

SCORE REPORT



Versant Dutch Test

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

SCORE	CEFR
25	B1

SKILL AREA	SCORE	10	15	20	25	30	35	40	
Overall Score	25								
Sentence Mastery	28								
Vocabulary	21								
Fluency	26								
Pronunciation	23								

	DESCRIPTION
Overall	The Overall Score of the test represents the ability to understand spoken Dutch and speak it intelligibly at a native-like conversational pace on everyday topics. The Overall score is based on a weighted combination of four diagnostic subscores. Scores are reported in the range from 10 to 40.
Candidate's Capabilities	Candidate can handle many utterances using a variety of words and structures, and can follow and sometimes participate in a native-paced conversation. Pronunciation is mostly intelligible; candidate can express some composite information on familiar topics to a cooperative listener.

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EXPLANATION OF SUBSKILL SCORES

SKILL AREA	UNDERSTANDING THE SKILLS	CURRENT CAPABILITIES
Sentence Mastery	Sentence Mastery reflects the ability to understand, recall and produce Dutch phrases and clauses in complete sentences. Performance depends on accurate syntactic processing and appropriate usage of words, phrases and clauses in meaningful sentence structures.	Candidate can understand, recall and produce some Dutch phrases and clauses in sentence context. Candidate produces some simple meaningful sentences.
Vocabulary	Vocabulary reflects the ability to understand common everyday words spoken in sentence context and to produce such words as needed. Performance depends on familiarity with the form and meaning of everyday words and their use in connected speech.	Candidate may understand some very basic words in spoken Dutch, especially if the words are used in slow, clear, simple speech.
Fluency	Fluency reflects the rhythm, phrasing and timing evident in constructing, reading and repeating sentences.	Candidate speaks with uneven or staccato pacing, although speech may contain some smooth runs containing several words. Frequent obvious pauses result in an irregular speech rate and some disconnected phrases.
Pronunciation	Pronunciation reflects the ability to produce consonants, vowels and stress in a native-like manner in sentence context. Performance depends on knowledge of the phonological structure of everyday words.	Candidate mispronounces many consonants and vowels, resulting in a strong, intrusive non-Dutch accent. Stress placement is often unclear, and syllables may sometimes be added or skipped. Listeners may have difficulty understanding a significant portion of the words.

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DETAILED DESCRIPTION OF LANGUAGE CAPABILITIES

This section allows users to form an idea of the spoken language tasks and interactions that average candidates scoring above a certain Versant Dutch Test score are likely to be able to do. This information is based on the results of a series of studies in which experienced raters judged candidates based on classroom observation, performance on structured and career interviews, and responses to a variety of prompts implemented in the Versant Dutch Test, including responses to story retell items and open questions that ask for personal opinions and views on different issues (De Jong et al, 2009).

This section refers to the Common European Framework of Reference for Languages (Council of Europe, 2001). Descriptors from this publication were used by the raters while listening to candidates' performances and deciding on their levels of competence. The information presented in this section is based on the average ratings of large samples of candidates. It refers to the average candidate; individual candidates may perform at a slightly higher or lower level than indicated in this guide. (See "Current Capabilities" on pages 1 and 2 for your personal results.)

SKILL AREA	A CANDIDATE WITH THIS OVERALL SCORE TYPICALLY:
Listening	<ul style="list-style-type: none">• Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.• Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.• Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.• Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.• Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
Spoken Production	<ul style="list-style-type: none">• Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.• Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.• Can describe dreams, hopes, and ambitions.• Can describe events, real or imagined.• Can narrate a story.• Can briefly give reasons and explanations for opinions, plans, and actions.• Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
Spoken Interaction	<ul style="list-style-type: none">• Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field.• Can express thoughts on more abstract, cultural topics such as films, books, music, etc.• Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.• Can enter unprepared into conversations on familiar topics.• Can follow much of what is said around him/her on general topics and topics related to his/her field provided interlocutors avoid very idiomatic usage and articulate clearly.• Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.

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

TO IMPROVE, A CANDIDATE AT THIS LEVEL SHOULD:

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

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RELATIONSHIP TO OTHER SCORES AND LEVELS

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

TEST/SCALE	SCORE/RANGE
CEFR	<p>Corresponding level in the Common European Framework of Reference (CEFR):</p> <p>B1 – Independent User</p> <p>CEFR global-level descriptor: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of a personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</p>

SAMPLE