural references. (8) • Locates and integrates several pieces of information in visually complex texts (e.g., tables, directories), or across paragraphs or sections of text. (8) • Text can be abstract, conceptual or technical topics, containing facts, attitudes and opinions. Inference may be required to identify writer’s bias and the purpose/function of text. (8) • Reads in English for information, to learn the language, to develop reading skills. (8) • Uses unilingual dictionary when reading for precision vocabulary building. (8) 	<p style="text-align: center;">LEVEL 3</p> <ul style="list-style-type: none"> • Refers to manuals and procedures to gain information (e.g., sandblasting manual and painting procedures on how to deal with surfaces of differing porosity and hardness). • Refers to several human resource manuals to locate information on topics such as pay scales and job descriptions. • Reads computerized incident reports and relates them to memos and directives. • Reads supervisor reports to provide feedback. • Reads performance reports or case worker reports. • Reads insurance reports to determine the extent of coverage. • Reads the employee handbook, standards, equipment manuals and travel information. • Reads tour manuals and travel guides to generate ideas for product development. • Refers to computer manuals to learn how to perform certain functions or how to use new software packages. • Reads various parenting books, magazines and newsletters to stay up-to-date on child development issues, such as nutrition and discipline and to find ideas for crafts and activities. 	<p style="text-align: center;">BENCHMARKS 7, 8, 9</p> <ul style="list-style-type: none"> • Reads authentic notes, e-mail messages and letters (personal and public) containing general opinions, assessments of current affairs, response to a complaint/conflict, or expression of sympathy; Identifies correctly specific factual details/ inferred meanings. (8) • Explains how to assemble a simple object, according to written instructions and diagrams. • Follows instructions for CPR and what to do in case of a serious injury in a car accident. (8) • Obtains information from public health advisories, municipal notices, violation notices and penalty payment forms, community newsletters and bulletins. Decides on action. (7) • Interprets selections from texts about safety precautions at a workplace (e.g., WHIMIS: Workplace Hazardous Materials Information System), by locating and integrating 3-4 pieces of information from the text. (8) • Reads a performance evaluation; answers comprehension questions as required in the task. (7) • Identifies main ideas of a 5-10 paragraph text about a current event; summarizes the text into 150-200 words. (8) • Predicts how something (e.g., a machine, design, arrangement, law) would work based on information in a text. (8)

READING

Baseline: ES Level 3

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
			<ul style="list-style-type: none"> • Based on the information, completes an unfinished classification/ categorization diagram. (7) • Interprets orally or in written text, a process flow chart related to basic science or social science. (8) • Accesses and locates several pieces of information in on-line electronic reference sources. (8) • Reads policy and procedure manuals, equipment installation manuals, user product guides and health and safety advisories. (9)

READING

Baseline: ES Level 4

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
<p style="text-align: center;">LEVEL 4</p> <ul style="list-style-type: none"> Integrates and synthesizes information from multiple sources or from complex and lengthy texts. Makes complex inferences and uses general background knowledge. Evaluates quality of text. 	<p style="text-align: center;">BENCHMARK 10</p> <ul style="list-style-type: none"> Reads authentic multipurpose texts, including complex charts, tables and forms, articles, fiction, letters, research papers and manuals. (10) Reads mostly to obtain general and specific information, ideas and opinions, and to learn content areas for work and study tasks. (10) Tasks are dense, 5-10 pages long, on abstract, conceptual, technical or literacy topics, and may be complex (visually, cognitively, and linguistically: in sentence and discourse structures, in thematic structure of information, and in style). (10) Topics may be new and unfamiliar. (10) Searches through complex displays of information and can use high-level inference to locate and integrate several pieces of abstract information (explicit and implied) from various parts of text. (10) Paraphrases or summarizes key points and draws conclusions. (10) Sometimes encounters difficulty interpreting low-frequency idioms and cultural references. (10) 	<p style="text-align: center;">LEVEL 4</p> <ul style="list-style-type: none"> Court clerks select information from various acts to assist Justices of the Peace in cases where clarity of jurisprudence is required. The acts contain complex legal terminology. Track maintainers read various sections and subsections of the “Equipment Inspection Processes” regulations to determine repair situations in which crews must stop trains. Animal care workers may read veterinary medicine reference books to locate and compare information on urinalysis and cytology. Correctional service officers read and synthesize case histories of inmates in file or computer format. These consist of court documents, inmate requests, medical, family and offence history, psychological profiles and documentation on progress and participation in programming. Campground operators read legislation, regulations and by-laws in order to keep up-to-date and to apply this information to their operation. Nannies refer to health or medical books to look up the symptoms of a child’s illness and determine what action they should take. Medical assistants read letters and regulations from insurance companies about policies and claim procedures in order to process billing. These texts use medical and legal terminology. 	<p style="text-align: center;">BENCHMARK 10</p> <ul style="list-style-type: none"> Identifies and compares the differences and similarities in values and assumptions in two editorials on the same topic (e.g., in the Globe and Mail and in the National Post). (10) Identifies and compares values and assumptions in two personal essays or short stories. (10) Explains instructions from a reputable medical program on how to lose, gain and maintain body weight. (10) Reads policy and procedure manuals, equipment, installation and use manuals, user product guides, health and safety advisories, legal and administrative procedures, scientific and experimental procedures. (10) Evaluates the validity/logistics of proposed timetables, schedules, programs and itineraries when compared with other variables (needs, requirements, availability, etc.). (10) Reads some standard legal documents, formal business reports, blueprints, financial listings, extensive and visually complex tables, warranty contracts. (10) Traces the development of an argument in a complex text in field of work or study in a 1-page summary. (10) Writes a comparative summary of two argumentative articles/essays on the same topic; summarizes and evaluates the main differences in her/his argumentation. (10)

READING

Baseline: ES Level 4

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
			<ul style="list-style-type: none"> • Interprets and converts survey information from a questionnaire into percentages/categories as texts and graphs. (10) • Locates several pieces of information involving complex search of on-line electronic reference sources or a variety of reference materials in libraries, archives. (10)

READING

Baseline: ES Level 5

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
<p style="text-align: center;">LEVEL 5 Reading Text</p> <ul style="list-style-type: none"> • Interprets dense and complex texts. • Makes high-level inferences and uses specialized knowledge. 	<p style="text-align: center;">BENCHMARKS 11 & 12</p> <ul style="list-style-type: none"> • Reads a variety of general literacy texts and specialized or technical (academic and professional) texts in own field. (12) • Can get information, ideas and opinions on familiar and unfamiliar abstract and conceptual topics from propositionally, linguistically, stylistically and culturally complex texts in demanding contexts of study and work. (12) • Reads critically and with appreciation for aesthetic qualities of text, register, stylistic and rhetorical nuance, tone (e.g., humour, irony, sarcasm), genre awareness, writer’s bias and points of view. (12) • Understands almost all idiomatic and figurative language and socio-cultural references. (12) • Searches through complex displays of information and uses high-level inferences, extensive background and specialized knowledge to locate and integrate multiple specific pieces of abstract information across various multiple complex and dense texts. (12) • Interprets, compares and evaluates both the content and the form of written text. (12) • Reads fluently and accurately, adjusting speed and strategies to task. (12) 	<p style="text-align: center;">LEVEL 5</p> <ul style="list-style-type: none"> • Materials testing managers read specifications, approximately 25 pages in length, for rarely used testing procedures. They interpret the application of the standard to specific cases, making high-level inferences as to how the information applies to specific cases. • Assistant business managers in labour unions read adjudication decisions that have established jurisprudence for pending grievances which are to go to adjudication. The legal wording has specific and complex implications for specific cases. • Court clerks read sections of the criminal code before the court session begins to stay current on matters pertaining to a case. • Small business owners read legal documents relating to ongoing business management such as incorporation, insurance and building leases. • Human resources professionals read legislation, arbitration decisions, labour board reports and case law in order to develop an optimal strategy for labour–management co-operation. • Regulatory officers read acts, regulations and by-laws to clarify legal definitions and regulations and interpret legislation to ensure populations are complying with all levels of the law. 	<p style="text-align: center;">BENCHMARKS 11 & 12</p> <ul style="list-style-type: none"> • Identifies and evaluates expressions of social politeness and cooperation with the reader and/or third parties mentioned or implied in the text, as well as “face-threatening” expressions and violations of politeness, in business, professional and academic texts; complete a related task. (12) • Follows and evaluates detailed, extensive and complex written instructions or instructional texts on complex tasks (e.g., how to balance a budget, how to conduct a staff briefing session); suggests improvements; revises/edits text. (12) • Reads and interprets texts related to arbitration, court proceedings and rulings, adjudication decisions in labour union disputes and grievances or parliamentary/legislative proceedings. (12) • Reads related commentaries by media and political experts. Critically evaluates the information; outlines implications for specific cases. (12) • Reads policy proposals, terms of reference, mission, vision and mandate statements, legislative bills, audits. (12) • Evaluates reports, essays, books about theories, historical evidence, points of view by their internal consistency or external standards; draws conclusions. (12)

READING

Baseline: ES Level 5

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: READING TASKS	CLB: READING TASKS
		<ul style="list-style-type: none"> Heritage interpreters read proposals, terms of reference and contracts. 	<ul style="list-style-type: none"> Edits another's report, article, essay, etc. for accuracy, clarity and consistency, according to required standards. (12) Summarizes and evaluates information and ideas from multiple complex texts and graphics obtained in information searches and based on various methods of data collection (e.g., surveys, tests, experiments or literature search). (12)

Tables for Comparison of Canadian Language Benchmarks for Writing with Essential Skills Writing

		CLB STAGE 1					CLB STAGE 2			CLB STAGE 3			
CLB Levels		1	2	3	4	5	6	7	8	9	10	11	12
Writing					ES Level 1 of 5								
							ES Level 2 of 5						
									ES Level 3 of 5				
										ES Level 4 of 5			
											ES Level 5 of 5		

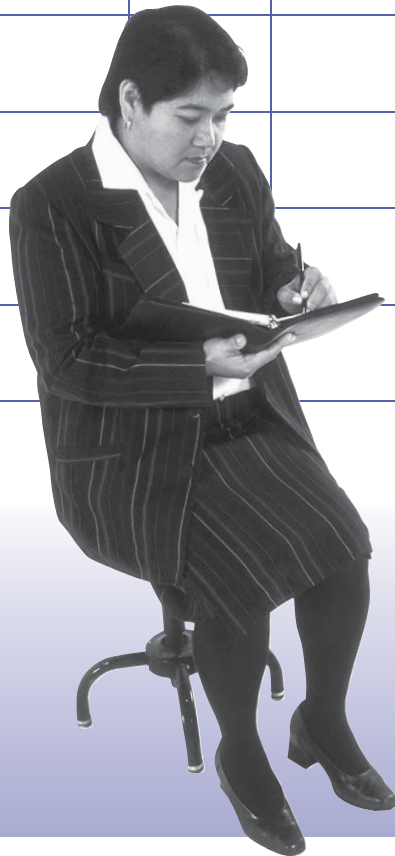


Table for ES Writing / CLB Writing

WRITING

Baseline: ES Level I

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
<p>LEVEL I</p> <ul style="list-style-type: none"> • Less than a paragraph. • Intended to organize remind, or inform. • Informal writing for small, familiar audiences – usually coworkers. • Uses pre-set formats or writing for which the format is unimportant. • Concrete, day-to-day matters of fairly immediate concern. 	<p>BENCHMARKS 4 & 5</p> <ul style="list-style-type: none"> • Writes simple descriptions and narration of events, stories, future plans about self and family, or other highly familiar topics. (4) • Effectively conveys an idea, opinion, feeling or experience in a simple paragraph. (5) • Writes short messages, postcards, notes, directions and letters. (4) • Writes short letters and notes on a familiar topic. (5) • Fills out simple (4) or extended (5) application forms. • Takes slow, simple dictation with frequent repetitions. (4) • Takes simple dictation with occasional repetitions at a slow to normal rate of speech. (5) • Reproduces in writing simple information received orally or visually. (5) • Demonstrates better control over writing when reproducing information (e.g., writing down notes, messages and paraphrasing). (5) • Writes down everyday phone messages. (5) • Completes a short routine report (usually on a form). (5) 	<p>LEVEL I</p> <ul style="list-style-type: none"> • Writes reminder notes regarding supplies or work to be done. • Fills in time sheets and mileage forms. • Makes entries in appointment calendars. • Writes list of tasks and sequences them. • Writes weekly reports detailing hours worked and type of work done. • Enters information on work orders to record what tasks were completed for customers. • Writes form letters, notes and memos. • Fills out a variety of forms. • Writes notes to herself/himself to record how she/he carried out specific tasks that required new skills or which had elements that were different than normal. • Writes reminder notes to co-workers regarding customer requests, deadlines or supplies. • Writes new member or customer profiles and enters them into the computer system. • Makes log entries to record name, address and destination of registered mail, priority post and express post. • Writes notes to record details of telephone conversations with customers. 	<p>BENCHMARK 5</p> <ul style="list-style-type: none"> • Writes formal invitation for a special group function (BBQ, potluck, etc.); includes clear directions to the location. (5) • Writes a personal note to thank the host for a dinner or party. (4) • Writes a short letter to a friend describing new home, car, job, trip, plans and feelings. (4/5) • Writes down a message from one person to pass on to another. (4) • Takes a message over the phone clearly and accurately. (5) • Copies information about a product or service from catalogues, directories, instructions and manuals for comparison purposes. (4) • Takes clear notes from a short pre-recorded company message about job openings and application procedures, including minimum requirements. • Fills out application form for power, water or telephone service, car rental, direct deposit request. (4/5) • Fills out a worker's accident report form. (5) • Describes an event or tells a story (e.g., writes about coming to Canada). (4) • Writes about her/his work experience in the past. (4) • Writes a paragraph describing an event/incident or experience. (5)

WRITING

Baseline: ES Level 1

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
	<ul style="list-style-type: none"> When creating own text, learner's linguistic means of expression remains simple, with frequent difficulty with complex structures and awkward sounding phrases (word combinations). (5) 	<ul style="list-style-type: none"> Writes about what she/he would like to do and why (e.g., future plans and the reasons for them). (4) Writes a paragraph for a school newsletter describing a new community or newly developed facility. (5) 	

WRITING

Baseline: ES Level 2

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
<p>LEVEL 2</p> <ul style="list-style-type: none"> • Brief text that is a paragraph or longer intended to serve a variety of purposes. • More formal style for an audience other than co-workers. • A tone which is appropriate for the occasion, e.g., friendly, respectful, authoritative, etc. • Standard spelling and grammar (syntax) expected. • Writing tasks for which templates or models exist, such as memos and letters in set formats. • Content of writing is routine, with little variation from one instance to the next. 	<p>BENCHMARKS 6-7</p> <ul style="list-style-type: none"> • Effectively conveys familiar information in familiar standard formats. (6) • Writes one or two paragraph letters and compositions. (6) • Constructs coherent paragraphs on familiar concrete topics with clear main ideas and some supporting details and with a developing sense of audience. (7) • Fills out job application forms with comments on previous experience, abilities and strengths. (6/7) • Reproduces information received orally or visually and can take simple notes from short oral presentations or from reference materials. (6) • Conveys information from a table, graph or chart in a paragraph. (6/7) • Writes personal letters and simple routine business letters. (7) • Writes down everyday phone messages. (6) • Takes notes from clear pre-recorded phone messages. (7) 	<p>LEVEL 2</p> <ul style="list-style-type: none"> • Writes estimate sheets to provide details on cost of materials and labour required to do a job. • Writes incident/accident reports, including detailed description of incident. • Revises work orders. • Prepares form letters, memos, notes, e-mails, including explanations, etc. • Writes instructions, itineraries, and/or set of procedures. • Writes notes in journals to keep track of conversations, product information, price calculations and special requests from customers. • Writes letters to customers to follow up on inquiries, explain problems or provide information. • Completes a variety of forms, including descriptions, etc. • Writes notes to the service manager to make suggestions on how to improve a design or how to make a better repair. These notes may be several paragraphs long. • Writes procedures to be followed by other staff in their absence. • Enters responses into the survey instrument. These vary from brief phrases or numbers to a paragraph or more. • Writes reports to supervisors informing them when decisions have been made not to deliver mail because of threats to safety. 	<p>BENCHMARKS 6 & 7</p> <ul style="list-style-type: none"> • Conveys a personal message in a formal short letter or note, or e-mail, expressing or responding to congratulations, thanks, apology, an offer assistance, appreciation, complaint, disappointment, satisfaction, dissatisfaction and hope. (6/7) • Takes notes from an oral presentation (in point-form) or from pre-recorded longer phone messages on public information lines or voice mail messages with many details. (7) • Writes a short letter of request to have money returned for a guaranteed product that did not work to satisfaction. (6) • Writes a formal letter/memo to a supervisor to request a week off work. (7) • Writes an outline or a summary of a longer text. (7) • Conveys business messages as written notes to pass on routine information, make requests, or respond to recommendations and warnings. (7) • Fills out moderately complex forms such as medical history form, straight-forward job application, application for training. (6/7) • Gives a detailed description of a simple process (e.g., the collection, sorting and distribution of mail at Canada Post). (6/7)

WRITING

Baseline: ES Level 2

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
			<ul style="list-style-type: none"> • Writes a detailed story or reports an incident based on a series of pictures, a film clip or a personal experience. (6) • Describes and compares two simple science experiments. (6)

WRITING

Baseline: ES Level 3

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
<p style="text-align: center;">LEVEL 3</p> <ul style="list-style-type: none"> • Either longer or shorter pieces of writing intended to inform, explain, request information, express opinions, or give directions. • Writing task has an established format, such as a contract, lease, financial report, or job description. • Writing format may call for structural elements, such as headings, a table of contents, footnotes, etc. • Non-routine writing tasks. • Content of the writing may be extensive but it is readily available from established sources. 	<p style="text-align: center;">BENCHMARK 8</p> <ul style="list-style-type: none"> • Links paragraphs to form coherent texts to express ideas on familiar abstract topics, with some support for main ideas, and with an appropriate sense of audience. • Writes routine business letters (e.g., letters of inquiry, cover letters for applications) and personal and formal social messages. • Fills out complex formatted documents. • Extracts key information and relevant detail from a page-long text and writes an outline or summary. • Demonstrates good control over common sentence patterns, coordination and subordination, and spelling and mechanics. Has occasional difficulty with complex structures (e.g., those reflecting cause and reason, purpose, comment), naturalness of phrases and expressions, organization and style. 	<p style="text-align: center;">LEVEL 3</p> <ul style="list-style-type: none"> • Writes detailed job specifications. • Writes a work order that justifies why and by what procedures the work will be done. • Writes reports for insurance claims (precision and accuracy required). • Prepares minutes of a meeting. • Writes interpretive summaries of respondents' answers to survey questions. • Writes letters to explain/clarify and request approval. • Writes submissions to managers outlining the characteristics of certain products and presenting purchasing options. • Writes detailed incident/accident reports. • Prepares information sheets that combine text and graphs to present product information or summarize trends. • Local tour guides write research notes and commentary for each tour. • Writes shoplifting and incident reports. This writing must be precise and accurate since such reports may be used in court. • Writes articles for company newsletters or material for product presentations such as fashion shows. • Writes memos to supervisors suggesting changes to operating procedures. 	<p style="text-align: center;">BENCHMARK 8</p> <ul style="list-style-type: none"> • Conveys a personal message in a formal letter or note or e-mail, expressing or responding to sympathy, clarifying a minor conflict, or giving reassurance. • Writes instructions about an established process or procedures given in a live demonstration, over the phone, or from pre-recorded audio or video material. • Writes an outline or a summary of a longer text. • Conveys business messages as written notes, memoranda, letters of request, or work log entries, to indicate a problem, to request a change, or to request information. • Writes a report/memo in paragraph form (e.g., progress report, action plan, incident inspection) about what has been discovered or why something is not working the way it should. • Writes an effective personal resume, a formal cover letter, letter of application for employment to a personnel / human resources manager; asks for an interview. • Writes an essay/composition in paragraph format describing how a business operates (e.g., sawmill, furniture manufacturing plant, farm, bank, store, restaurant, courier service, commercial laundry, hospital kitchen, daycare, etc.)

WRITING

Baseline: ES Level 3

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
			<ul style="list-style-type: none"> • Writes an essay/composition on a previously researched academic or work-related topic to relate events, describe, explain, express opinions or argue a point. • Writes in paragraph format to relate/explain information in a pie, line or bar graph, or in a process flow chart; uses a flow chart to describe a procedure or a process, in the correct sequence.

WRITING

Baseline: ES Level 4

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
<p>LEVEL 4</p> <ul style="list-style-type: none"> • Longer pieces of writing which present considerable information and which may feature a comparison or analysis. • Writing task may involve making recommendations. • Conscious organization of writing for a given purpose. • Writing may require modification of an existing format, such as a proposal or a report, to fit the given information. • Consideration of the audience may be an important part of the writing task at this level. • Writing task may involve the gathering and selection of information. • Abstract or technical content may demand the use of specialized vocabulary. • Rewrite or transform written information for a specific audience (e.g., rewrite technical material for a non-specialist audience). 	<p>BENCHMARK 9</p> <ul style="list-style-type: none"> • Writes formal and informal texts needed for complex routine tasks in some demanding contexts of language use (business/work, academic or social). (9) • Writes to offer and request information, clarification, agreement/commitment, and to express feelings, opinions and ideas. (9) • Reproduces complex ideas from multiple sources (e.g., written texts, routine meetings, lectures) as functional notes, outlines or summaries. (9) • Writes faxes, memos, e-mails, formal letters and informal reports. (9) • Writes a coherent essay, paper or report (descriptive, narrative, expository, argumentative/persuasive) in order to present information and state a position on a previously researched topic. (9) • Effectively proofreads and revises own text with occasional input from others. (9) • Demonstrates good control of complex structures and adequate organization, but flexibility in tone and style is limited. (9) • Grammatical errors (e.g., in article use) and errors in word combinations (e.g., phrases, collocations and idiom use) still occur. (9) 	<p>LEVEL 4</p> <ul style="list-style-type: none"> • Writes monthly and yearly reports summarizing trends in correspondence. • Writes short articles for magazines or to share with colleagues. • Writes an analysis of procedures or cost analysis report, with recommendations for changes. • Writes annual marketing plans detailing strategies and potential opportunities. • Writes case histories that may involve integrating information from interviews. • Writes a more detailed report based on research. • Writes waivers, agreements and licences. • Writes (tour) scripts to suit particular groups. • Revises own writing or others. • Writes training modules. • Writes press releases. • Prepares lesson plans, handouts, overheads for seminars or presentations. • Writes safety procedures to be included in an employee manual. • Writes non-conformance reports and completes technical query forms. • Writes policy papers to provide advice, guidance and recommendations. 	<p>BENCHMARK 9</p> <ul style="list-style-type: none"> • Writes a note to express thanks, state acceptance and acknowledgement in a business/academic environment. (9) • Writes a note to schedule/cancel/reschedule academic/professional appointments or business meetings. (9) • Writes summaries and reports of longer texts (e.g., lab inspection, minutes of a meeting). (9) • Writes a summary report of data (e.g., process control data) recorded in various formats and from several different sources, including graphs, charts, etc. (9) • Writes in paragraph format to summarize complex information in questionnaires, graphs, charts. (9) • Writes a semi-formal confirmation/reminder letter of arrangements made between her/his company and another business partner on a shared project. (9) • Writes purchase orders and invoices as pre-set forms, or as memos or letters. (9) • Writes cover/transmittal letter, order letter, or an instructions letter. (9) • Writes a report in paragraph format or as a pre-set form (incident/accident report, work progress or periodic progress report, service evaluation /inspection, intake, technician's or lab report). (9)

WRITING

Baseline: ES Level 4

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
		<ul style="list-style-type: none"> • Prepares annual reports to submit to her/his general manager. Reports include special changes or problems in the plant, list consumptions, upcoming projects and sales and statistics. 	<ul style="list-style-type: none"> • Narrows a topic for a report or essay to a thesis statement/statement of purpose by considering the audience (e.g., background, expectations and needs) and desired results. (9) • Writes a narrative essay or story. If biographical or historical refers to researched facts/historical documents. Can write creatively. (9) • Describes a service operation. (9) • Revises and edits own text. (9)

WRITING

Baseline: ES Level 5

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
<p style="text-align: center;">LEVEL 5</p> <ul style="list-style-type: none"> • Longer pieces of writing which present an evaluation or critique, usually accompanied by recommendations. • Writing tasks of any length that demand originality and effectiveness. • Appropriate tone and mood may be as important as the content. • Writing may display complex, multi-part organization to accommodate varied content. • The content must be created or it may be synthesized using information from multiple sources. 	<p style="text-align: center;">BENCHMARKS 10+</p> <ul style="list-style-type: none"> • Writes formal texts needed for complex non-routine tasks in demanding contexts of language use (business/work, academic). (11) • Writes complex original formal texts to inform, recommend, critique/ evaluate ideas and information, present and debate complex arguments, or to persuade a mostly unfamiliar audience. (11) • Synthesizes complex extensive information and ideas from multiple sources as a summary/abstract for other people’s use. (11) • Writes technical texts, informational and sales/promotional brochures, advertisements and instructions, formal reports and short proposals. (11) • Writes an effective, stylistically complex and interesting text: expository or argumentative essay, symbolic or allegorical story, rational inquiry paper, problem–solution paper, or an analytic report about a previously researched topic. (11) • Proofreads, revises and edits own and other’s texts, using own resources. 	<p style="text-align: center;">LEVEL 5</p> <ul style="list-style-type: none"> • Writes reports and proposals, comparing and evaluating a variety of products. • Writes business and marketing plans. • Writes proposals and position papers to persuade others or to defend her/ his interests. • Writes job descriptions, job performance appraisals and program appraisals. • Writes research articles for newspapers and magazines. • Writes program materials and scripts. • Writes seasonal and annual reports. • Writes research papers. • Writes proposals, terms of reference and contracts. • Writes project proposals, grant applications and project evaluations. • Creates marketing materials, scripts, speeches and feature articles. • Writes program brochures and articles for newsletters. • Writes business plans to detail strategic plans and their implementation. • Writes speeches for delivery at a wide variety of formal and informal occasions. • Writes copy for presentations to the public, such as fashion shows. This is creative writing that focuses on entertaining as well as informing and motivating the public. 	<p style="text-align: center;">BENCHMARKS 10+</p> <ul style="list-style-type: none"> • Writes social business letters to express thanks, acceptance, acknowledgement, offer of resignation, congratulations, sympathy, condolence, to foster goodwill, or to express an opinion as a citizen. (10) • Listens to a presentation of complex information; records, as an outline of main points and supporting details, point-form notes of selected relevant points, a summary, a chart or diagram. (10) • Reproduces information from several complex visual graphics in paragraph format. (10) • Writes a report that describes, compares and summarizes data recorded in a number of formats. (10) • Writes a semi-formal proposal for a service contract. (10) • Writes a report that evaluates and compares products; recommends one of them for purchase. (10) • Fills out employment application forms of any length and writes an effective personal resume. (10) • Using a standard legal form, writes an agreement, offer to purchase or work contract. (10) • Describes and compares two processes (e.g., routines, sequences, cycles, states, systems, components and their functions) in own area of study or work. (10)

WRITING

Baseline: ES Level 5

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: WRITING TASKS	CLB: WRITING TASKS
			<ul style="list-style-type: none"> • Writes a problem–solution paper, experiment report paper or research report using secondary resources. • Revises and edits written work. (10) • Writes a summary report that relates information from two or three different studies on applied research findings in the same area. (11) • Writes an analytical report to analyze the government’s funding of social services, cultural and recreational activities, health care services. (11)

Tables for Comparison of Canadian Language Benchmarks for Reading & Writing with Essential Skills Document Use

CLB STAGE 1					CLB STAGE 2				CLB STAGE 3			
CLB Levels	1	2	3	4	5	6	7	8	9	10	11	12
Reading & Writing			ES Level 1 of 5									
					ES Level 2 of 5							
							ES Level 3 of 5					
									ES Level 4 of 5			
											ES Level 5 of 5	



Table for ES Document Use / CLB Reading and Writing

DOCUMENT USE

Baseline: ES Level I

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING / WRITING TASKS
<p style="text-align: center;">LEVEL I COMPLEXITY OF THE DOCUMENT</p> <ul style="list-style-type: none"> Document is very simple. Brief text combined with uncomplicated structure (e.g., simple signs, labels, lists). One document and one document type. <p style="text-align: center;">COMPLEXITY OF FINDING / ENTERING INFORMATION:</p> <p style="text-align: center;">Information Search:</p> <ul style="list-style-type: none"> Limited search using key words, numbers, icons or other visual characteristics (e.g., line, colour, shape) to locate information. <p style="text-align: center;">Information Entry:</p> <ul style="list-style-type: none"> Entering few pieces of information. <p style="text-align: center;">Thinking Process:</p> <ul style="list-style-type: none"> Minimal inference is required. Information found or entered in the document is a literal match (i.e., identical) to the information required. Information needed is immediate and obvious. <p style="text-align: center;">COMPLEXITY OF INFORMATION USE:</p> <ul style="list-style-type: none"> No knowledge of the content (i.e., substance) of the document is required to use the information. No analysis required. 	<p style="text-align: center;">BENCHMARKS 3, 4, 5 INFORMATION SEARCH</p> <ul style="list-style-type: none"> Finds specific detailed information in plain language texts with clear layout (e.g., in very short news items, weather forecasts, sales promotion coupons and flyers). (3) Can get specific details from everyday routine texts, such as a set of instructions, plain language news item, a notice from a gas company. (5) Finds specific detailed information in prose texts and in charts and schedules (e.g., transit timetables). (5) <p style="text-align: center;">INFORMATION ENTRY</p> <ul style="list-style-type: none"> Fills out simple application forms and bank slips. (3) Fills out simple application forms. (4) Fills out extended application forms. (5) Can reproduce in writing simple information received orally or visually. (5; p. 100) Demonstrates better control over writing when producing information (e.g., writing down notes, messages and paraphrasing). (5) Writes down everyday phone messages. (5) Completes a short routine report on a form on a familiar topic. (5) 	<p style="text-align: center;">LEVEL I</p> <ul style="list-style-type: none"> Reads signs and symbols, such as Workplace Hazardous Materials Information System (WHIMIS) symbols. Reads list of patient names, their requirements and care needs. Reads labels on medications and ointments, clothing and laundry chemicals. Reads shipping tags and safety labels. Reads registration lists or client mailing lists. Reads lists of products, stock numbers, quantities and prices. Fills in “Action Required” forms in response to customer complaints. Completes assembly checklists to ensure that all components have been installed in each unit. Reads house numbers on civic address signs. Completes checklists, such as the vehicle readiness form, and records brief entries on deficiencies, such as warning lights that are not functioning or items that are either missing or too low in number. Completes daily logs, time sheets and overtime forms. Reads price tags, bills, cash register displays or account statements to determine the amount due. 	<p style="text-align: center;">BENCHMARKS 3, 4, 5 INFORMATION SEARCH</p> <ul style="list-style-type: none"> Reads a “while you were out” note (3) or an authentic e-mail message. (4) Follows one to five-step, point-form, written directions to locate items on maps and diagrams. (3) Classifies information in a text into categories; completes a chart. (3) or compares information in two pie or bar graphs. (5) Follows instructions on employment forms. (4) Uses a bus route map to match several bus stops with arrival / departure times. (4; p. 37) Uses the White Pages to locate the closest medical clinic (4) or a business address. (5) Identifies the percentage of something by looking at a simple pictorial graph such as a pie graph. (4) Sequences 7 to 10 steps in instructions on how to unplug the sink using commercial bottled liquid or environmentally friendly means based on written texts. (5) Explains instructional text in paragraph format on prevention and treatment of burns. (5) Explains a system by reading and interpreting a simple chart. (5). Accesses, locates information through tables of content, indexes or glossaries. (5)

DOCUMENT USE

Baseline: ES Level I

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING / WRITING TASKS
<ul style="list-style-type: none"> Information is used in the form it is found. Information is entered in the form it is found. 	<p>PERFORMANCE CONDITIONS</p> <ul style="list-style-type: none"> Tasks are in standard format; with items to circle, match, fill in a blank, complete a chart, answer questions, etc. (5) 	<ul style="list-style-type: none"> Refers to phone books to look up addresses for hotel guests. Reads computer generated lists to allocate guest rooms. The lists indicate whether rooms are vacant, occupied or being cleaned. Refers to code lists to determine the meaning of a letter code. 	<p>INFORMATION ENTRY</p> <ul style="list-style-type: none"> Fills out an application for a driver's licence/organ donor form. (3) or for power, water or telephone service. (5) Copies information about a product or service from catalogues, directories, instructions and manuals for comparison purposes. (4) Writes down a message from one person to pass on to another or labels a diagram using information in a text. (4) Writes about work experience in the past. (4; p. 49) or fills out worker's accident report form. (5)

DOCUMENT USE

Baseline: ES Level 2

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING / WRITING TASKS
<p>LEVEL 2 COMPLEXITY OF THE DOCUMENT:</p> <ul style="list-style-type: none"> Document is simple. Multiple pieces of information (e.g., simple tables: small amount of information, no subparts). One document or multiple documents of the same type. <p>COMPLEXITY OF FINDING / ENTERING INFORMATION:</p> <p>Information Search:</p> <ul style="list-style-type: none"> Locating one or more pieces of information using one or two search criteria (e.g., using menu headings to find vegetarian choices); or Consecutive searches with the same one or two search criteria (e.g., using a phone list to find phone numbers for several people). <p>Information Entry:</p> <ul style="list-style-type: none"> Entering several pieces of information. <p>Thinking Process:</p> <ul style="list-style-type: none"> A low-level of inference is required. Information found or entered in the document(s) is a synonymous match (i.e. obviously related) to the information required. Information needed is fairly evident. <p>COMPLEXITY OF INFORMATION USE:</p> <ul style="list-style-type: none"> Limited knowledge of the content (i.e. substance) of the document may be required to use the information. Limited analysis required. Information found in the document(s) may be rearranged to make simple 	<p>BENCHMARKS 5, 6 PERFORMANCE CONDITIONS:</p> <ul style="list-style-type: none"> Types of Text: forms, tables, schedules, directories, calendars, notices and announcements. Text has clear organizational structure. Instructions are clear and explicit, for everyday situations, used with some visual clues, but not always presented in a step-by-step form. Texts are varied and may be of a specialized or technical nature. Messages are 5-6 sentences long or one paragraph long. Where necessary for the task, learners must include information presented to them from other sources (e.g., photographs, drawings, reference text/ research information, diagrams). <p>INFORMATION SEARCH</p> <ul style="list-style-type: none"> Locates 3-5 pieces of specific, detailed information in charts and schedules for analysis, comparison and contrast. Reads printed or legible handwritten notes, memos, letters, schedules and itineraries. <p>INFORMATION ENTRY</p> <ul style="list-style-type: none"> Effectively conveys information in familiar standard formats. Fills out detailed job application forms with short comments on previous experience, abilities and strengths, and form reports. 	<p>LEVEL 2</p> <ul style="list-style-type: none"> Completes time sheets on a weekly basis including job site, amount of time spent and may include a record of the tasks completed and the time spent on each. Consults mail rate charts to mail parcels and book price lists to buy new books. Reads statistical tables showing the number of transactions performed in a month. Reads lists of two-way radio codes and their meanings. Reads street signs, city street maps, directories of buildings, building floor plans and postal code charts to locate addresses and deliver packages accordingly. Reads a schedule to monitor which employees are working on various jobs and to co-ordinate unloading the trucks. Reads mixing charts when using a new product. Fills out insurance forms indicating the code and price of each procedure. Reads about patients' background health, behaviour and history of care on charts and forms. Uses maps to direct guests to various locations. Completes forms showing the opening quantities and closing quantities of each product. 	<p>BENCHMARKS 5, 6 INFORMATION SEARCH:</p> <ul style="list-style-type: none"> Obtains information from authentic notes, e-mail messages and letters; identifies correctly specific factual details and inferred meanings (e.g., circle or check items, fill in blanks). Explains instructions of use and warnings printed on the labels of common commercial/industrial chemical products (e.g., dishwasher detergent). Explains the details in notices, announcements and newspaper coverage of public health issues, such as disease. Scans a page in a continuing education community courses calendar; locates 2-3 pieces of information that match the requirements in another text. Explains how something works based on a text; relates the sequence of steps or stages in a cycle or process described in the text. Uses the information from a timeline/ schedule chart to solve a simple scheduling problem. Accesses, locates and compares/ contrasts 2-3 pieces of information in a reference source. <p>INFORMATION ENTRY:</p> <ul style="list-style-type: none"> Writes a short letter of request to have her/his money returned for a guaranteed product that did not work to her/his satisfaction.

DOCUMENT USE

Baseline: ES Level 2

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING / WRITING TASKS
<p>comparisons (e.g., preparing a list of the top ten sales representatives each month to compare performance).</p> <ul style="list-style-type: none"> Information available may be rearranged for entry onto the document (e.g., rearrange alphabetically listed contacts into a listing by province). 	<ul style="list-style-type: none"> Conveys information from a table, graph or chart in a coherent paragraph. 	<ul style="list-style-type: none"> Reads work schedules that are often in a tabular format containing names, shifts and delays. Fills in tables for payroll summary and inventory sheets; completes holiday request forms and termination forms. Completes invoices, vouchers, credit card slips, itineraries, passenger lists and reservation forms. Reads inspection forms for equipment and machinery. 	<ul style="list-style-type: none"> Fills out a short medical history form. Fills out a 1-2 page straightforward job application.

DOCUMENT USE

Baseline: ES Level 3

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING / WRITING TASKS
<p>LEVEL 3 COMPLEXITY OF THE DOCUMENT:</p> <ul style="list-style-type: none"> Document is somewhat complex. Multiple pieces of information organized in sections with sub-headings or subparts (e.g., complex tables; or May be multiple simple documents that may include more than one document type (e.g., pie chart and bar graph). May be specialized document types (i.e., familiarity with the document type is required for interpretation): Pareto charts, isometric drawings, Gantt charts. <p>COMPLEXITY OF INFORMATION ENTRY:</p> <p>Information Search:</p> <ul style="list-style-type: none"> Locating one or more pieces of information using multiple search criteria; or The results of one search in a subsequent search (e.g., finding the chemical composition of paint from its label then using that information to search Material Safety Data Sheets). <p>Information Entry:</p> <ul style="list-style-type: none"> Entering multiple pieces of information. <p>Thinking Process:</p> <ul style="list-style-type: none"> A moderate degree of inference is required. The match between the information entered in the document(s) and the information required may be ambiguous. 	<p>BENCHMARKS 7, 8 INFORMATION SEARCH</p> <ul style="list-style-type: none"> Locates and integrates, or compares/contrasts 2-3 specific pieces of information in visually complex texts (e.g., tables, calendars, course schedules, phone directories, almanacs, cookbooks) or across paragraphs or sections of text. (7/8) Language is concrete and abstract, conceptual and technical. Text contains facts and opinions; some information is explicit and some is implied. Inference may be required in comprehending the text. (7/8) Can extract relevant points, but may require clarification of idioms and of various cultural references. (8) <p>INFORMATION ENTRY</p> <ul style="list-style-type: none"> Writes routine business letters (e.g., letters of inquiry, cover letters for applications) and personal and formal social messages. (7/8) Texts: memo, a letter of request, a work record log entry). (7) Texts are varied and may be of a specialized or technical nature. (8) Fills out complex formatted documents. (8) 	<ul style="list-style-type: none"> Refers to diagrams and supporting numerical data, such as ratios showing odds, to learn the rules of a game and explain them to players. Consults manuals containing assembly drawings and diagrams to service equipment. Gets information from graphs, such as real estate trends. Completes accident report forms when accidents occur. Reads computer lists of information about sales by category to be able to balance the payments and charges, using up to 10 documents at a time. Plots information on a graph, for example, to show the volume and subject matter of telephone calls and customer visits. Reads assembly and schematic drawings and diagnostic trees in manuals to identify, maintain and assemble parts and to diagnose problems. Reads assembly drawings to establish the sequence of parts installation. Reads blueprints of the equipment to obtain information about material thickness, angles or dimensions. Reads and interprets data obtained from employee or customer surveys. 	<p>INFORMATION SEARCH (7/8)</p> <ul style="list-style-type: none"> Reads authentic notes, e-mail messages and letters expressing gratitude and appreciation, complaint, disappointment, satisfaction and dissatisfaction; identifies factual details/inferred meanings. Explains how to assemble a simple object according to written instructions and diagrams. Obtains information from public health advisories, municipal notes and penalty payment forms, community newsletters and bulletins; decides on action. Interprets/explains information in a moderately complex diagram in a basic science text. Interprets selections from texts about safety precautions at a workplace (e.g., WHMIS: Workplace Hazardous Materials Information System), by locating and integrating 3-4 pieces of information from the text. Based on information, completes an unfinished classification/categorization diagram. <p>INFORMATION ENTRY (7/8)</p> <ul style="list-style-type: none"> Writes an effective personal résumé and a formal covering letter; letter of application for employment to a personnel/human resources manager. Fills out application forms of any length.

DOCUMENT USE

Baseline: ES Level 3

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING/ WRITING TASKS
<p>COMPLEXITY OF INFORMATION USE:</p> <ul style="list-style-type: none"> Some knowledge of the content (i.e., substance) of the document is required to use the information. Some analysis required involving selection and integration of information. Information found in the document(s) must be integrated (e.g., integrate information from two diagrams in a repair manual to troubleshoot the problem). Information must be combined for entry onto the document (e.g., completing a monthly quality control form by integrating information from several lines). 		<ul style="list-style-type: none"> Reads maps to pinpoint the location where emergency response is required and to plan the quickest route to a targeted address. Must read the maps carefully so as to not confuse a road and a street with the same name. Reads charts, such as bar and pie charts, which show information about sales completed or market share achieved. 	<ul style="list-style-type: none"> Writes a report/memo in paragraph format: progress, action plan, incident inspection (e.g., what has been discovered or why something is not working the way it should).

DOCUMENT USE

Baseline: ES Level 4

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING / WRITING TASKS
<p>LEVEL 4 COMPLEXITY OF THE DOCUMENT:</p> <ul style="list-style-type: none"> Document is complex. Multiple pieces of information organized in multiple sections with one additional component, such as colour coding, scale, perspective and symbols, (e.g., complex paint charts, floor plans; or Multiple documents and multiple types. Specialized document types (i.e., familiarity with the document type is required for interpretation): Pareto charts, isometric drawings, Gantt charts. <p>COMPLEXITY OF INFORMATION ENTRY:</p> <p>Information Search:</p> <ul style="list-style-type: none"> Locating multiple pieces of information using multiple search criteria which may have to be developed by the user; or The results of one search in a subsequent search. <p>Information Entry:</p> <ul style="list-style-type: none"> Entering multiple pieces of information. <p>Thinking Process:</p> <ul style="list-style-type: none"> Considerable inference may be required. The match between the information found or entered in the document(s) and the information required may be ambiguous. One or more distracters may hinder the process of finding and/or entering the correct information. 	<p>BENCHMARKS 9 & 10 INFORMATION SEARCH</p> <ul style="list-style-type: none"> Uses inference to locate and integrate several pieces of abstract information across paragraphs or sections of visually complex or dense text. (9) Reads authentic multipurpose texts, including complex charts, tables and forms, articles, research papers and manuals. (10) Searches through complex displays of information and can use high-level inference to locate and integrate several specific pieces of abstract information from various parts of text. (10) <p>INFORMATION ENTRY (10)</p> <ul style="list-style-type: none"> Reproduces complex extensive information and ideas from multiple sources as an accurate outline and a summary or abstract of a desired length and detail level for other people or for own use. Writes technical, commercial, organizational or academic messages such as letters, faxes, memos, e-mails and short formal reports. Fills out and constructs complex forms and other formatted documents. 	<ul style="list-style-type: none"> Reads and interprets statistical tables in manuals or research reports. Interprets line graphs and pie charts about sales trends to develop marketing strategies, drawing on her/his specialized knowledge of an industry or a field. Uses a blueprint of the whole plant to locate equipment, such as a specific valve. Monitors computer screens displaying schematic and analogue representations of various sections of the process. The displays include diagrams, graphs and charts. Operators analyze numerous screens of information about processing rates, levels, ratios, percentages and trends. Interprets information contained in complex tables and financial data represented as graphs with multiple plots and scales; uses amortization rates and interest rate tables; interprets plots representing rate of return projections. Refers to graphs to compare data, such as alarm system coverage from month to month, or to examine trends in crime statistics. Reads archival documents. Interprets scale drawings such as blueprints, golf course plans, topographical maps, architectural drawings showing drainage and irrigation. 	<p>BENCHMARKS 9 & 10 INFORMATION SEARCH</p> <ul style="list-style-type: none"> Reads policy and procedure manuals, equipment installation/manuals, user product guides and health and safety advisories. Reads forms, financial tables, blueprints, computer programs with multiple menus and navigational functions. Looking at complex diagram/overview of a manufacturing operation, compares accuracy of graphic information with the detailed descriptive text. Locates several pieces of information involving a complex search of on-line electronic reference sources or a variety of reference materials in libraries, archives. Interprets and converts survey information from a questionnaire into percentages/ categories as texts and graphs. <p>INFORMATION ENTRY</p> <ul style="list-style-type: none"> Reproduces information from several complex visual graphics in paragraph format. Writes a report that describes, compares and summarizes data recorded in a number of formats. Using a standard legal form, writes an agreement, offer to purchase or work contract.

DOCUMENT USE

Baseline: ES Level 4

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING / WRITING TASKS
<ul style="list-style-type: none"> The information needed may be mentally restructured into categories devised by the user. <p>COMPLEXITY OF INFORMATION USE:</p> <ul style="list-style-type: none"> Specialized knowledge of the content (i.e., substance) of the document may be required. Multiple pieces of information from multiple sources are synthesized. The quality of the information may be evaluated for accuracy and omissions. Information must be synthesized for entry onto the document (e.g., preparing tax returns using data from many sources). 		<ul style="list-style-type: none"> Reads graphs and tables, and interprets other visual presentations of information such as timeline representations. Reads manuals using different formats and symbols. Reads diagnostic flow charts to determine a problem with a machine. 	<ul style="list-style-type: none"> Describes and compares two processes (e.g., routines, sequences, cycles, states, systems, components and their functions) in own area of study or work.

DOCUMENT USE

Baseline: ES Level 5

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING / WRITING TASKS
<p>LEVEL 5 COMPLEXITY OF THE DOCUMENT:</p> <ul style="list-style-type: none"> Document is complex. Multiple pieces of information organized in multiple sections with two or more additional components, such as colour coding, scale, perspective and symbols (e.g., intricate aerial maps, isometric drawings); or Multiple documents and multiple types. Specialized document types (i.e., familiarity with the document type is required for interpretation): Pareto charts, isometric drawings, Gantt charts. <p>COMPLEXITY OF INFORMATION ENTRY:</p> <p>Information Search:</p> <ul style="list-style-type: none"> Locating multiple pieces of information using multiple search criteria which may have to be developed by the user; or The results of one search in a subsequent search, possibly based on criteria developed by the user. <p>Information Entry:</p> <ul style="list-style-type: none"> Entering multiple pieces of information. <p>Thinking Process:</p> <ul style="list-style-type: none"> A high level of inference is required. The match between the information found or entered in the document(s) and the information required is ambiguous. 	<p>BENCHMARKS 11 & 12 INFORMATION SEARCH)</p> <ul style="list-style-type: none"> Searches through complex displays of information and uses high-level inferences, extensive background knowledge to locate and integrate multiple specific pieces of abstract information across various multiple complex and dense texts. (12) Interprets, compare and evaluates both the content and the form of written text. (12) <p>INFORMATION ENTRY: (12)</p> <ul style="list-style-type: none"> Synthesizes and evaluates complex extensive information and ideas from multiple sources as a coherent whole (e.g., as an evaluative report of desired length and detail level). (12) Writes highly specialized internal documents (e.g., procedures, policy manuals). (12) Develops innovative complex forms and other formats of information display. (12) <p>PERFORMANCE CONDITIONS: (12)</p> <ul style="list-style-type: none"> Texts require high-level inferences (e.g., text-based, specialized knowledge-based, general background knowledge-based). (12) Texts may be evaluative reports, problem-solution papers, research papers; aerial and satellite maps, meteorological charts and maps; blueprints, technical manuals, 	<p>LEVEL 5</p> <ul style="list-style-type: none"> Refers to or cross reference between architectural, structural and mechanic blueprints to identify specifications pertinent to her/his work, such as the number of columns in a room or the size of spacing of steel studs. This requires an ability to interpret and apply multiple views shown in numerous drawings. At times, this may require an analysis of the blueprints to assure conformance to code standards. Reads specifications, approximately 25 pages in length, for rarely used testing procedures. Interprets the application of the standard to specific cases, making high-level inferences as to how the information applies to specific cases. Reads adjudication decisions that have established jurisprudence for pending grievances which are to go to adjudication. The legal wording has specific and complex implications for specific cases. 	<p>BENCHMARKS 11 & 12 INFORMATION SEARCH (12)</p> <ul style="list-style-type: none"> Reads and interprets texts related to arbitration, court proceedings and rulings, adjudication decisions in labour union disputes and grievances or parliamentary /legislative proceedings.(12) Reads policy proposals, terms of reference, mission, vision and mandate statements, legislative bills, audits. (12) Summarizes and evaluates information and ideas from multiple complex texts and graphics obtained in information searches and based on various methods of data collection (e.g., surveys, tests, experiments or literature search. (12) <p>INFORMATION ENTRY: (12)</p> <ul style="list-style-type: none"> Edits a report that synthesizes information from two or three different studies on applied research findings in the same area. Writes a detailed proposal as an official bid on a job/contract, or as a grant or a funding request for a project. (12) Writes a procedures manual or a policy manual for an organization or thesis. (12) Writes a report that interprets to the public a large amount of data and complex information collected through questionnaires, interviews, experiments, ethnographies and other methods. (12)

DOCUMENT USE

Baseline: ES Level 5

ES: GLOBAL DESCRIPTION	CLB: GLOBAL DESCRIPTION	ES: DOCUMENT USE TASKS	CLB: READING / WRITING TASKS
<ul style="list-style-type: none"> The information needed is mentally restructured into categories devised by the user. <p>COMPLEXITY OF INFORMATION USE:</p> <ul style="list-style-type: none"> Specialized knowledge of the content (i.e., substance) of the document may be required. Information is evaluated to make judgments of quality based on criteria and/or to draw conclusions (e.g., critique research data to note methodological flaws). 	<p>regulations; computer process simulation data displays, assembly and schematic drawings, infra-red and x-ray pictures, medical data computer displays. (12)</p>		<ul style="list-style-type: none"> Develops written public relations or promotional/marketing materials for a campaign. (12)

Skill-specific checklists

The overall purpose of the Comparative Framework is to allow ESL instructors and curriculum planners to draw on their own professional knowledge and experience in order to make holistic and intuitive judgments about patterns of relationship between the two frameworks and how to integrate components of the ES framework and/or tasks into the second language classroom. Teachers and other professionals in the field may find the checklists presented in this section useful when considering tasks and documents for use with a particular occupational group or language class, using a communicative approach to skills development.

These checklists are to be used as a starting point for implementing ES tasks in the second language classroom and/or material development. These checklists may be modified subject to changes identified during the material development phase of this project.



Planning checklist for Listening

LISTENING: Checklist for Implementing Workplace Tasks in the ESL Classroom		
Content	Type	What does the task ask the learner to do (recall specific details, respond to questions, summarize key information, compare/contrast, synthesize information, evaluate, other)?
	Length	How long is the input or exchange?
	Vocabulary	What vocabulary/idioms/acronyms need to be understood to successfully complete the task?
Structure	Task structure	Are the task expectations clear? To what extent are the expectations culturally bound?
	Format/genre	What is the format of the message (live, video, audio, or other)? Is the listening task a monologue, transaction or interaction?
	Language structure	How complex are the language structures in the message? To what extent does the listener need to understand paralinguistic and cultural cues?
Context	Familiarity	How routine, predictable and familiar is the task?
	Formality	What degree of formality is being used?
	Performance Conditions	What is the quality of the message (volume, speed, accent)? What degree of learner control is permitted (repetition, clarification, simplification)? How important is clarity, accuracy, and comprehensibility?
	Background information	To what extent does the task require the listener to draw upon information/ background knowledge not present in the message?
Strategies	Method	What strategies does the writing task require (in relation to Essential Skills and language)?



Planning checklist for Speaking

SPEAKING: Checklist for Implementing Workplace Tasks in the ESL Classroom		
Content	Type	What does the task ask the speaker to do (identify, sort, define/describe, narrate, other)?
	Length	How long is the speaker's turn?
	Vocabulary	What vocabulary/idioms/acronyms are required by the task?
Structure	Task structure	Are the task expectations clear? To what extent are the expectations culturally bound?
	Format/genre	What is the format of the message (live, video, audio, or other)? Is the speaking task a monologue, transaction or interaction?
	Language structure	What language structures does the task require?
Context	Familiarity	How routine, predictable and familiar is the task?
	Formality	What degree of formality is required?
	Performance Conditions	How much processing time is permitted? How important is clarity, accuracy, and comprehensibility?
	Background information	To what extent does the task require the speaker to draw upon information/ background knowledge not present in the task?
Strategies	Method	What strategies does the writing task require (in relation to Essential Skills and language)?



Planning checklist for Reading

READING: Checklist for Implementing Workplace Tasks in the ESL Classroom		
Content	Type	What does the task ask the reader to do (locate/identify, cycle, analyze, generate)?
	Length	How long is the text?
	Vocabulary	What vocabulary/idioms/acronyms need to be understood to successfully complete the task?
Structure	Task structure	Are the task expectations clear? To what extent are the expectations culturally bound?
	Format/genre	What type of text is it (informational, instructional, formatted, unformatted)?
	Language structure	How complex are the language structures in the text?
Context	Familiarity	How routine, predictable and familiar is the task?
	Formality	What degree of formality is being used?
	Performance Conditions	How much time has been allotted to the task? What degree of support is provided (dictionary)? How clear, accurate, and comprehensible is the text?
	Background information	To what extent does the task require the reader to draw upon information/ background knowledge not present in the text?
Strategies	Method	What strategies does the writing task require (in relation to Essential Skills and language)?



Planning checklist for Writing

WRITING: Checklist for Implementing Workplace Tasks in the ESL Classroom		
Content	Type	What does the task require the writer to do (identify, sort, define/ describe, narrate, other)?
	Length	How long is the written response?
	Vocabulary	What vocabulary/idioms/acronyms are required by the task?
Structure	Task structure	Are the task expectations clear? To what extent are the expectations culturally bound?
	Format/genre	What format is required?
	Language structure	What language structures does the task require?
Context	Familiarity	How routine, predictable and familiar is the task?
	Formality	What degree of formality is required?
	Performance Conditions	How much time has been allotted to the task? What degree of support is provided (dictionary, spell check, etc.)? How important is clarity, accuracy, and comprehensibility?
	Background information	To what extent does the task require the writer to draw upon information/ background knowledge not present in the task?
Strategies	Method	What strategies does the writing task require (in relation to ES and CLB)?



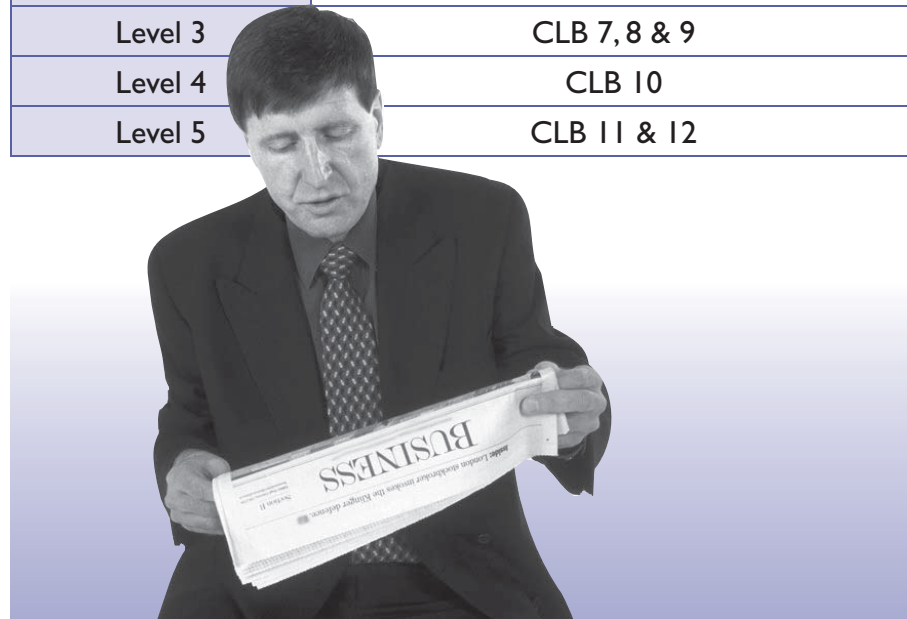
Overview of Initial ES / CLB Comparisons:

Oral Communication:

Essential Skills	CLB SPEAKING	CLB LISTENING
Level 1	CLB 5 & 6	CLB 5, 6 & 7
Level 2	CLB 6, 7 & 8	CLB 7 & 8
Level 3	CLB 9 & 10	CLB 9 & 10
Level 4	CLB 11 & 12	CLB 11 & 12

Reading Text:

Essential Skills	Canadian Language Benchmarks
Level 1	CLB 3, 4 & 5
Level 2	CLB 6
Level 3	CLB 7, 8 & 9
Level 4	CLB 10
Level 5	CLB 11 & 12



Writing:

Essential Skills	Canadian Language Benchmarks
Level 1	CLB 4 & 5
Level 2	CLB 6 & 7
Level 3	CLB 8
Level 4	CLB 9
Level 5	CLB 10, 11, & 12

Document Use:

Essential Skills	Canadian Language Benchmarks
Level 1	CLB 3, 4 & 5
Level 2	CLB 5 & 6
Level 3	CLB 7 & 8
Level 4	CLB 9 & 10
Level 5	CLB 11 & 12

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