Canadian Language Benchmarks

English as a Second Language for Adults

Canada

October 2012 Edition

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Preface

This Canadian Language Benchmarks (CLB) document represents a Canadian language standard established and reinforced through sustained research, application and consultation. The following history summarizes the work that has been done over a 20-year period to bring this latest version of the standard to publication.

The History of the Canadian Language Benchmarks

In 1992, the Government of Canada introduced a language policy to address the needs of adult immigrants. As a first step, the ministry now called Citizenship and Immigration Canada (CIC) funded a project to investigate the need for Canadian language standards. CIC held extensive consultations across Canada with field experts, instructors of English as a Second Language (ESL)[1] and English as a Foreign Language (EFL), language program administrators and learners, immigrant-serving agencies, and government representatives. The consultations confirmed the need for a nationally recognized set of language standards.

Canadian Language Benchmarks, Working Document (1996)

As a result of the consultations, CIC established the National Working Group on Language Benchmarks (NWGLB) in March 1993. The task of the NWGLB was to guide the development of a set of benchmarks to describe language development in the Canadian context. In 1996, CIC published the *Canadian Language Benchmarks: English as a Second Language for Adults (Working Document)*.

Centre for Canadian Language Benchmarks (CCLB)

Soon after the introduction of the CLB in 1996, the need emerged for an institution outside government to take responsibility for CLB projects. Key federal and provincial funders and other stakeholders cooperated to establish the Centre for Canadian Language Benchmarks (CCLB) and, in September 1997, the Board of Directors held its inaugural meeting. In March 1998, the CCLB received its Charter as a non-profit corporation, and its doors officially opened in Ottawa in June.

Canadian Language Benchmarks (2000)

When CIC introduced the CLB Working Document in 1996, the ministry made a commitment to revisit the document on a regular basis to ensure its ongoing integrity, relevance, and accessibility. Beginning in 1999, the CCLB undertook a national consultation with users of the CLB Working Document. The CCLB commissioned the principal writer of the 1996 Working Document to make revisions, which CIC published as the *Canadian Language Benchmarks 2000: ESL for Adults*.[2]

Niveaux de compétence linguistique canadiens (2006)

In 2002, the CCLB Board of Directors agreed to take responsibility for the French version of the CLB, which had been funded by CIC and was meant to inform the needs of French as a Second Language (FSL) training programs for immigrants. The first version, *Standards linguistiques canadiens 2002*, was sent out to stakeholders and then revised in 2005–2006. The second version, *Niveaux de compétence linguistique canadiens 2006 : Français langue seconde pour adultes* (NCLC), was released in 2006.

National Consultation (2008–2010)

In 2008, with funding support from the federal and some provincial governments, the CCLB embarked on a national consultation to determine how the CLB and NCLC should evolve to meet the changing needs of stakeholders. More than 1,300 people, representing multiple stakeholders, participated in the process. The findings of the consultation allowed the CCLB to plan for revisions and future directions.

Following this consultation, a preliminary analysis was summarized in a discussion paper, which formed the basis for a national forum of 40 individuals representing a broad range of stakeholders. Along with the CCLB Board of Directors, these individuals engaged in further analysis and validation of the findings of the consultations. Among the results of the analysis was a list of recommended changes.

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[1] In some parts of Canada, ESL may be replaced by English as an Additional Language (EAL).
[2] The Canadian Language Benchmarks 2000: ESL for Literacy Learners was also introduced.

Canadian Language Benchmarks (2010)

A small working group met in December 2009 to discuss stakeholder recommendations and to determine a methodology and priorities for revisions to the CLB 2000. Soon after, a small team of writers and expert advisors was assembled to implement the revisions, which were based on the following broad goals:

- Improving the layout and presentation of information to make the document more user-friendly and accessible.
- Revising, refining and supplementing information to improve comprehensibility, clarity, consistency and relevance, as well as reducing redundancy.
- Maintaining the integrity of the three stages of the CLB (basic, intermediate and advanced), the 12 levels (to ensure the CLB reflect the full range of communicative competence) and the theoretical bases of the CLB.
- Using plain language throughout the document to facilitate the use of the CLB with a broad range of users.
- Including information critical for a common understanding of the CLB among the majority of users.

The resulting draft document was reviewed by 10 external experts and three members of an advisory committee formed by the CCLB. Their feedback was incorporated into the working document.

Validation

In early 2011, the CCLB undertook the first steps of the validation[3] by developing a common theoretical framework for the CLB and NCLC (Phase I). This document draws upon widely accepted research in the field of language education, including key principles applicable to all languages and contributions from the ESL and FSL fields. The theoretical framework underwent extensive independent review at each stage of its development. It was later compared with the Common European Framework of Reference (CEFR), the American Council for the Teaching of Foreign Languages (ACTFL) guidelines, and the *Échelle québécoise*. These comparisons showed that the theoretical framework was consistent not only with the theoretical concepts it articulated, but also with the key principles underlying other language frameworks.

The CLB and NCLC were then validated against the theoretical framework to determine whether they accurately reflected the underlying theory (Phase II). Six independent experts mapped each descriptor in the standards documents onto the theoretical framework to identify gaps where components of the theoretical models that served as a foundation for the documents were not adequately represented. The documents were further fine-tuned and both have been accepted as accurate reflections of the theoretical framework and consistent with widely accepted research.

The next step in the process was an extensive field validation by the documents' end users (Phase III). A key component of this step was the development of exemplars to test the validity, clarity, and reliability of descriptors. Content experts developed Reading and Listening texts and tasks for the 12 levels, as well as prompts which were used to collect exemplars of learner performance in Speaking and Writing. The tasks and exemplars were independently benchmarked by six experts, with inter-rater agreement confirming the validity and reliability of the descriptors. Then, along with the revised CLB and NCLC, they were field tested with more than 100 practitioners across Canada. These practitioners fulfilled two key roles: first, they confirmed the level of the exemplars based on their experience with learners at specific levels, and second, they provided feedback on the clarity, completeness, and accuracy of the representation of these levels. This step informed the final fine-tuning of the standards.

In early 2012, the validation project leads and two independent validation experts confirmed that the revised and validated CLB and NCLC conform to the basic applicable standards for reliability and validity set out in the *Standards for Educational and Psychological Testing*,[4] and that the validation process supports the use of CLB and NCLC as national standards of English and French for living, working and studying in Canada and as valid, reliable standards for use for a variety of purposes, including high-stakes ones, and in a variety of contexts, including community, workplace and study settings.

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[3] A detailed validation report is available at www.language.ca.

[4] American Educational Research Association. (1999). *Standards for educational and psychological testing*. Washington, DC: American Psychological Association.

Acknowledgements

Canadian Language Benchmarks: English as a Second Language for Adults

Acknowledgements for the CLB 2000 and CLB 1996

Introduction

The Canadian Language Benchmarks: General Description

The Canadian Language Benchmarks (CLB) standard is a descriptive scale of language ability in English as a Second Language (ESL) written as 12 benchmarks or reference points along a continuum from basic to advanced. The CLB standard reflects the progression of the knowledge and skills that underlie basic, intermediate and advanced ability among adult ESL learners.

The Canadian Language Benchmarks are:

- a set of descriptive statements about successive levels on the continuum of language ability,
- a description of communicative competencies and performance tasks through which learners demonstrate application of language knowledge (i.e., competence) and skill (i.e., ability),
- a national standard for planning curricula for language instruction in a variety of contexts,
- a framework of reference for learning, teaching, programming and assessing adult ESL in Canada.

The Canadian Language Benchmarks are NOT:

- a description of the discrete elements of knowledge and skills that underlie communicative competence (such as specific grammatical structures, elements of pronunciation, vocabulary items, micro-functions, cultural conventions),
- a curriculum,[5]
- tied to any specific instructional method,[6]
- an assessment.

Intended Audience and Purpose

The intended audience for the CLB is the professional field of adult ESL instructors, assessors, curriculum and resource developers, test designers and academics. The CLB standard can also be used to inform funders of English language training programs, labour market associations, licensing bodies, and employers.

The CLB fulfill several key purposes for learners, educators and assessors, as well as for the broader community.

For Learners

The CLB provide a basis for learners to plan their language learning, set or adjust goals, and monitor progress. As the national standard for describing communicative language ability, the CLB can facilitate a common understanding of learner credentials that allows a smooth transition between classes, programs and institutions, as well as recognition by professional organizations and licensing bodies across Canada.

For Educators, Assessors and Test Developers Working with Adult ESL Learners

The CLB standard provides a professional foundation of shared philosophical and theoretical views on language ability that informs language instruction and assessment. It provides a common national framework for describing and measuring the communicative ability of ESL learners for instructional and other purposes, ensuring a common basis for the development of programs, curricula, resources and assessment tools that can be shared across Canada.

The CLB help the professional field to articulate ESL needs, best practices and accomplishments.

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[5] The CLB do not describe or follow any specific curriculum or syllabus.
[6] Although no instructional method is specified in the implementation of the CLB, instructional practices should focus on preparing learners to carry out contextualized 'real world' communicative tasks consistent with the CLB.

For the Broader Community

The CLB contribute to clear, informed communication between the ESL community and other stakeholders and organizations (such as instructors in related fields, applied college programs, TESL and other educational programs, counselors and language education funding bodies). The CLB also provide information for labour market associations, sector councils, licensing bodies and employers who seek to understand how language requirements for professions and trades should be referenced to the standard.

Theoretical Foundations of the CLB

The CLB are founded on significant theoretical considerations and principles. The most influential one is the principle of communicative language ability, which relates to the ability to understand and communicate messages effectively and appropriately in a particular social situation. It is understood that language ability requires an integration of language knowledge, skills and strategies. Many experts have attempted to understand and articulate descriptions of language ability. The CLB standard is based on an adaptation of the model described by Bachman (1990) and the model described by Bachman and Palmer (1996, 2010). It also draws upon a pedagogical model of communicative competence by Celce-Murcia, Dörnyei and Thurrell (1995). Language ability is language use or performance. It is the ability to communicate: to interact, to express, to interpret and to negotiate meaning, and to create discourse in a variety of social contexts and situations.

The CLB model comprises five distinctive components organized under two areas, which together express "communicative language ability." (Please refer to the graphic on page VIII.)

This model suggests that strategic competence may extend beyond purely linguistic considerations and explains how communication occurs even in the absence of language. The CLB model takes into account that every act of communication encompasses elements of both organizational and pragmatic competence, guided by decision making related to strategic competence.

CLB competency statements reflect the inter-relationship of constituent aspects of language ability that can be demonstrated through language tasks. This is described in greater detail in the *Theoretical Framework for the Canadian Language Benchmarks and Niveaux de compétence linguistique canadiens*.[7]

The Role of Grammar and Pronunciation

Grammar and pronunciation are components of language ability and, as such, may require explicit instruction. However, the purpose of a standards document such as the CLB is not to prescribe discrete pronunciation items and grammatical forms to be mastered at each benchmark. Rather, the elements of grammatical knowledge that learners need to master are determined by the specific requirements of individual real-life tasks and the social context in which the tasks are performed.

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[7] This document is available at www.language.ca.

The Model of Communicative Language Ability in the CLB

Grammatical Knowledge

Grammatical knowledge is needed to construct accurate sentences or utterances and includes knowledge of vocabulary, syntax, phonology and graphology.

Textual Knowledge

Textual knowledge is separated into two components: knowledge of cohesion and knowledge of rhetorical or conversational organization. Knowledge of cohesion is used in producing or comprehending the explicitly marked relationships between sentences in written texts or between utterances in conversations. These include connecting words, pro-forms (words that can replace different elements in a sentence), ellipsis, synonyms and paraphrases. In written texts, rhetorical organization refers to conventions for sequencing units of information. In conversation, it refers to the way interlocutors manage the conversation by, for example, taking turns.

Functional Knowledge

Functional knowledge helps language users to map sentences, utterances or text onto underlying intentions and vice versa. Functional knowledge includes knowledge of ideational, manipulative, heuristic and imaginative functions.

Sociolinguistic Knowledge

Sociolinguistic knowledge governs how the setting affects actual language use. Factors influencing these variations in language include participants in the exchange, situation, place, purpose of transaction and social situation. Sociolinguistic knowledge includes knowledge of genre, dialects/varieties, registers, natural or idiomatic expressions, cultural references and figures of speech.

Strategic Competence

Strategic competence provides a management function in language use, as well as in other cognitive activities, and can be viewed as a set of metacognitive strategies comprising goal setting (deciding what one is going to do), appraising (taking stock of what is needed, what one has to work with, and how well one has done) and planning (deciding how to use what one has).

The Model of Communicative Language Ability in the CLB

Language Knowledge

Strategic Competence

Organizational Knowledge

Grammatical Knowledge

The knowledge of grammar and vocabulary at the sentence level, which enables the building and recognition of well-formed, grammatically accurate utterances, according to the rules of syntax, semantics, morphology and phonology/graphology.

Textual Knowledge

The knowledge and application of cohesion and coherence rules and devices in building larger texts or discourse. It enables the connection of utterances and sentences into cohesive, logical and functionally coherent texts and/or discourse.

Pragmatic Knowledge

Functional Knowledge

The ability to convey and interpret the communicative intent (or function) behind a sentence, utterance or text. It encompasses macro-functions of language use (e.g., transmission of information, social interaction and getting things done/persuading others, learning and thinking, creation and enjoyment), and micro-functions, or speech acts (e.g., requests, threats, warnings, pleas), and the conventions of use.

Sociolinguistic Knowledge

The ability to produce and understand utterances appropriately. It encompasses rules of politeness; sensitivity to register, dialect or variety; norms of stylistic appropriateness; sensitivity to "naturalness"; knowledge of idioms and figurative language; knowledge of culture, customs and institutions; knowledge of cultural references; and uses of language through interactional skills to establish and maintain social relationships.

Strategic Competence

The ability to manage the integration and application of all other components of language ability to the specific context and situation of language use. It involves planning and assessing communication, avoiding or repairing difficulties in communication, coping with communication breakdown and using affective devices. Most of all, its function is to ensure effectiveness of communication.

Guiding Principles

The following fundamental principles are inherent in the standard and, consequently, inform instructional and assessment decisions.

The CLB are Competency-Based

Competency Statements stress what the learner **can do** in English. Competencies may be understood as the demonstrable application of knowledge and skills by individual learners. The CLB Competency Statements do not specify context. For example, a Competency Statement might say that a person can fill in simple forms without specifying the particular type of form. This is because the type of form would depend on the individual's situation, needs and goals. For example, some ESL learners might need to fill out forms to apply for services within the community, while others might need to complete job-related service request forms or apply for admission to academic programs. Given the range of possible situations and contexts, the sample tasks in this document have been selected to represent a range of needs, interests and contexts within community, work and study settings.

The CLB relate language to the contexts in which it is used and the communicative functions it performs. For example, individuals may use English to initiate and maintain relationships, express hopes, dreams and feelings, transact business, plan, persuade, inform or instruct.[8]

The CLB are Learner-Centred

Competencies should be embedded in tasks and contexts that are purposeful, relevant and meaningful to the learner, and tailored to an individual's abilities and learning style. Sample Tasks are provided in the document to illustrate each competency in a real-life context; it is assumed that in instructional settings, CLB competencies will be contextualized in tasks that are relevant to the needs and specific interests of learners.

The CLB are Task-Based

The notion of the language task—a communicative "real world" instance of language use to accomplish a specific purpose in a particular context—is central to the CLB. When instructors or assessors describe communicative language ability, they are describing a person's ability to accomplish communicative language tasks for particular contexts. Accomplishing communicative tasks provides the learner, instructor or assessor with demonstrable and measurable performance outcomes.

The CLB Stress Community, Study[9] and Work-Related Tasks

Language is used in specific social contexts with particular individuals. The situation and the relationship of the individuals communicating in those social contexts may require the use of different cultural (pragmatic) conventions. In addition, specific background information and prior knowledge may also be necessary to carry out particular tasks in specific social contexts. Language instruction and assessment practices need to reflect contexts that are relevant and meaningful to learners within community, work and study settings.

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[8] The CLB document does not include all possible competencies and functions associated with language use. As a descriptive document, it presents a selection of representative Competency Statements and indicators that suggest the kinds of things that learners can typically do and the degree of ability they generally demonstrate at each successive benchmark.

[9] The term "study" is used throughout the document to include academic and other educational contexts.

Overview of the CLB Standard

A Canadian Language Benchmark is a description of a person's ability in a specific language skill.

Each benchmark describes:

- Characteristics of Speaking, Listening, Reading or Writing ability as listed in the Profile of Ability.
- What a person can do in each language skill, as presented in the Competency Statements.
- Specific conditions under which abilities can be demonstrated (including factors such as time constraints, length of task/text, assistance given), as listed in the Profile of Ability.
- Examples of possible communication tasks for community, study and work contexts, as illustrated in the Sample Tasks.
- Indicators of task success, as listed in the Sample Indicators of Ability found below the Competency Statements.

Benchmark Stages

The 12 benchmarks are organized into three stages, numbered I, II and III. Each stage is associated with a degree of complexity and demand. Within each stage, there are four benchmarks that progress from initial to fluent ability.[10] This progression indicates a learner's progression across a stage, as reflected in the Profiles of Ability that appear on a single page for each stage.

The three stages are:

Stage I – Basic Language Ability (Benchmarks 1-4)

Basic language ability encompasses abilities that are required to communicate in common and predictable contexts about basic needs, common everyday activities and familiar topics of immediate personal relevance. In the CLB, these are referred to as non-demanding contexts of language use.

Stage II – Intermediate Language Ability (Benchmarks 5-8)

Intermediate language ability encompasses abilities that allow fuller participation in a wider variety of contexts. It is the range of abilities required to function independently in most familiar situations of daily social, educational and work-related life experience, and in some less predictable contexts. In the CLB, these are referred to as moderately demanding contexts of language use.

Stage III – Advanced Language Ability (Benchmarks 9-12)

Advanced language ability encompasses abilities required to communicate effectively, appropriately, accurately and fluently about most topics in a wide range of contexts and situations, from predictable to unfamiliar, from general to professionally complex and from specific to nuanced, in communicatively demanding contexts. Learners at this stage have a sense of purpose and audience when communicating (including distance, politeness and formality factors, appropriate register and style, suitable volume or length of communication, accuracy and coherence of discourse, vocabulary range and precision). At this stage, communicating can involve using language within high-stakes or high-risk social, academic and work-related contexts, and in situations in which features of the communication (such as diplomacy, tact, precision) can have significant consequences. In the CLB, these are referred to as demanding contexts of language use.

Note

Many ESL learners are at different benchmarks in the four language skills, and a learner's separate benchmarks are often in different benchmark stages. For example, an individual learner might be at Listening Benchmark 6, Speaking Benchmark 4, Reading Benchmark 7 and Writing Benchmark 5.

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[10] The term "fluent" describes a degree of ability within a stage and is not an absolute descriptor of discourse. The term does not mean that a learner speaks or writes with fluency. It means that a learner has reached a successful degree of ability in the types of tasks and at the level of demand associated with a particular stage of the CLB.

The following table illustrates how the CLB are organized.

Stage I – Basic Language Ability

Benchmark and Ability Level	Listening	Speaking	Reading	Writing
CLB 1: Initial CLB 2: Developing CLB 3: Adequate CLB 4: Fluent	Interpreting simple spoken communication in routine, non-demanding contexts of language use within the four Competency Areas.	Creating simple spoken communication in routine, non-demanding contexts of language use within the four Competency Areas.	Interpreting simple written communication in routine, non-demanding contexts of language use within the four Competency Areas.	Creating simple written communication in routine, non-demanding contexts of language use within the four Competency Areas.

Stage II – Intermediate Language Ability

Benchmark and Ability Level	Listening	Speaking	Reading	Writing
CLB 5: Initial CLB 6: Developing CLB 7: Adequate CLB 8: Fluent	Interpreting moderately complex spoken communication in moderately demanding contexts of language use within the four Competency Areas.	Creating moderately complex spoken communication in moderately demanding contexts of language use within the four Competency Areas.	Interpreting moderately complex written communication in moderately demanding contexts of language use within the four Competency Areas.	Creating moderately complex written communication in moderately demanding contexts of language use within the four Competency Areas.

Stage III – Advanced Language Ability

Benchmark and Ability Level	Listening	Speaking	Reading	Writing
CLB 9: Initial CLB 10: Developing CLB 11: Adequate CLB 12: Fluent	Interpreting complex spoken communication in demanding contexts of language use within the four Competency Areas.	Creating complex spoken communication in demanding contexts of language use within the four Competency Areas.	Interpreting complex written communication in demanding contexts of language use within the four Competency Areas.	Creating complex written communication in demanding contexts of language use within the four Competency Areas.

Progressing Through the Benchmarks

Research shows that learning a new language takes time and effort, and the rate of progress is unique for each skill and differs amongst learners. This is normal and reflects many factors, including, but not limited to, the following:

- Similarity of English to the first language
- Formal education
- Opportunities for exposure to English outside the classroom
- Motivation
- Natural skill or talent
- Life situation

Many learners may be adept at one skill but struggle in another so that progress is inconsistent across skills. Some learners may achieve a benchmark and then plateau indefinitely. Others may plateau for a period of time and then surge ahead. It is helpful to remember that there is ample room for lateral development and progress within a benchmark.

CLB-Based Assessment

The CLB standard can be used for formative and summative assessments. It is important to note that the CLB document itself is not an assessment. It is a standard that can inform assessment by providing the information needed to guide the development of assessment tools. Currently, there are a number of existing assessment instruments aligned to the Canadian Language Benchmarks. These instruments serve a range of purposes, from initial placement to outcome evaluation and eligibility. It is beyond the scope of this document to describe every CLB-aligned assessment or to suggest how assessment results should be interpreted.

The most common types of CLB-based assessments are as follows:

Standardized Testing

Standardized assessment tools are developed and validated for achievement, placement or outcomes testing that either assessors or instructors can administer under rigorous test conditions to produce reliable results.

Instructor-Based Assessment

Instructors use the CLB as the basis for creating their own informal assessments of learning and achievement. In doing so, instructors ensure that the tasks, texts, performance conditions and performance criteria they are using to assess learners' performance are consistent with the criteria set out in the CLB. For achievement assessment, learners demonstrate ability in the various competencies by carrying out a variety of language tasks.

Portfolio Assessment

Instructors may find it effective to have learners maintain a portfolio of examples of performance on a range of language tasks contextualized in a variety of social situations and aligned to the CLB Competency Statements. The portfolio may be complemented by the use of a variety of evaluating techniques in the classroom, including checklists of outcomes, anecdotal records, externally developed tests and peer assessment.

Learner Self-Assessment

Learners may use a list of learning outcomes referenced to the CLB (such as the Can Do checklists) as a basis for self-assessment. Self-assessment provides valuable opportunities for learners to take greater responsibility for their own learning. It also allows them to reflect on their strengths and identify weaknesses that need to be addressed.

ESL Literacy

ESL classes include learners with varying degrees of literacy skills and abilities in their first language. These skills and abilities affect performance and progress while learning an additional language.

ESL literacy learners are those individuals who have little or no literacy skills in their first language, usually because of limited or interrupted formal education. Literacy learners may be described in any of the following ways:

- They may be speakers of languages with no written code.
- They may have little or no education in their home countries.
- They may have gone to school for up to eight years, but with many interruptions.

They share many characteristics of typical first-language literacy learners, with the added challenge of learning an additional language.

Although ESL classes frequently include learners who are also developing their ESL literacy skills, these learners are best supported in classes led by instructors with expertise and appropriate resources for literacy learners. Learners with intermediate CLB levels in Speaking and Listening may be better served by classes or programs designed for adult English literacy learners.

For support with instructing ESL literacy learners, consult the *Canadian Language Benchmarks: ESL for Literacy Learners*. This standards document is used in conjunction with the Listening and Speaking Benchmarks in the CLB. It is important to note that the ESL Literacy Benchmarks correspond to the CLB Reading and Writing Benchmark levels; they do not precede them (except for the Foundation Phase, which describes a Reading/Writing readiness level). However, the ESL Literacy Benchmarks describe smaller increments of progress and reflect conceptual literacy development.

Using the Canadian Language Benchmarks: English as a Second Language for Adults

Sections of the Document

The document is divided into the four language skills: Listening, Speaking, Reading and Writing (in that order). Each skill is then divided into three stages. Each stage is organized in the following manner:

Profiles of Ability Across a Stage

A Profile of Ability is a statement of learner characteristics for one benchmark in one language skill. Profiles are presented in groups of four to summarize the progression of ability across one stage of the CLB. This presentation provides a snapshot of ability across each stage for each language skill. The profile for each benchmark is then repeated on the corresponding competency pages to underscore the fact that the characteristics listed in this profile are the key critera that define ability for that benchmark.

STAGE I

Profiles of Ability Across Stage I Listening

CLB 1	CLB 2	CLB 3	CLB 4
Initial Basic Ability	Developing Basic Ability	Adequate Basic Ability	Fluent Basic Ability
The listener can:	**The listener can:**	**The listener can:**	**The listener can:**
Understand a very limited number of common individual words, simple phrases and routine courtesy formulas related to immediate personal needs.	Understand a limited number of individual words, simple phrases and short, simple sentences related to immediate personal needs.	Understand key words, formulaic phrases and most short sentences on topics of immediate personal relevance.	Understand, with considerable effort, simple formal and informal communication on topics of personal relevance.
When the communication is:	**When the communication is:**	**When the communication is:**	**When the communication is:**
• Spoken clearly at a slow rate	• Spoken clearly at a slow rate	• Spoken clearly at a slow to normal rate	• Spoken clearly at a slow to normal rate
• Strongly supported by visuals or non-verbal communication (pictures, gestures)	• Strongly supported by visuals or non-verbal communication (pictures, gestures)	• Often supported by visual or contextual clues	• Sometimes supported by visual or contextual clues
• Face-to-face with a highly supportive speaker or via digital media (usually one-on-one)	• Face-to-face with a highly supportive speaker or via digital media (usually one-on-one)	• Face-to-face with a supportive speaker or via digital media (usually one-on-one or in small groups)	• Face-to-face or via digital media (usually one-on-one or in small groups)
• Related to immediate personal needs	• Related to immediate personal needs	• Related to topics of personal relevance	• Related to topics of personal relevance
• Very short	• Short	• Relatively short	• Relatively short
• In non-demanding contexts	• In non-demanding contexts	• In non-demanding contexts	• In non-demanding contexts
Demonstrating these strengths and limitations:	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**
• Understands simple phrases and a few factual details	• Understands simple phrases, short, simple sentences and a few factual details	• Understands the gist and an expanding range of factual details	• Understands an expanded range of factual details and some implied meanings
• Recognizes meaning based on individual familiar words and short formulaic phrases	• Recognizes meaning based on familiar words and phrases and may show some initial understanding of simple sentences and structures	• Recognizes meaning based on simple phrases and shows a developing understanding of simple sentences and structures	• Recognizes meaning based on simple sentences and structures and shows an initial understanding of some complex sentences and structures
• Relies heavily on gestures and other visual clues for comprehension	• Relies on contextual and other visual clues for comprehension	• Often relies on contextual clues for comprehension	• Sometimes relies on contextual clues for comprehension
• Needs extensive assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation)	• Needs considerable assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation)	• Needs some assistance (such as repetition and paraphrasing, speech modification, explanation, demonstration or occasional translation)	• Begins to recognize some common registers and idioms
• Cannot comprehend on the phone	• Cannot comprehend on the phone	• Comprehension on the phone is very difficult	• May need some assistance (such as repetition, paraphrasing, speech modification or explanation)
			• Comprehension on the phone is difficult

Knowledge and Strategies

This page includes some possible background knowledge and strategies that a person may need to acquire to achieve the benchmarks in a stage in one skill. They are organized according to the five components of language ability.

Knowledge and Strategies
Stage I Listening

STAGE I

These are some things that may need to be learned as an individual moves through Stage I Listening.

Grammatical Knowledge

Recognition of:

- Basic grammar structures to interpret listening texts (such as simple and continuous verb tenses, simple modals, comparatives and superlatives, and simple yes/no and wh-questions)

- Basic syntax (such as indications of a statement, a negative or a question; word order; prepositional phrases; and coordination and subordination)

- Words and expressions relating to basic, personally relevant facts (such as address, ethnicity, family, school environment, community facilities, common actions, jobs and occupations, housing, food, weather, clothing, time, calendar, seasons, holidays, activities, needs, shopping, weights and measures, sizes, methods of purchase and payment)

- Words to describe people, objects, situations, daily routines and emergencies

- Basic English phonological sound system, rhythm, intonation and other clues (such as loudness, pitch and speech rate) to interpret meaning

Textual Knowledge

Beginning understanding of:

- Frequently used cohesion links (such as pronoun references)

- Connective words and phrases to show contrast, give examples, and indicate chronology (such as *but, and, or, like, for example* and *then*)

- Themes or recognition of main ideas (e.g., genres such as narratives or reports of information)

Functional Knowledge

Understanding of:

- Common conversational structures, such as how to open and close a conversation

- Common language functions for specific purposes (such as greeting and leave-taking, making introductions, attracting attention, inquiring about others, expressing and acknowledging appreciation, opening and closing telephone calls)

Sociolinguistic Knowledge

Beginning recognition of:

- Different registers, e.g., formal/informal

- Socio-cultural information relating to social interactions and service transactions

- Common idiomatic expressions *(What's up?, How's it going?, It's a piece of cake)*

- Common social conventions and norms of politeness in speech

Strategic Competence

Beginning recognition of:

- Appeals for help

- Requests for repetition and clarification

Ability to:

- Seek clarification and confirmation if required

Canadian Language Benchmark Pages

The CLB for each level for each skill is usually presented in a two-page spread. Each benchmark includes a Profile of Ability, Competency Statements and Sample Indicators of Ability. Together, they make up a benchmark level for one skill. Sample Tasks illustrate the Competency Statements in real-world contexts.

Profile of Ability: The Profile of Ability gives an overall picture of a person's language ability in one skill at one benchmark level. It includes an overall statement of ability, features of the communication, and characteristics (strengths and limitations) that are typically demonstrated at that benchmark in that language skill.

Competency Area: For each language skill, there are four broad representative (non exhaustive) Competency Areas, each reflecting different purposes or functions of language use.

The Competency Areas for each skill are drawn from the following:

- *Interacting with Others* (all skills): communication to maintain or change interpersonal relationships and to foster social cohesion.
- *Comprehending Instructions* (Reading and Listening): communication to understand instructions and directions.
- *Giving Instructions* (Speaking): communication to convey instructions and directions.
- *Getting Things Done* (all skills): communication to get things done, to obtain services, to inform decisions, to persuade or to learn what others want done.
- *Comprehending Information* (Reading and Listening): communication to learn and understand information and ideas.
- *Sharing Information* (Speaking and Writing): communication to inform others, to share or present information and ideas.
- *Reproducing Information* (Writing): communication to reduce or reproduce information to summarize, learn, record or remember information.

Competency Statement: For each Competency Area, there are one or more Competency Statements. These are general statements of communicative language ability that encompass the types of tasks that may typically be associated with demonstrated ability at each benchmark.

Features of Communication: Some Competency Statements are followed by Features of Communication in square brackets that are specific to the particular Competency Statements that precede them. Additional features (such as length, audience, and complexity) that could apply to all of the competencies for the Benchmark level can be found in the Features of Communication pages for each skill.

Sample Indicators of Ability: Sample Indicators of Ability appear under Competency Statements to provide a general indication of what a person might need to do when attempting authentic language tasks related to a particular competency. These Sample Indicators provide an overall sense of the types of requirements that may arise from a task, but the actual indicators for each authentic language task are determined by the purpose and context of the communication. Language users are able to fulfil indicators only to the degrees specified in the Profile of Ability for their benchmarks.

Sample Tasks: Sample Tasks illustrate how a Competency Statement might apply in an authentic work, community or study context. When referring to Sample Tasks, users of the CLB should keep in mind that these tasks do not define a benchmark. In reality, communicative tasks are relevant across a range of benchmarks, and what distinguishes one benchmark from another is the way in which a person demonstrates communicative ability in relation to a task.

Some Features of Communication Across a Stage

This page provides details about selected aspects of communication (such as length, audience or complexity) for each level. These aspects can assist users in identifying level-appropriate tasks for instructional or assessment purposes.

STAGE I

Some Features of Communication Across Stage I Listening

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Communication is face-to-face (usually one-on-one) or via digital media (video, online).	• Communication is face-to-face (usually one-on-one) or via digital media (video, online).	• Communication is face-to-face (usually one-on-one or in small groups) or via digital media (video, online).	• Communication is face-to-face (usually one-on-one or in small groups), very briefly on the phone or via digital media (video, online).
• Speech is clear and at a slow rate.	• Speech is clear and at a slow rate.	• Speech is clear and at a slow to normal rate.	• Speech is clear and at a slow to normal rate.
• Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures).	• Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures).	• Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures).	• Visual clues and setting support the meaning when the topic or situation is less routine or familiar.
• Listening texts can be short, informal monologues, dialogues or short, simple instructions.	• Listening texts can be very short, informal monologues, dialogues or simple instructions.	• Listening texts can be short, informal monologues, dialogues or simple instructions.	• Listening texts can be short, informal monologues, presentations, dialogues or instructions.
• Monologues are very short (a few phrases or a simple sentence).	• Monologues are short (up to a few phrases or sentences).	• Monologues are relatively short (a few short sentences).	• Monologues and presentations are relatively short (up to about 10 sentences).
• Dialogues are very short (2 turns, often a simple question and answer).	• Dialogues are short (no more than 4 turns).	• Dialogues are relatively short (up to about 6 turns).	• Dialogues are relatively short (up to about 8 turns).
• Instructions are short and simple (just a few words).	• Instructions are a few simple sentences.	• Instructions are simple and may contain simple and compound structures.	• Instructions contain simple and compound structures, and longer phrases of location, movement and manner.
• Language is limited to familiar, individual, high-frequency words and short phrases.	• Language is limited to simple phrases and simple, short sentences.	• Language is limited to formulaic phrases, questions, commands and requests of immediate personal relevance.	• Language is simple and related to everyday topics and situations.
• Topics are related to familiar, everyday situations of immediate personal needs.	• Topics are related to familiar, everyday situations of immediate personal needs.	• Topics are related to familiar, everyday situations of personal relevance.	• Topics are related to familiar, everyday situations of personal relevance.
• Context is non-demanding (i.e., routine, predictable) and personally relevant.	• Context is non-demanding (i.e., routine, predictable) and personally relevant.	• Context is non-demanding (i.e., routine, predictable) and personally relevant.	• Context is non-demanding (i.e., routine, predictable) and personally relevant.
• Response to task does not require much speaking or writing.	• Response to task does not require much speaking or writing.	• Response to task does not require much speaking or writing.	• Response to task does not require much speaking or writing.

Appendices

Competency Tables

The Competency Tables present the benchmark Competency Statements in a way that allows users to see the progression of CLB competencies within a Competency Area across all 12 levels. The information is drawn from the appropriate CLB pages. The sample tasks are not included in the tables.

I. Interacting with Others – LISTENING – Stage I

Listening to communication intended to maintain or change interpersonal relationships and to foster social cohesion

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Understand individual greetings, introductions and goodwill expressions. [Communication is very brief, 1 or 2 short turns.] – Identifies individual, familiar words and short phrases used in common courtesy formulas. – Recognizes appeals for repetition. – Indicates comprehension with appropriate verbal or non-verbal responses. – Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.	• Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. [Communication is very brief, 2 or 3 turns.] – Identifies common courtesy phrases and an expanding range of expressions. – Responds to requests for basic personal information or to identify people and objects. – Recognizes appeals for repetition or clarification. – Demonstrates strengths and limitations typical of Listening Benchmark 2, as listed in the Profile of Ability.	• Understand simple social exchanges, including styles of greetings, introductions and leave-taking. [Communication is brief, about 5 turns.] – Identifies a range of common courtesy expressions in discourse. – Begins to identify formal and casual style and register. – Identifies participant roles and relationships based on courtesy formulas and introductions. – Identifies common basic conversational openings and closings. – Demonstrates strengths and limitations typical of Listening Benchmark 3, as listed in the Profile of Ability.	• Understand short social exchanges containing introductions, casual small talk and leave-taking. [Communication is about 6 turns.] – Identifies formal and casual style and register. – Identifies specific factual details and some implied meanings. – Demonstrates strengths and limitations typical of Listening Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

Glossary

A brief glossary is included to ensure that readers share the same understanding of key terms and concepts used in the *Canadian Language Benchmarks: English as a Second Language for Adults*. The glossary is not an exhaustive list of general ESL terms; rather, it contains terms that have specific meanings within the context of this document.

Supporting Resources

The CCLB develops CLB and NCLC resources. Visit www.language.ca for more information.

Stage I
Listening

Benchmarks 1–4

Stage I spans the range of abilities required to communicate in common and predictable situations about basic needs, routine everyday activities, and familiar topics of immediate personal relevance (non-demanding contexts of language use).

Profiles of Ability Across Stage I Listening

CLB 1	CLB 2	CLB 3	CLB 4
Initial Basic Ability	**Developing Basic Ability**	**Adequate Basic Ability**	**Fluent Basic Ability**
The listener can:	**The listener can:**	**The listener can:**	**The listener can:**
Understand a very limited number of common individual words, simple phrases and routine courtesy formulas related to immediate personal needs.	Understand a limited number of individual words, simple phrases and short, simple sentences related to immediate personal needs.	Understand key words, formulaic phrases and most short sentences on topics of immediate personal relevance.	Understand, with considerable effort, simple formal and informal communication on topics of personal relevance.
When the communication is:	**When the communication is:**	**When the communication is:**	**When the communication is:**
• Spoken clearly at a slow rate	• Spoken clearly at a slow rate	• Spoken clearly at a slow to normal rate	• Spoken clearly at a slow to normal rate
• Strongly supported by visuals or non-verbal communication (pictures, gestures)	• Strongly supported by visuals or non-verbal communication (pictures, gestures)	• Often supported by visual or contextual clues	• Sometimes supported by visual or contextual clues
• Face-to-face with a highly supportive speaker or via digital media (usually one-on-one)	• Face-to-face with a highly supportive speaker or via digital media (usually one-on-one)	• Face-to-face with a supportive speaker or via digital media (usually one-on-one or in small groups)	• Face-to-face or via digital media (usually one-on-one or in small groups)
• Related to immediate personal needs	• Related to immediate personal needs	• Related to topics of personal relevance	• Related to topics of personal relevance
• Very short	• Short	• Relatively short	• Relatively short
• In non-demanding contexts	• In non-demanding contexts	• In non-demanding contexts	• In non-demanding contexts
Demonstrating these strengths and limitations:	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**
• Understands simple phrases and a few factual details	• Understands simple phrases, short, simple sentences and a few factual details	• Understands the gist and an expanding range of factual details	• Understands an expanded range of factual details and some implied meanings
• Recognizes meaning based on individual familiar words and short formulaic phrases	• Recognizes meaning based on familiar words and phrases and may show some initial understanding of simple sentences and structures	• Recognizes meaning based on familiar phrases and shows a developing understanding of simple sentences and structures	• Recognizes meaning based on simple sentences and structures and shows an initial understanding of some complex sentences and structures
• Relies heavily on gestures and other visual clues for comprehension	• Relies on contextual and other visual clues for comprehension	• Often relies on contextual clues for comprehension	• Sometimes relies on contextual clues for comprehension
• Needs extensive assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation)	• Needs considerable assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation)	• Needs some assistance (such as repetition and paraphrasing, speech modification, explanation, demonstration or occasional translation)	• Begins to recognize some common registers and idioms
• Cannot comprehend on the phone	• Cannot comprehend on the phone	• Comprehension on the phone is very difficult	• May need some assistance (such as repetition, paraphrasing, speech modification or explanation)
			• Comprehension on the phone is difficult

Knowledge and Strategies
Stage I Listening

These are some things that may need to be learned as an individual moves through Stage I Listening.

Grammatical Knowledge

Recognition of:

- Basic grammar structures to interpret listening texts (such as simple and continuous verb tenses, simple modals, comparatives and superlatives, and simple yes/no and wh-questions)

- Basic syntax (such as indications of a statement, a negative or a question; word order; prepositional phrases; and coordination and subordination)

- Words and expressions relating to basic, personally relevant facts (such as address, ethnicity, family, school environment, community facilities, common actions, jobs and occupations, housing, food, weather, clothing, time, calendar, seasons, holidays, activities, needs, shopping, weights and measures, sizes, methods of purchase and payment)

- Words to describe people, objects, situations, daily routines and emergencies

- Basic English phonological sound system, rhythm, intonation and other clues (such as loudness, pitch and speech rate) to interpret meaning

Textual Knowledge

Beginning understanding of:

- Frequently used cohesion links (such as pronoun references)

- Connective words and phrases to show contrast, give examples, and indicate chronology (such as *but*, *and*, *or*, *like*, *for example* and *then*)

- Themes or recognition of main ideas (e.g., genres such as narratives or reports of information)

Functional Knowledge

Understanding of:

- Common conversational structures, such as how to open and close a conversation

- Common language functions for specific purposes (such as greeting and leave-taking, making introductions, attracting attention, inquiring about others, expressing and acknowledging appreciation, opening and closing telephone calls)

Sociolinguistic Knowledge

Beginning recognition of:

- Different registers, e.g., formal/informal

- Socio-cultural information relating to social interactions and service transactions

- Common idiomatic expressions (What's up?, How's it going?, It's a piece of cake.)

- Common social conventions and norms of politeness in speech

Strategic Competence

Beginning recognition of:

- Appeals for help

- Requests for repetition and clarification

Ability to:

- Seek clarification and confirmation if required

Listening – Benchmark 1

Profile of Ability

The listener can:

Understand a very limited number of common individual words, simple phrases and routine courtesy formulas related to immediate personal needs.

When the communication is:

- Spoken clearly at a slow rate
- Strongly supported by visuals or non-verbal communication (pictures, gestures)
- Face-to-face with a highly supportive speaker or via digital media (usually one-on-one)
- Related to immediate personal needs
- Very short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Understands simple phrases and a few factual details
- Recognizes meaning based on individual familiar words and short formulaic phrases
- Relies heavily on gestures and other visual clues for comprehension
- Needs extensive assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation)
- Cannot comprehend on the phone

I. Interacting with Others

- Understand individual greetings, introductions and goodwill expressions.

  [Communication is very brief, 1 or 2 short turns.]

  – Identifies individual, familiar words and short phrases used in common courtesy formulas.

  – Recognizes appeals for repetition.

  – Indicates comprehension with appropriate verbal or non-verbal responses.

  – Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Listen and respond to a greeting from a neighbour, co-worker or classmate. *(Hello. How are you?)*

Listen to someone's introduction and ask for it to be repeated, if necessary.

II. Comprehending Instructions

- Understand very short, simple instructions, commands and requests related to immediate personal needs.

  [Instructions/commands are about 2 to 5 words.]

  – Identifies letters and numbers.

  – Identifies words or phrases that indicate positive or negative commands or requests.

  – Responds to requests and directions to provide personal information.

  – Indicates comprehension with appropriate verbal and non-verbal responses.

  – Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Listen to letters and follow instructions for spelling a word.

Follow mostly imperative instructions from a teacher, co-worker or classmate. *(Open your book. Please come in. Sit down. Close the door. Open the window. Turn right. Raise your hand.)*

Follow a simple instruction about which bus to take (accompanied by gestures indicating where to go).

Listening – Benchmark 1

III. Getting Things Done

• Understand expressions used to attract attention and to request assistance in situations of immediate personal need.

   – Identifies a few common key words and formulaic expressions (*Help! Watch out!*).

   – Indicates comprehension with appropriate verbal or non-verbal responses.

   – Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Listen and respond to common expressions used in a store (such as a sales clerk's offer to provide assistance: *May I help you*?).

Listen and respond to expressions used to attract attention and request assistance. *(Excuse me. Hello. Can you help me? Pardon me.)*

IV. Comprehending Information

• Understand very simple information about highly familiar, concrete topics.

   – Identifies a few obvious factual details, such as numbers, letters, times and dates.

   – Identifies a few key words and short expressions related to immediate needs.

   – Indicates comprehension with appropriate verbal or non-verbal responses.

   – Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Listen and get a few obvious details from someone being introduced (such as where they are from).

Listen to a medical receptionist's confirmation of personal information (such as name, address and phone number).

Listen to a request for the time and a response that gives the time.

Listening – Benchmark 2

Profile of Ability

The listener can:

Understand a limited number of individual words, simple phrases and short, simple sentences related to immediate personal needs.

When the communication is:

- Spoken clearly at a slow rate
- Strongly supported by visuals or non-verbal communication (pictures, gestures)
- Face-to-face with a highly supportive speaker or via digital media (usually one-on-one)
- Related to immediate personal needs
- Short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Understands simple phrases, short, simple sentences and a few factual details
- Recognizes meaning based on familiar words and phrases and may show some initial understanding of simple sentences and structures
- Relies on contextual and other visual clues for comprehension
- Needs considerable assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation)
- Cannot comprehend on the phone

I. Interacting with Others

- Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas.

  [Communication is very brief, 2 or 3 turns.]

  – Identifies common courtesy phrases and an expanding range of expressions.
  – Responds to requests for basic personal information or to identify people and objects.
  – Recognizes appeals for repetition or clarification.
  – Demonstrates strengths and limitations typical of Listening Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Listen and respond to a short greeting that includes a goodwill expression from a neighbour, co-worker or classmate. *(How's it going? Great. Good to see you. How's your daughter? Fine, thank you. Talk to you later. Have a good day.)*

In a social interaction with an acquaintance, recognize and respond to an appeal for repetition or clarification.

Listen and respond to simple expressions of welcome made by a neighbour or teacher. *(Please come in. Please sit down.)*

II. Comprehending Instructions

- Understand short, simple, common instructions, commands, requests and directions related to immediate personal needs.

  [Instructions/commands are simple imperative sentences.]

  – Identifies letters and numbers.
  – Identifies words or phrases that indicate positive or negative commands or requests.
  – Responds verbally (by answering questions) or with actions.
  – Demonstrates strengths and limitations typical of Listening Benchmark 2, as listed in the Profile of Ability.

Sample Task

Follow instructions, directions and requests from a teacher, receptionist or sales representative. *(How do you spell your name? Over there. Sign on the line. Initial here. Go upstairs. Can I see some identification?)*

Listening – Benchmark 2

III. Getting Things Done

• Understand expressions used to make and respond to requests and warnings in situations of immediate personal need.

– Identifies expressions for basic requests and warnings.

– Recognizes apologies.

– Responds appropriately with physical or verbal responses.

– Demonstrates strengths and limitations typical of Listening Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Listen to customers making simple food orders in a restaurant.

Listen to and respond to a request to borrow office supplies or use a computer.

Listen and respond to a supervisor's request to work overtime.

Listen to a teacher's request or warning during a fire drill (*Leave your belongings. Close the door behind you.*) and respond accordingly.

IV. Comprehending Information

• Understand simple information about familiar, concrete topics.

– Identifies specific factual details, such as numbers, letters, time, place, key words and expressions.

– Identifies words related to personal identification information.

– Demonstrates strengths and limitations typical of Listening Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Listen to a friend, colleague or classmate give basic personal information about his/her life.

Listen to a classmate give simple personal details, such as spelling his/her name and giving a phone number and email address.

Listen to a client giving his/her license plate number and the name and title of a person he/she is meeting at a workplace reception desk.

Listening – Benchmark 3

Profile of Ability

The listener can:

Understand key words, formulaic phrases and most short sentences on topics of immediate personal relevance.

When the communication is:

- Spoken clearly at a slow to normal rate
- Often supported by visual or contextual clues
- Face-to-face with a supportive speaker or via digital media (usually one-on-one or in small groups)
- Related to topics of personal relevance
- Relatively short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Understands the gist and an expanding range of factual details
- Recognizes meaning based on familiar phrases and shows a developing understanding of simple sentences and structures
- Often relies on contextual clues for comprehension
- Needs some assistance (such as repetition and paraphrasing, speech modification, explanation, demonstration or occasional translation)
- Comprehension on the phone is very difficult

I. Interacting with Others

- Understand simple social exchanges, including styles of greetings, introductions and leave-taking.

  [Communication is brief, about 5 turns.]

  – Identifies a range of common courtesy expressions in discourse.
  – Begins to identify formal and casual style and register.
  – Identifies participant roles and relationships based on courtesy formulas and introductions.
  – Identifies common basic conversational openings and closings.
  – Demonstrates strengths and limitations typical of Listening Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Listen and respond to an informal greeting, simple exchange and leave-taking when meeting a child's teacher, a new colleague or a neighbour.

Listen and respond to a formal introduction by a teacher or supervisor.

Listen and respond to an apology from a classmate or co-worker for mistakenly taking a pen or pencil.

II. Comprehending Instructions

- Understand instructions and directions related to familiar, everyday situations of immediate personal relevance.

  [Instructions are about 2 to 4 steps.]

  – Identifies words and phrases that indicate movement, location, measurement, weight, amount and size.
  – Identifies basic connectors related to time (*now*, *then*, *before*, *after*) and place (*this*, *that*, *here*, *there*).
  – Responds with correct actions to directions and instructions.
  – Demonstrates strengths and limitations typical of Listening Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Follow simple instructions from a salesperson in order to locate items in various sections of a store. (*The men's section is upstairs, to the left.*)

Follow instructions for completing a class assignment. (*Put your name at the top of the page. Read each question carefully. Answer true or false. Circle the right answers.*)

Follow oral directions from a GPS device about how to reach a location. (*Turn right in 50 meters.*)

Listening – Benchmark 3

III. Getting Things Done

- Understand expressions used in familiar everyday situations (such as requests, permission and warnings).
  - Identifies phrases and sentences related to simple persuasive functions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Listen to a colleague's request for a day off to determine the nature of the request and the reason. (*Can I take Friday off? My son is sick. He has a cold.*)

Listen to a teacher giving permission for a student to borrow a book. (*Can I borrow that book? Sure. It's really interesting. I hope you like it. Please return it in 2 weeks.*)

IV. Comprehending Information

- Understand short, simple, descriptive communication about a person, object, situation, scene, personal experience or daily routine.
  - Gets the gist.
  - Identifies factual details, key words and expressions as required.
  - Demonstrates strengths and limitations typical of Listening Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Listen to a friend, colleague or classmate's story about a personal experience.

Listen to descriptions of various people to identify them in a photograph.

Listen to a short, simple announcement at school to inform a classmate, who is absent, of what action to take (e.g. bring food to share, arrange to stay late).

Listening – Benchmark 4

Profile of Ability

The listener can:

Understand, with considerable effort, simple formal and informal communication on topics of personal relevance.

When the communication is:

• Spoken clearly at a slow to normal rate

• Sometimes supported by visual or contextual clues

• Face-to-face or via digital media (usually one-on-one or in small groups)

• Related to topics of personal relevance

• Relatively short

• In non-demanding contexts

Demonstrating these strengths and limitations:

• Understands an expanded range of factual details and some implied meanings

• Recognizes meaning based on simple sentences and structures and shows an initial understanding of some complex sentences and structures

• Sometimes relies on contextual clues for comprehension

• Begins to recognize some common registers and idioms

• May need some assistance (such as repetition, paraphrasing, speech modification or explanation)

• Comprehension on the phone is difficult

I. Interacting with Others

• Understand short social exchanges containing introductions, casual small talk and leave-taking.

[Communication is about 6 turns.]

– Identifies formal and casual style and register.

– Identifies specific factual details and some implied meanings.

– Demonstrates strengths and limitations typical of Listening Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Listen and respond to a friend's simple, casual, familiar small talk.

Listen to a friend or co-worker describing plans for the weekend.

Listen to a discussion about household tasks to determine who will do what.

II. Comprehending Instructions

• Understand common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance.

[Instructions are about 4 to 5 steps.]

– Identifies words and phrases that indicate movement, location, manner, frequency and duration.

– Responds with appropriate actions to directions and instructions.

– Recognizes and identifies correct sequence of steps.

– Demonstrates strengths and limitations typical of Listening Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Follow simple instructions from a doctor to deal with a common ailment (such as the flu or a cold).

Follow instructions for a simple recipe to identify the order of the steps.

Follow directions to locate items in a room, on a map or in a diagram. (*Can you get me the book? It's in the middle cabinet, on the top shelf, on the right-hand side.*)

Follow instructions for a basic task at work, such as making a photocopy or cleaning a piece of equipment.

Listening – Benchmark 4

III. Getting Things Done

- Understand short communication intended to influence or persuade others in familiar, everyday situations.
  - Identifies purpose, main ideas, factual details and some implied meanings in simple announcements, commercials or infomercials.
  - Demonstrates strengths and limitations typical of Listening Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Listen to a short, simple commercial about a product or service to get the gist and enough information to decide whether the product is worth purchasing.

Listen to an airport ticket agent telling a traveller that a boarding pass cannot be given because the flight is now full and explaining when the next available flight will be departing.

Listen to an exchange between a sales clerk and a customer to determine the nature of the transaction.

IV. Comprehending Information

- Understand short descriptive or narrative communication on topics of personal relevance.
  - Gets the gist.
  - Identifies factual details, some implied meanings, key words and expressions.
  - Identifies who, what, where and when.
  - Demonstrates strengths and limitations typical of Listening Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Listen to a friend, colleague or classmate's story about shopping at a particular store to decide whether or not to shop there.

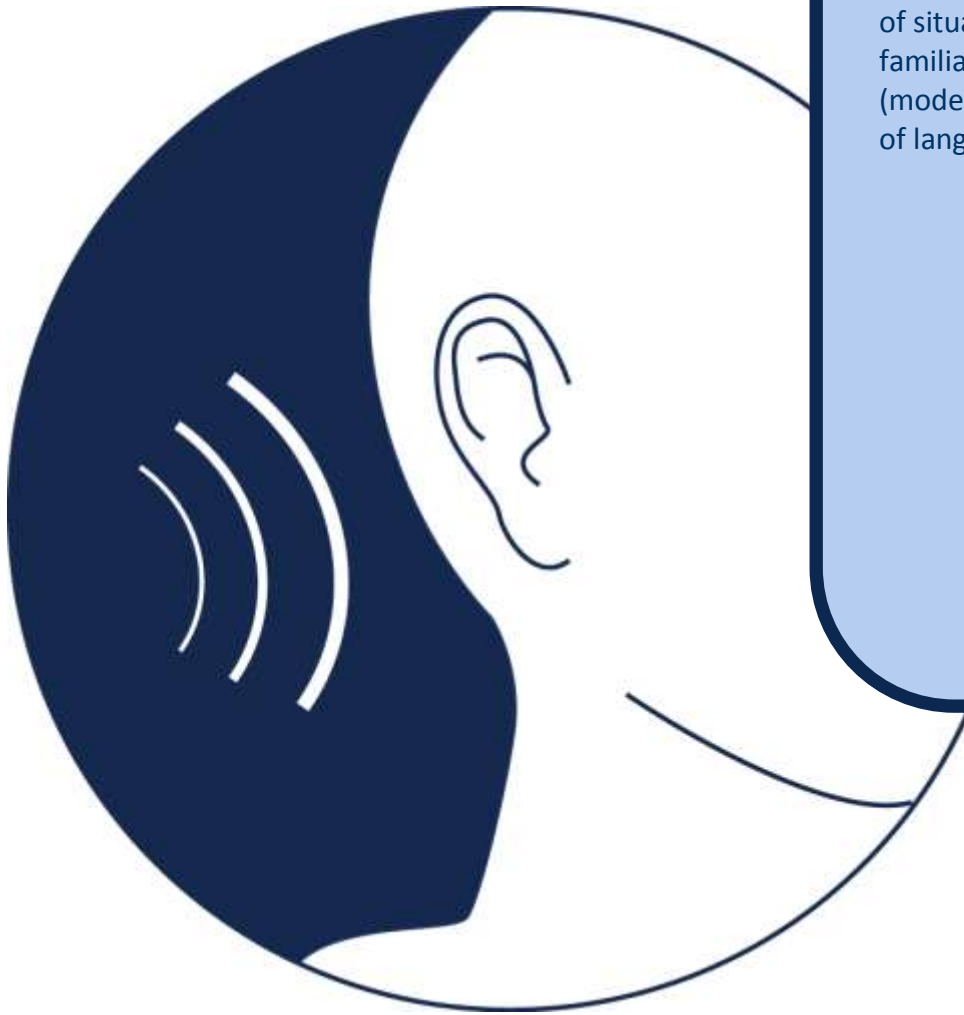Listen to a very short, clear weather report to use the information to decide what to wear.

Listen to a brief description of topics to be covered in a course.

Some Features of Communication Across Stage I Listening

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Communication is face-to-face (usually one-on-one) or via digital media (video, online). • Speech is clear and at a slow rate. • Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures). • Listening texts can be short, informal monologues, dialogues or short, simple instructions. • Monologues are very short (a few phrases or a simple sentence). • Dialogues are very short (2 turns, often a simple question and answer). • Instructions are short and simple (just a few words). • Language is limited to familiar, individual, high-frequency words and short phrases. • Topics are related to familiar, everyday situations of immediate personal needs. • Context is non-demanding (i.e., routine, predictable) and personally relevant. • Response to task does not require much speaking or writing.	• Communication is face-to-face (usually one-on-one) or via digital media (video, online). • Speech is clear and at a slow rate. • Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures). • Listening texts can be very short, informal monologues, dialogues or simple instructions. • Monologues are short (up to a few phrases or sentences). • Dialogues are short (no more than 4 turns). • Instructions are a few simple sentences. • Language is limited to simple phrases and simple, short sentences. • Topics are related to familiar, everyday situations of immediate personal needs. • Context is non-demanding (i.e., routine, predictable) and personally relevant. • Response to task does not require much speaking or writing.	• Communication is face-to-face (usually one-on-one or in small groups) or via digital media (video, online). • Speech is clear and at a slow to normal rate. • Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures). • Listening texts can be short, informal monologues, dialogues or simple instructions. • Monologues are relatively short (a few short sentences). • Dialogues are relatively short (up to about 6 turns). • Instructions are simple and may contain simple and compound structures. • Language is limited to formulaic phrases, questions, commands and requests of immediate personal relevance. • Topics are related to familiar, everyday situations of personal relevance. • Context is non-demanding (i.e., routine, predictable) and personally relevant. • Response to task does not require much speaking or writing.	• Communication is face-to-face (usually one-on-one or in small groups), very briefly on the phone or via digital media (video, online). • Speech is clear and at a slow to normal rate. • Visual clues and setting support the meaning when the topic or situation is less routine or familiar. • Listening texts can be short, informal monologues, presentations, dialogues or instructions. • Monologues and presentations are relatively short (up to about 10 sentences). • Dialogues are relatively short (up to about 8 turns). • Instructions contain simple and compound structures, and longer phrases of location, movement and manner. • Language is simple and related to everyday topics and situations. • Topics are related to familiar, everyday situations of personal relevance. • Context is non-demanding (i.e., routine, predictable) and personally relevant. • Response to task does not require much speaking or writing.

Note: Length of text and speed of delivery are often beyond the listener's control and are determiners of degrees of simplicity across Listening Stage I.

Stage II
Listening

Benchmarks 5-8

Stage II spans the range of abilities required to communicate with increasing effectiveness and confidence in a broadening range of situations that may be less familiar and predictable (moderately demanding contexts of language use).

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	**Developing Intermediate Ability**	**Adequate Intermediate Ability**	**Fluent Intermediate Ability**
The listener can:	**The listener can:**	**The listener can:**	**The listener can:**
Understand, with some effort, the gist of moderately complex, concrete formal and informal communication.	Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to life experience.	Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to general knowledge and life experience.	Understand moderately complex formal and informal communication, including abstract concepts and ideas related to general knowledge, life experience and specialized or work-related situations.
When the communication is:	**When the communication is:**	**When the communication is:**	**When the communication is:**
• Spoken clearly at a slow to normal rate • Face-to-face, on the phone or via digital media (one-on-one or in small groups) • Related to relevant, everyday topics • Moderate in length • In moderately demanding contexts	• Spoken clearly at a slow to normal rate • Face-to-face, on the phone or via digital media (one-on-one or in small groups) • Related to relevant topics and life experience • Moderate in length • In moderately demanding contexts	• Spoken clearly at a normal rate • Face-to-face, on the phone or via digital media (one-on-one or in small groups) • Related to relevant topics, general knowledge and life experience • Moderate in length • In moderately demanding contexts	• Spoken clearly at a normal rate • Face-to-face, on the phone or via digital media (one-on-one, with multiple speakers or in small groups) • Related to general knowledge, life experience and specialized or technical matters • Moderate in length • In moderately demanding contexts
Demonstrating these strengths and limitations:	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**
• Understands overall meaning or intent • Identifies main ideas, supporting details and implied meanings • Understands language that is concrete and includes mostly common vocabulary • Recognizes meaning based on a developing understanding of complex sentences and structures • May sometimes rely on contextual clues for comprehension • Recognizes some registers • Understands very common idiomatic language • Sometimes requires repetition • Can comprehend on the phone when context and topic are highly relevant and familiar	• Understands overall meaning or intent • Identifies main ideas, supporting details and implied meanings • Understands language that is generally concrete with some abstract elements and a range of common vocabulary • Recognizes meaning based on a developing understanding of complex sentences and structures • May occasionally rely on contextual clues for comprehension • Recognizes some registers and styles • Understands common idiomatic language • May require repetition • Can comprehend on the phone when context and topic are relevant and familiar	• Understands overall meaning or intent • Identifies main ideas, supporting details and implied meanings • Understands language that is concrete or abstract and sometimes specialized, with an expanded range of vocabulary • Recognizes meaning based on an understanding of an increasing range of complex sentences and structures • May use contextual clues to enhance comprehension • Recognizes an expanding range of registers and styles • Understands an expanding range of common idiomatic language • Can follow most moderately complex phone interactions • Has difficulty following faster conversations	• Understands overall meaning or intent • Identifies main ideas, even when not explicitly stated, supporting details and implied meanings • Understands language that is concrete or abstract and conceptual, with an expanded range of vocabulary • Recognizes meaning based on an understanding of an adequate range of complex sentences and structures • May use contextual clues to enhance comprehension • Recognizes an expanded range of registers and styles • Understands an expanded range of common idiomatic language • Can follow moderately complex phone interactions • Has difficulty following faster colloquial or idiomatic conversations

Knowledge and Strategies
Stage II Listening

These are some things that may need to be learned as an individual moves through Stage II Listening.

Grammatical Knowledge

Recognition of:

- Grammar structures and syntax to interpret listening texts (such as perfect tenses, basic conditionals, reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)

- Words and expressions relating to topic areas (such as general content; academic, occupational and vocational areas; and social participation)

- Expanded range of concrete, abstract and technical language relating to familiar everyday facts, opinions, feelings, ideas, and basic concepts and applications relating to numeracy, science, technology, social science, Canadian citizenship, cross-cultural and multicultural issues, literature, the media, health, education, occupations, and financial and consumer services

- English phonological sound systems (such as sound segments, rhythms and intonations) to interpret oral discourse

Textual Knowledge

Recognition of:

- Cohesive devices that make it easier to understand listening texts across utterances and discourse indicators (such as conjunctive adverbs or adverbials) signalling such meanings as contrast or illustrations by example

- Main ideas and a variety of levels of subordinate ideas

- Expanded inventory of linguistic means of narrating, reporting, describing or arguing points in listening texts and oral discourse

Functional Knowledge

Recognition of:

- Speaking conventions in academic or business oral presentations (such as introductions, closings)

- Common types of humour and jokes, songs, rhymes, dramas, stories and anecdotes as listening text/oral discourse

- Typical discourse formats for different situations

Sociolinguistic Knowledge

Recognition of:

- Different registers (formal/informal), styles and some language varieties (dialects, regionalisms, language used by specific social and age groups)

- Socio-cultural knowledge relating to specific tasks (such as social interaction and service transactions)

- Cultural references and topics

- Expanded colloquial, idiomatic and some literary language

- Paralinguistic signals (such as loudness, pitch, speech rate, body language and other visual clues)

Strategic Competence

Recognition of:

- Paralinguistic clues for making inferences, guessing and predicting

- Language used to avoid miscommunication

Ability to:

- Infer some unstated information and to guess and predict

- Use context clues and non-verbal communication signals to interpret meaning

Profile of Ability

The listener can:

Understand, with some effort, the gist of moderately complex, concrete formal and informal communication.

When the communication is:

- Spoken clearly at a slow to normal rate
- Face-to-face, on the phone or via digital media (one-on-one or in small groups)
- Related to relevant, everyday topics
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Understands overall meaning or intent
- Identifies main ideas, supporting details and implied meanings
- Understands language that is concrete and includes mostly common vocabulary
- Recognizes meaning based on a developing understanding of complex sentences and structures
- May sometimes rely on contextual clues for comprehension
- Recognizes some registers
- Understands very common idiomatic language
- Sometimes requires repetition
- Can comprehend on the phone when context and topic are highly relevant and familiar

I. Interacting with Others

- Understand the gist and some details in moderately complex common and predictable social exchanges (that may express interests, likes, dislikes, preferences, offers, invitations and compliments).
  - Identifies specific factual details and implied meanings.
  - Identifies formal and casual style and register.
  - Identifies language functions.
  - Identifies emotional states from tone and intonation.
  - Identifies the situation and relationships between speakers.
  - Interprets feelings such as interest, likes/dislikes, preferences.
  - Demonstrates strengths and limitations typical of Listening Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Listen to a co-worker, friend or classmate's likes and dislikes regarding the organization of an upcoming social event to respond and contribute ideas.

Listen to a phone message from a medical receptionist changing the date and time of an appointment.

Listen to an exchange between co-workers talking about their preferences for various work shifts and the reasons for their preferences.

Listen to compliments to determine whether they are sincere.

II. Comprehending Instructions

- Understand simple to moderately complex directions and instructions for generally familiar and relevant procedures.

  [Instructions are about 7 to 8 steps, with up to 10 details (fewer on the phone).]
  - Follows a range of basic cohesive devices indicating order and sequence.
  - Seeks clarification and confirmation if required.
  - Responds with actions to directions and instructions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Follow instructions on safety or security procedures at work.

Follow directions to locate an office, school or tourist attraction on a map.

Follow directions on using public transit given over the phone.

Follow a teacher's instructions for performing a mathematical calculation.

Follow a pharmacist's instructions on how to take a specific medication.

Listening – Benchmark 5

III. Getting Things Done

- Understand the gist and some details in moderately complex communication intended to influence or persuade (such as simple advice, opinion or suggestions) in everyday personally relevant situations.
  - Identifies main intent, main idea, factual details, words and expressions.
  - Identifies some implied meanings.
  - Identifies cohesive devices and discourse indicators for sequence, comparison and contrast.
  - Identifies basic signals in speech for collaboration, turn-taking and interrupting.
  - Recognizes and interprets advice, opinions and suggestions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Listen to a public announcement in a mall or department store about a special offer to decide whether or not to take the offer.

Listen to a short demonstration about the features of a product (such as a home appliance) to decide whether it is worth purchasing.

Listen to TV commercials about two different cell phone companies and compare their services to determine the best offer.

Listen to a phone message from a co-worker asking about switching a shift to make a decision before returning the call.

IV. Comprehending Information

- Understand information about familiar or relevant topics.

- Understand descriptive or narrative monologues or presentations related to everyday, personally relevant topics or situations.

  [Presentations are informal, with the use of visuals and up to about 5 minutes in length.]
  - Gets the gist.
  - Identifies key words and phrases.
  - Identifies factual details and some implied meanings.
  - Identifies opinions.
  - Interprets descriptions, reports and explanations.
  - Demonstrates strengths and limitations typical of Listening Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Listen to a public service announcement (such as one about the benefits of getting a particular vaccination) to decide whether to follow the recommendations.

Listen to a short news report about an upcoming community event to decide whether to attend.

Listen to a short explanation from a bank teller about different accounts to determine the advantages and disadvantages of each.

Listen to a weather report to inform members of a work crew about a delay due to weather.

Listening – Benchmark 6

Profile of Ability

The listener can:

Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to life experience.

When the communication is:

- Spoken clearly at a slow to normal rate
- Face-to-face, on the phone or via digital media (one-on-one or in small groups)
- Related to relevant topics and life experience
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Understands overall meaning or intent
- Identifies main ideas, supporting details and implied meanings
- Understands language that is generally concrete with some abstract elements and a range of common vocabulary
- Recognizes meaning based on a developing understanding of complex sentences and structures
- May occasionally rely on contextual clues for comprehension
- Recognizes some registers and styles
- Understands common idiomatic language
- May require repetition
- Can comprehend on the phone when context and topic are relevant and familiar

I. Interacting with Others

- Understand common social exchanges (such as openings and closings, making and cancelling of appointments, apologies, regrets, excuses, and problems in reception and communication).
  - Identifies specific factual details and implied meanings.
  - Identifies formal and casual style and register.
  - Identifies language functions.
  - Identifies some feelings such as regret and compassion.
  - Identifies expressions of openings, pre-closings, closings and leave-takings.
  - Identifies situation and relationship between speakers.
  - Identifies mood, attitude and emotional states from tone and intonation.
  - Demonstrates strengths and limitations typical of Listening Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Listen and respond to a friend's reason for cancelling a dinner date.

Listen to a classmate's reasons for not being able to complete his/her part of a group assignment on time and make inferences about unstated reasons for not completing the work.

Listen to a manager apologize to employees for having to cancel the annual staff party.

II. Comprehending Instructions

- Understand moderately complex directions and instructions for technical or non-technical tasks.

  [Instructions are about 9 to 10 steps, with up to 12 details (fewer on the phone).]
  - Follows sequence markers or other linguistic clues to infer order of steps.
  - Follows a range of cohesive devices indicating order and sequence.
  - Seeks clarification and confirmation if required.
  - Responds with actions to directions and instructions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Follow instructions on how to treat a burn or stop bleeding from a medical practitioner on the phone (such as a health information line).

Follow instructions for writing an essay. (*Take notes while doing the research. Write an outline after you have done the research.*)

View an instructional video in a workplace training session to respond with appropriate actions in the follow-up training activities.

Listening – Benchmark 6

III. Getting Things Done

- Understand moderately complex communication intended to influence or persuade (such as suggestions, advice, encouragements and requests) in everyday, personally relevant situations.
    - Identifies main intent, main ideas, factual details, words and expressions.
    - Identifies implied meanings.
    - Identifies the functions of utterances (such as suggestions, encouragement and requests).
    - Interprets facts, advice, suggestions and opinions.
    - Identifies cohesive devices and discourse indicators for comparison, contrast, condition and result.
    - Demonstrates strengths and limitations typical of Listening Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Listen to a public transit announcement asking passengers to use recycling bins in subway stations.

Listen to a phone pitch from a telemarketer to identify the offer being made.

Listen to 3 commercials for exercise equipment to decide which would be the most useful piece of equipment to buy.

Take simple routine food orders on the phone or at a drive-through.

IV. Comprehending Information

- Understand short group interactions and discussions on familiar topics.
- Understand descriptive or narrative monologues or presentations on generally familiar and relevant topics.

  [Presentations are informal, with the use of visuals and up to about 10 minutes.]
    - Identifies topic-specific words, phrases and expressions.
    - Identifies factual details, main ideas, supporting details and implied meanings.
    - Identifies discourse indicators for cause and effect.
    - Makes some inferences.
    - Predicts what will happen next in a narration.
    - Identifies some common idiomatic expressions.
    - Identifies signals in speech for collaboration, turn-taking and interruptions.
    - Identifies facts and opinions.
    - Interprets factual information, explanations and opinions.
    - Demonstrates strengths and limitations typical of Listening Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Listen to a short briefing about a class project to pass on main ideas and essential details to a team member who is absent.

Listen to a presentation on nutrition given by a registered dietician to get information about healthy food choices.

Listen to information from a pre-recorded message on professional development training available at a particular institution.

Listening – Benchmark 7

Profile of Ability

The listener can:

Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to general knowledge and life experience.

When the communication is:

- Spoken clearly at a normal rate
- Face-to-face, on the phone or via digital media (one-on-one or in small groups)
- Related to relevant topics, general knowledge and life experience
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Understands overall meaning or intent
- Identifies main ideas, supporting details and implied meanings
- Understands language that is concrete or abstract and sometimes specialized, with an expanded range of vocabulary
- Recognizes meaning based on an understanding of an increasing range of complex sentences and structures
- May use contextual clues to enhance comprehension
- Recognizes an expanding range of registers and styles
- Understands an expanding range of common idiomatic language
- Can follow most moderately complex phone interactions
- Has difficulty following faster conversations

I. Interacting with Others

- Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).
  - Identifies implied meanings and stated and unspecified details.
  - Identifies language functions.
  - Identifies formal and casual style and register.
  - Understands the intent of the expressions and the responses.
  - Identifies emotional state, mood and attitude from tone and intonation.
  - Interprets feelings such as gratitude, hope and appreciation.
  - Identifies situation and relationship between speakers.
  - Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Listen and respond to a complaint from a friend, colleague or classmate and determine the nature of the complaint and the speaker's mood and attitude.

Listen and respond to a neighbour expressing appreciation for a favour.

Listen to a discussion among co-workers to determine the root of a problem or conflict on a team.

II. Comprehending Instructions

- Understand moderately complex directions and instructions for technical or non-technical tasks.

  [Instructions are about 10 to 12 steps, with up to 15 details (fewer on the phone).]

  - Follows sequence markers, cohesive devices (connecting words, reference, parallel structure, substitution) or other linguistic clues to infer order of steps.
  - Seeks clarification and confirmation if required.
  - Responds with actions to directions and instructions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Follow detailed shipping instructions from a customer on the phone.

Follow detailed directions on how to get to a job interview.

Follow detailed instructions on how to complete a class project.

Listen to a safety expert describe procedures for handling dangerous materials in the workplace to determine appropriate action.

Listening – Benchmark 7

III. Getting Things Done

- Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.
  - Identifies the purpose, main ideas, factual details.
  - Identifies implied meanings.
  - Identifies the functions of utterances (such as requests and reminders).
  - Follows discourse indicators signalling cause and effect, condition and result.
  - Interprets requests, reminders, orders and pleas.
  - Predicts consequences and outcomes.
  - Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Listen to orders from law enforcement officials (such as a police officer, judge, parking enforcement officer, customs official).

Listen to a detailed reminder to complete a specific series of workplace tasks before a deadline.

IV. Comprehending Information

- Understand short group interactions, discussions and meetings on generally familiar topics.
- Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.

  [Presentations are informal, with the use of visuals and up to about 15 minutes.]
  - Identifies factual details, main ideas and supporting details.
  - Makes inferences.
  - Identifies rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.
  - Identifies facts and opinions.
  - Interprets factual information, explanations and opinions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Listen to 2 or 3 short movie reviews to decide which one to see.

Listen to information about services in the community (such as transit, library or entertainment schedules) to relay the information to someone else.

Listen to information about Canada and make inferences about the characteristics of Canadian culture in comparison to other cultures.

Listen to an informal talk on a general interest or occupation-specific topic to learn new ideas and information.

Listening – Benchmark 8

Profile of Ability

The listener can:

Understand moderately complex formal and informal communication, including abstract concepts and ideas related to general knowledge, life experience and specialized or work-related situations.

When the communication is:

- Spoken clearly at a normal rate

- Face-to-face, on the phone or via digital media (one-on-one, with multiple speakers or in small groups)

- Related to general knowledge, life experience and specialized or technical matters

- Moderate in length

- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Understands overall meaning or intent

- Identifies main ideas, even when not explicitly stated, supporting details and implied meanings

- Understands language that is concrete or abstract and conceptual, with an expanded range of vocabulary

- Recognizes meaning based on an understanding of an adequate range of complex sentences and structures

- May use contextual clues to enhance comprehension

- Recognizes an expanded range of registers and styles

- Understands an expanded range of common idiomatic language

- Can follow moderately complex phone interactions

- Has difficulty following faster colloquial or idiomatic conversations

I. Interacting with Others

- Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).

  – Identifies implied meanings and stated and unspecified details.

  – Identifies situations and relationships between participants.

  – Identifies speakers' purpose and intent.

  – Identifies emotional state, mood and attitude from tone and intonation.

  – Interprets feelings such as gratitude, hope, appreciation, disappointment, satisfaction, dissatisfaction, approval and disapproval.

  – Identifies the purpose of expressions of formal welcomes, farewells, condolences and congratulations.

  – Understands the intent of expressions and responses.

  – Identifies some nuances in attitude, emotional tone and register.

  – Demonstrates strengths and limitations typical of Listening Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Listen to formal and informal condolences from friends and acquaintances and identify the level of formality to respond appropriately.

Listen to a co-worker discussing a colleague's abrupt departure from the company to interpret the speaker's attitude.

Listen to a co-worker discussing a workplace experience to predict what will be said next based on the content and tone.

II. Comprehending Instructions

- Understand extended multistep directions or instructions for technical or non-technical tasks.

  [Instructions are over 12 steps, with up to 20 details (fewer on the phone).]

  – Follows sequence markers, cohesive devices (connecting words, reference, parallel structure, substitution) or other linguistic clues to infer order of steps.

  – Responds with actions to directions and instructions.

  – Demonstrates strengths and limitations typical of Listening Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Follow instructions from a technical assistant on the phone to resolve a simple computer software issue.

Listen to detailed oral instructions from a supervisor about a familiar but complex process.

Follow instructions to register for a college or university course.

Listening – Benchmark 8

III. Getting Things Done

- Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.
  - Identifies stated and unspecified meanings.
  - Identifies the functional value of utterances (such as warnings, threats, suggestions or recommendations).
  - Interprets warnings, threats, suggestions, recommendations and proposed solutions.
  - Evaluates the validity of suggestions or proposed solutions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Listen to a teacher or supervisor evaluating someone's performance. List specific details, suggestions and advice for future reference.

Listen to warnings about door-to-door salespeople to identify the best ways of dealing with them.

Listen to public announcements containing extended warnings and recommendations to evaluate them.

IV. Comprehending Information

- Understand group interactions about abstract and complex ideas on familiar topics.
- Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.

  [Presentations are informal or semi-formal, extended, with the use of visuals and up to about 20 minutes long.]
  - Identifies the main idea (which is not explicitly stated) and detailed information.
  - Identifies phrases and sentences that mark topic introduction, topic development, topic shift and conclusion.
  - Identifies rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect.
  - Interprets factual information, explanations and opinions.
  - Identifies facts, opinions and attitudes.
  - Demonstrates strengths and limitations typical of Listening Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Listen to a presentation in a semi-formal community or workplace meeting to take notes for future use.

Listen to a class presentation to take notes of the main ideas and supporting details in order to prepare for an exam.

Watch a televised speech by the Prime Minister or another politician to share the main points and specific details with someone else.

Listen and identify facts and opinions in a conversation between several people about a controversial social issue (such as gambling, censorship, budget priorities) to determine own position on the issue.

Some Features of Communication Across Stage II Listening

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Communication is live, face-to-face, on the phone or via digital media (one-on-one or in small groups).	• Communication is live, face-to-face, on the phone or via digital media (one-on-one or in small groups).	• Communication is live, face-to-face, on the phone or via digital media (one-on-one or in small groups).	• Communication is live, on the phone or via digital media (one-on-one, with multiple speakers or in small groups).
• Speech is clear and at a slow to normal rate.	• Speech is clear and at a slow to normal rate.	• Speech is clear and at a normal rate.	• Speech is clear and at a normal rate.
• Visual clues and setting support the meaning when the topic is unfamiliar or the situation is not predictable.	• Visual clues and setting support the meaning when the topic is unfamiliar or the situation is not predictable.	• Visual clues and setting may enhance comprehension when the topic is unfamiliar or the situation is not predictable.	• Visual clues and setting may enhance comprehension when the topic is unfamiliar or the situation is not predictable.
• Listening texts can be short informal monologues, presentations, dialogues or small group interactions.	• Listening texts can be informal monologues, presentations, dialogues or small group interactions.	• Listening texts can be informal or semi-formal monologues, presentations, dialogues or group interactions.	• Listening texts can be informal or semi-formal monologues, presentations, dialogues or group interactions.
• Monologues and presentations are up to about 5 minutes.	• Monologues and presentations are up to about 10 minutes.	• Monologues and presentations are up to about 15 minutes.	• Monologues and presentations are up to about 20 minutes.
• Dialogues may include conversations, interviews and discussions in any media (digital/online, television, radio, etc.).	• Dialogues may include conversations, interviews and discussions in any media (digital/online, television, radio, etc.).	• Dialogues may include conversations, interviews and discussions in any media (digital/online, television, radio, etc.)	• Dialogues may include conversations, interviews, and discussions in any media (digital/online, television, radio, etc.).
• Instructions are clear, explicit and presented step by step.	• Instructions are clear and explicit, but not always presented step by step.	• Instructions are clear and explicit, but not always presented step by step.	• Instructions are clear and coherent, but not always presented step by step.
• Language is concrete and includes mostly common vocabulary and a limited number of idioms.	• Language is generally concrete with some abstract elements, and contains a range of common vocabulary and idioms.	• Language is concrete or abstract and sometimes specialized, with an expanded range of vocabulary and some less-common idiomatic expressions.	• Language is concrete or abstract and conceptual, with an expanded range of vocabulary, idioms and colloquial expressions.
• Topics are generally familiar, related to everyday situations and of personal relevance.	• Topics are generally familiar and personally relevant.	• Topics are generally familiar, personally relevant, and may be about general knowledge or work-related.	• Topics are generally familiar, about general knowledge, or related to specialized or workplace issues in own field.
• Context is moderately demanding.	• Context is moderately demanding.	• Context is moderately demanding.	• Context is moderately demanding.
• Response to task may require some speaking or writing.	• Response to task may require some speaking or writing.	• Response to task may require some speaking or writing.	• Response to task may require some speaking or writing.

Note: Length of text and speed of delivery are often beyond the listener's control and are provided to roughly suggest a progression in degrees of moderate complexity across Listening Stage II. However, it is understood that the time frame for listening at Stage II is largely determined by the specifics of the situation and the needs of the participants.

Stage III
Listening

Benchmarks 9-12

Stage III spans the range of abilities required to communicate effectively, accurately and fluently, with an appropriate sense of register, distance, formality and style in situations that are becoming increasingly unpredictable and unfamiliar (demanding contexts of language use).

Profiles of Ability Across Stage III Listening

CLB 9	CLB 10	CLB 11	CLB 12
Initial Advanced Ability	**Developing Advanced Ability**	**Adequate Advanced Ability**	**Fluent Advanced Ability**
The listener can:	**The listener can:**	**The listener can:**	**The listener can:**
Understand an adequate range of complex formal and informal communication on a broad variety of general interest topics, and on some specialized topics in own field.	Understand an expanding range of complex, detailed formal and informal communication on most general interest topics and specialized topics in own field.	Understand an expanded range of complex, detailed formal and informal communication on a broad variety of general topics and specialized topics in own field.	Understand an extensive range of complex abstract formal and informal communication on most general and specialized topics.
When the communication is:	**When the communication is:**	**When the communication is:**	**When the communication is:**
• Spoken clearly at a normal rate	• Spoken clearly at a normal rate	• Spoken clearly at a normal to fast rate	• Spoken clearly at a normal to fast rate
• Face-to-face, on the phone or via digital media (with individuals, small or larger groups)	• Face-to-face, on the phone or via digital media (with individuals, small or larger groups)	• Face-to-face, on the phone or via digital media (with individuals, small or larger groups)	• Face-to-face, on the phone or via digital media (with individuals, small or larger groups)
• Related to unfamiliar, abstract, conceptual or technical matters	• Related to unfamiliar, abstract, conceptual or technical matters	• Related to unfamiliar, abstract, conceptual or technical matters	• Related to unfamiliar, abstract, conceptual or technical matters
• Lengthy	• Lengthy	• Lengthy	• Lengthy
• In demanding contexts	• In demanding contexts	• In demanding contexts	• In demanding contexts
Demonstrating these strengths and limitations:	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**
• Sufficiently grasps meaning to paraphrase or summarize key points and important details	• Identifies, analyzes and critically evaluates selected aspects of communication	• Identifies, analyzes and critically evaluates communication	• Identifies, analyzes and critically evaluates communication
• Understands a range of concrete, abstract and technical language appropriate for the content and purpose	• Understands an expanding range of concrete, abstract and technical language appropriate for the content and purpose	• Understands an expanded range of concrete, abstract and technical language appropriate for the content and purpose	• Understands a wide range of concrete, abstract and technical language appropriate for the content and purpose
• Uses knowledge of complex grammar and syntax to interpret meaning	• Uses knowledge of complex grammar and syntax to interpret meaning	• Uses knowledge of complex grammar and syntax to interpret nuances in meaning	• Uses knowledge of complex grammar and syntax to interpret nuances in meaning
• Infers bias, purpose and attitudinal meaning	• Infers bias, attitudinal and other unstated meanings	• Infers meaning from most unstated information	• Infers meaning from almost all unstated information
• May sometimes miss some details or transition signals	• Only occasionally misses a topic shift or transition	• Recognizes the nuances in different styles, registers and language varieties	• Recognizes the nuances in different styles, registers and language varieties
• Recognizes the nuances in different styles, registers and language varieties	• Recognizes the nuances in different styles, registers and language varieties	• Has only occasional difficulty interpreting verbal humour, low-frequency idioms, irony, sarcasm, cultural references and figurative, symbolic and idiomatic language	• Has almost no difficulty interpreting verbal humour, low-frequency idioms, irony, sarcasm, cultural references and figurative, symbolic and idiomatic language
• Often has difficulty interpreting verbal humour, low-frequency idioms and cultural references	• Sometimes has difficulty interpreting verbal humour, low-frequency idioms and cultural references especially when spoken quickly		

Knowledge and Strategies
Stage III Listening

These are some things that may need to be learned as an individual moves through Stage III Listening.

Grammatical Knowledge

Ability to understand:

- Complex grammar and syntax structures to interpret nuances of meaning (such as past conditionals, reported speech, past or future perfect passive, perfect or past infinitives, subordinate adverbial clauses, subordinating conjunctions and modals to express logical deduction)

- Words and lexical phrases (such as formulaic language) used for specific topics in academic and professional contexts

- English phonological sound systems (such as sound segments, rhythm and intonation) to interpret oral discourse

Textual Knowledge

Ability to:

- Recognize cohesion links (such as phrasal links) across utterances

- Recognize discourse indicators signalling major parts and thematic sub-parts, topic shifts and transitions in ideas (such as explanations or reformulation of information, illustrations/examples, introduction of contrasting information such as alternatives, opposing views, unexpected turn)

- Synthesize, integrate and interpret texts

Functional Knowledge

Recognition of:

- Thematic organization of sub-parts of presentations or lectures (such as patterns of narrating, reporting, describing, arguing a point, expressing results or consequences)

- Typical organization patterns of lectures (such as reviews of information previously covered, overviews of present lectures, outlines of main points, use of examples and details to provide support, importance of conclusions and summaries)

- Typical discourse formats for different situations

Ability to:

- Listen to information to perform actions (such as abstract problem solving, decision making, gathering, using and manipulating information and negotiating meaning)

- Understand humour, jokes, songs, rhymes, dramas, stories and anecdotes

- Understand and reduce information to main points or to selected key points relevant to ideas or topics (such as summarizing and note taking)

Sociolinguistic Knowledge

Understanding of:

- Different registers, styles and language varieties (dialects, regionalisms, language used by specific social and age groups)

- Language, discourse formats and processes, and content and socio-cultural knowledge relating to workplace/business communications, and to specific academic disciplines

- Expanded cultural references

- Expanded colloquial, idiomatic and literary language

- Non-verbal communication that accompanies speech (such as non-verbal vocalizations and variations in voice volume and pitch within sentences to convey different meanings and emotions)

Strategic Competence

Ability to:

- Distinguish given information (i.e., assumed to be known) from new information in speech

- Recognize avoidance strategies

- Recognize language used to compensate for or avoid miscommunication

- Infer unstated information and to hypothesize, guess and predict

- Use context clues, background knowledge, non-verbal communication signals and knowledge of vocabulary and grammar structures to interpret meaning

- Recognize paralinguistic clues for making inferences, hypothesizing, guessing and predicting

Listening – Benchmark 9

Profile of Ability

The listener can:

Understand an adequate range of complex formal and informal communication on a broad variety of general interest topics, and on some specialized topics in own field.

When the communication is:

- Spoken clearly at a normal rate
- Face-to-face, on the phone or via digital media (with individuals, small or larger groups)
- Related to unfamiliar, abstract, conceptual or technical matters
- Lengthy
- In demanding contexts

Demonstrating these strengths and limitations:

- Sufficiently grasps meaning to paraphrase or summarize key points and important details
- Understands a range of concrete, abstract and technical language appropriate for the content and purpose
- Uses knowledge of complex grammar and syntax to interpret meaning
- Infers bias, purpose and attitudinal meaning
- May sometimes miss some details or transition signals
- Recognizes the nuances in different styles, registers and language varieties
- Often has difficulty interpreting verbal humour, low-frequency idioms and cultural references

I. Interacting with Others

- Understand main intent and some implied meanings in complex communication between speakers with varying roles and relationships.
  - Identifies discourse formats for different situations and audiences.
  - Identifies meaning expressed through tone and intonation.
  - Identifies signals in speech to collaborate, to hold and relinquish the floor, to attempt to interrupt politely.
  - Recognizes preferred and non-preferred responses to personal interactions.
  - Identifies details of the social context and register.
  - Identifies stated and unspecified details about social roles and relative status.
  - Identifies situation and relationship between speakers.
  - Identifies implied and some unstated meanings.
  - Relates communication to the situational and social context.
  - Demonstrates strengths and limitations typical of Listening Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Listen to a manager talking about company lay-offs to predict what will happen.

Listen to a dialogue between a professor and a graduate student to identify the social roles, status and relationship.

Listen to a conversation between two friends, classmates or colleagues to determine what one person thinks about a decision that the other has made.

Listen to a televised interview with a medical or academic expert to evaluate the overall recommendations.

II. Comprehending Instructions

- Understand complex multistep directions and instructions for familiar procedures.

  [Instructions are somewhat detailed, presented clearly and may be lengthy.]

  - Integrates a few pieces of detailed information to carry out procedures or follow directions.
  - Follows cohesion links across utterances.
  - Responds with actions to directions and instructions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Follow Revenue Canada's telephone instructions on how to complete a financial report or a tax form properly.

Follow extensive, complex navigational details on how to reach a location that is difficult to find.

Follow detailed instructions on how to repair or assemble a piece of equipment at work.

Follow complex, multistep instructions for doing a project at school.

Listening – Benchmark 9

III. Getting Things Done

- Understand complex and extended communication intended to influence, persuade or inform significant decisions (such as proposals, suggestions or recommendations for solving problems).
  - Identifies main intent, main idea, factual details, relevant words and expressions, and implied meanings.
  - Identifies discourse indicators signalling contrasting information, opposing views, illustrations/examples.
  - Interprets proposals, suggestions and recommendations.
  - Identifies cohesion links (such as phrasal links) across utterances.
  - Identifies and separates feelings, information and facts.
  - Analyzes and evaluates usefulness, appropriateness, relevance and validity of proposed solutions, in relation to the purpose and the audience.
  - Demonstrates strengths and limitations typical of Listening Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Listen to several proposals to solve a workplace problem (such as a high rate of absenteeism or low employee morale).

Listen to a conversation between several colleagues in which advice is given to summarize the nature of the advice.

Listen to and evaluate feedback and recommendations from an instructor on an academic project.

IV. Comprehending Information

- Understand complex, extended discussions between several speakers.
- Understand extensive lectures or presentations.

  [Discussions, lectures and presentations are up to about 30 minutes.]
  - Identifies discourse format for different purposes.
  - Identifies detailed factual information and implied meanings.
  - Identifies main ideas that are not explicitly stated.
  - Identifies how details support and develop main ideas.
  - Identifies paraphrasing, restating of points, examples and transition indicators.
  - Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences).
  - Demonstrates critical comprehension by identifying biases and by separating facts from opinions.
  - Identifies, summarizes and critically evaluates the development of positions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Listen to a lecture on the findings of a research study, an environmental issue or a technical topic in one's own field to summarize the information for a report or essay.

Listen to a 30-minute panel discussion to obtain detailed information and perspectives relating to a topic in one's own field to critically evaluate the information.

Listen to a short podcast for academic or work-related information to decide whether to research the issue further.

Listening – Benchmark 10

Profile of Ability

The listener can:

Understand an expanding range of complex, detailed formal and informal communication on most general interest topics and specialized topics in own field.

When the communication is:

- Spoken clearly at a normal rate
- Face-to-face, on the phone or via digital media (with individuals, small or larger groups)
- Related to unfamiliar, abstract, conceptual or technical matters
- Lengthy
- In demanding contexts

Demonstrating these strengths and limitations:

- Identifies, analyzes and critically evaluates selected aspects of communication
- Understands an expanding range of concrete, abstract and technical language appropriate for the content and purpose
- Uses knowledge of complex grammar and syntax to interpret meaning
- Infers bias, attitudinal and other unstated meanings
- Only occasionally misses a topic shift or transition
- Recognizes the nuances in different styles, registers and language varieties
- Sometimes has difficulty interpreting verbal humour, low-frequency idioms and cultural references especially when spoken quickly

I. Interacting with Others

- Understand complex communication to identify attitudes, emotions, motivations and intentions.
  - Identifies different discourse formats for different situations and audiences.
  - Identifies meaning expressed through tone and intonation.
  - Identifies signals in speech to collaborate, to hold and relinquish the floor, and to attempt to interrupt politely.
  - Recognizes preferred and non-preferred responses.
  - Identifies unstated and implicit intentions and motivations based on linguistic and paralinguistic clues.
  - Identifies attitudes and emotions using a range of clues, such as voice tone and volume, pitch, intonation and stress.
  - Identifies different styles of speech.
  - Demonstrates strengths and limitations typical of Listening Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Listen to a manager handling a customer complaint to identify moods, attitudes and intentions.

Listen to a dialogue between two acquaintances who are preparing to complain to the authorities about a noisy neighbour to identify their position and intentions.

II. Comprehending Instructions

- Understand complex multistep directions and instructions for less-familiar procedures in some urgent or demanding situations.

  [Instructions are detailed and may be lengthy, partially familiar or predictable.]
  - Integrates several pieces of detailed information to carry out complex, multistep procedures or to follow directions.
  - Responds with actions to directions and instructions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Follow complex multistep instructions from a contractor for completing or preparing for a home renovation task.

Follow complex medical instructions for treating a person in medical distress.

Follow complex, multistep instructions for creating and conducting a survey for a research study.

Listening – Benchmark 10

III. Getting Things Done

- Understand content, values and assumptions in communication intended to influence or persuade.
  - Identifies values and assumptions, where obvious, from stated and unstated clues.
  - Identifies discourse indicators signalling introduction of contrasting information, opposing views, illustrations/examples, unexpected turns.
  - Identifies cohesion links (such as phrasal links) across utterances.
  - Identifies and separates feelings, information and facts.
  - Analyzes and critically evaluates information based on a set of internal or external criteria or standards.
  - Demonstrates strengths and limitations typical of Listening Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Listen to a persuasive presentation (such as to a council, committee, commission) to identify, analyze and evaluate stated and unstated values and assumptions.

Listen to evaluate an academic argument in which the speaker tries to persuade the audience with evidence from research.

Listen to critically evaluate a persuasive presentation on future steps for your organization.

IV. Comprehending Information

- Understand complex expository or argumentative exchanges or discussions between several speakers.
- Understand extensive lectures or presentations.
  - Identifies discourse formats for different purposes.
  - Identifies detailed factual information and implied meanings.
  - Comprehends pro and con arguments.
  - Extracts relevant details from discourse that includes irrelevant or distracting information.
  - Follows the logical line of argumentation in support of a conclusion.
  - Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences).
  - Recognizes fallacies.
  - Separates facts from opinions in arguments to evaluate credibility/validity.
  - Identifies different parts of an argument and logical relationships between parts of discourse.
  - Demonstrates strengths and limitations typical of Listening Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Listen to a professional development presentation about a topic in own field to summarize the information for a colleague.

Listen to an academic lecture to take detailed notes of the information presented.

Listen to evaluate the pros and cons of a management proposal to reduce the workforce.

As part of a hiring committee, evaluate the interviews of 4 candidates for an entry-level position. Select the best person for the job.

Listening – Benchmark 11

Profile of Ability

The listener can:

Understand an expanded range of complex, detailed formal and informal communication on a broad variety of general topics and specialized topics in own field.

When the communication is:

- Spoken clearly at a normal to fast rate
- Face-to-face, on the phone or via digital media (with individuals, small or larger groups)
- Related to unfamiliar, abstract, conceptual or technical matters
- Lengthy
- In demanding contexts

Demonstrating these strengths and limitations:

- Identifies, analyzes and critically evaluates communication
- Understands an expanded range of concrete, abstract and technical language appropriate for the content and purpose
- Uses knowledge of complex grammar and syntax to interpret nuances in meaning
- Infers meaning from most unstated information
- Recognizes the nuances in different styles, registers and language varieties
- Has only occasional difficulty interpreting verbal humour, low-frequency idioms, irony, sarcasm, cultural references and figurative, symbolic and idiomatic language

I. Interacting with Others

- Understand propositionally and linguistically complex communication between diverse speakers to resolve conflicts, build consensus and negotiate compromise.
  - Identifies different discourse formats for different situations and audiences.
  - Identifies meaning expressed through tone and intonation.
  - Identifies signals in speech to collaborate, to hold and relinquish the floor, to attempt to interrupt politely.
  - Recognizes preferred and non-preferred responses.
  - Identifies, analyzes and evaluates language and interpersonal strategies.
  - Identifies, analyzes and evaluates conflict-escalating language and behaviour. Identifies converging and diverging styles of speech (speaking the same way to convey solidarity, speaking differently to convey distinctness).
  - Demonstrates strengths and limitations typical of Listening Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Listen and respond to a classmate or a colleague's accusations about not contributing to a team assignment.

Listen to a supervisor confronting a colleague about productivity. Identify language and behaviours that contribute to an escalation in the conflict to give feedback on how to manage a similar situation in the future.

Listen to an arbitrator trying to settle a dispute to identify, analyze and evaluate the language and strategies used to negotiate a compromise.

II. Comprehending Instructions

- Understand complex multistep directions and instructions for unfamiliar procedures in urgent or demanding situations.

  [Instructions are detailed, lengthy and presented clearly.]
  - Integrates extensive, detailed information to carry out complex, multistep procedures or to follow directions.
  - Responds with actions to directions and instructions.
  - Demonstrates strengths and limitations typical of Listening Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Follow extensive directions to an unfamiliar location in an emergency response or search-and-rescue job.

Follow multistep instructions to resolve a complex engineering problem from a technical support worker on the phone.

Follow complex multistep medical or nursing instructions from a supervisor when caring for critically ill patients.

Listening – Benchmark 11

III. Getting Things Done

• Understand the nuances and subtleties of communication intended to influence or persuade across a broad variety of general interest, academic and technical topics in own field.

– Analyzes and evaluates the appropriateness of persuasive strategies to the audience and the purpose.

– Identifies language aspects (such as grammar and vocabulary) of persuasive discourse.

– Identifies discourse indicators signalling contrasting information, opposing views, illustrations/examples, unexpected turn, reformulation of information.

– Identifies cohesion links (such as phrasal links) across utterances.

– Identifies and separates feelings, information and facts.

– Identifies effective techniques (such as the use of evidence, logical arguments and ethical and emotional appeals) to obtain agreement on or acceptance of ideas or products.

– Demonstrates strengths and limitations typical of Listening Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Listen to arguments for and against a controversial issue (such as building a half-way house in the community) to analyze and evaluate evidence and logical arguments for and against the proposition and determine own position on the issue.

Listen to a radio discussion about a current event to decide whether all sides of the discussion have been presented and which position is best supported.

Listen to a sales pitch for equipment at work (such as a printer, server, phone) to decide whether or not to purchase.

IV. Comprehending Information

• Understand complex, detailed and specialized discussions between several speakers.

• Understand complex, detailed and extensive lectures or presentations.

– Identifies detailed factual information and implied meanings.

– Extracts multiple pieces of information as required.

– Synthesizes information to reconstruct a message.

– Extracts relevant details from discourse that includes irrelevant or distracting information.

– Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences).

– Identifies positions, biases, assumptions and motives.

– Summarizes information.

– Demonstrates strengths and limitations typical of Listening Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

In an academic setting, listen to different views about a topic presented in a panel discussion to summarize presenters' positions and provide specific details (such as quotes) for an essay.

Listen to a series of proposals from staff concerning the need to modernize a company's approach to summarize the information and inform the CEO.

Listening – Benchmark 12

Profile of Ability

The listener can:

Understand an extensive range of complex abstract formal and informal communication on most general and specialized topics.

When the communication is:

- Spoken clearly at a normal to fast rate
- Face-to-face, on the phone or via digital media (with individuals, small or larger groups)
- Related to unfamiliar, abstract, conceptual or technical matters
- Lengthy
- In demanding contexts

Demonstrating these strengths and limitations:

- Identifies, analyzes and critically evaluates communication
- Understands a wide range of concrete, abstract and technical language appropriate for the content and purpose
- Uses knowledge of complex grammar and syntax to interpret nuances in meaning
- Infers meaning from almost all unstated information
- Recognizes the nuances in different styles, registers and language varieties
- Has almost no difficulty interpreting verbal humour, low-frequency idioms, irony, sarcasm, cultural references and figurative, symbolic and idiomatic language

I. Interacting with Others

- Understand the nuances and subtleties of propositionally and linguistically complex communication between diverse speakers.
  - Identifies different discourse formats for a variety of situations and audiences.
  - Identifies meaning expressed through tone and intonation.
  - Recognizes preferred and non-preferred responses.
  - Identifies unstated conflicts, challenges and differences of opinion.
  - Identifies instances of politeness and cooperation (and their violations) through paralinguistic and linguistic clues.
  - Identifies examples of imposition, disrespect, criticism and sarcasm, whether explicit or implied.
  - Evaluates expressions in terms of cultural norms commonly used in professional and academic discourse.
  - Analyzes and evaluates language and interpersonal strategies.
  - Demonstrates strengths and limitations typical of Listening Benchmark 12, as listed in the Profile of Ability.

Sample tasks

In a workplace training session, watch a video-taped team meeting to evaluate the appropriateness and effectiveness of the interaction.

Listen to a parliamentary or legislative proceeding and its related media commentaries to identify examples of sarcasm, criticism and disrespect.

II. Comprehending Instructions

- Understand and evaluate detailed, extensive oral instructions in a broad range of situations.

  [Instructions are for complex procedures.]

  - Evaluates oral instructions or instructional texts for logical accuracy and clarity.
  - Uses external criteria and standards to evaluate the validity/effectiveness of instructions or instructional texts.
  - Demonstrates strengths and limitations typical of Listening Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Listen to evaluate a workplace instructional video (such as a training video on a complex work-related procedure) for logical accuracy and clarity, and to provide suggestions for improvement.

Follow instructions for solving a complex mathematical problem.

Listening – Benchmark 12

III. Getting Things Done

• Understand the nuances and subtleties of communication intended to influence or persuade across a wide range of contexts, whether familiar or unfamiliar, including academic, workplace and community.

– Identifies stated or unstated facts, opinions and attitudes related to text.

– Analyzes and evaluates speakers' points of view.

– Identifies discourse indicators signalling contrasting information, opposing views, illustrations/examples, unexpected turn, reformulation of information.

– Identifies cohesion links (such as phrasal links) across utterances.

– Identifies and separates feelings, information and facts.

– Evaluates the appropriateness, usefulness, relevance and validity of information to the audience and the purpose.

– Demonstrates strengths and limitations typical of Listening Benchmark 12, as listed in the Profile of Ability.

Sample tasks

Listen to an all-candidates' debate during an election campaign to analyze and evaluate arguments presented by each candidate and determine which candidate to vote for.

Listen to a panel debate about a controversial political, social or academic topic to critically evaluate and summarize the information and the positions of the participants.

Listen to a court proceeding or formal workplace meeting to analyze and evaluate the ways in which the communication of various speakers influenced the ultimate outcome.

IV. Comprehending Information

• Critically evaluate complex, detailed and specialized discussions, interviews or formal debates.

• Critically evaluate complex, detailed and extensive lectures or presentations.

– Identifies and critically evaluates content, organization and delivery.

– Summarizes and critically evaluates relevance of examples, biases, assumptions, values, motives and plausibility.

– Suggests ways to improve content.

– Analyzes and evaluates verbal and non-verbal aspects of delivery and makes suggestions for improvement.

– Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences).

– Identifies conversation styles (such as high involvement style and high considerateness style).

– Demonstrates strengths and limitations typical of Listening Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Listen to and critically evaluate the overall organization and delivery (verbal and non-verbal) of an academic lecture or a workplace presentation to make suggestions for improvement.

Listen to a formal public debate on a complex topic to evaluate participants' conversational management styles and strategies to provide constructive feedback.

Evaluate the points of speeches and debates of political candidates during an election campaign to make choices as a voter.

Listen to the presentation and defence of an academic thesis in own field to evaluate the quality of the research, analysis and conclusions.

Listen to the presentation of two different proposals for expenditures to decide how to allocate funds.

Some Features of Communication Across Stage III Listening

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Communication is face-to-face, on the phone or via digital media (with individuals, or small or larger groups, in any live or recorded media).	• Communication is face-to-face, on the phone or via digital media (with individuals, or small or larger groups, in any live or recorded media).	• Communication is face-to-face, on the phone or via digital media (with individuals, or small or larger groups, in any live or recorded media).	• Communication is face-to-face, on the phone or via digital media (with individuals, or small or larger groups, in any live or recorded media).
• Speech is clear and at a normal rate.	• Speech is clear and at a normal rate.	• Speech is clear and at a normal to fast rate.	• Speech is clear and at a normal to fast rate.
• Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations.	• Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations.	• Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations.	• Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations.
• Listening texts can be informal, semi-formal or formal monologues, presentations, lectures, panel discussions, dialogues or exchanges between small groups of speakers.	• Listening texts can be informal, semi-formal or formal monologues, lectures, panel discussions, expository or argumentative presentations, extended dialogues or complex exchanges between small groups of speakers.	• Listening texts can be informal, semi-formal or formal monologues, lectures, panel discussions, debates, expository or argumentative presentations, extended dialogues or complex exchanges between large groups of several speakers.	• Listening texts can be informal, semi-formal or formal monologues, lectures, panel discussions, debates, expository or argumentative presentations, extended dialogues or highly complex exchanges between large groups of several speakers.
• Required listening time may be quite long, as dictated by the topic, purpose, genre and context.	• Required listening time may be quite long, as dictated by the topic, purpose, genre and context.	• Required listening time may be very long, as dictated by the topic, purpose, genre and context.	• Required listening time may be very long, as dictated by the topic, purpose, genre and context.
• Instructions are complex, in any order, but clear and coherent.	• Instructions are complex, in any order, but clear and coherent.	• Instructions are complex, in any order.	• Instructions are complex, in any order.
• Language is abstract, conceptual and technical, and may include verbal humour, low-frequency idioms and cultural references.	• Language is abstract, conceptual and technical and may include verbal humour, low-frequency idioms and cultural references.	• Language is complex and includes cultural references, figurative, symbolic and idiomatic language, irony, sarcasm and humour.	• Language is complex and includes cultural references, figurative, symbolic and idiomatic language, irony, sarcasm and humour.
• General interest topics and some specialized topics in own field.	• General interest topics and specialized topics in own field.	• Most general and specialized topics.	• Most general and specialized topics.
• Context is demanding.	• Context is demanding.	• Context is demanding.	• Context is demanding.
• Task response may require knowledge of formal social, academic and business codes.	• Task response may require knowledge of formal social, academic and business codes.	• Task response may require analysis and evaluation.	• Task response may require analysis and evaluation.

Note: Speed of delivery is often beyond the listener's control and is provided to suggest roughly a progression in degrees of complexity across Listening Stage III. The time frame for listening at Stage III naturally varies, as dictated by the specifics of the situation and the needs of the participants.

Stage I
Speaking

Benchmarks 1–4

Stage I spans the range of abilities required to communicate in common and predictable situations about basic needs, routine everyday activities, and familiar topics of immediate personal relevance (non-demanding contexts of language use).

Profiles of Ability Across Stage I Speaking

CLB 1	CLB 2	CLB 3	CLB 4
Initial Basic Ability	**Developing Basic Ability**	**Adequate Basic Ability**	**Fluent Basic Ability**
The speaker can:	**The speaker can:**	**The speaker can:**	**The speaker can:**
Communicate very basic personal information using a few common, familiar words and formulaic expressions, usually in response to simple questions related to immediate needs.	Communicate basic personal information using short phrases and some sentences, usually in response to questions about personal needs and experiences.	Communicate basic information using simple sentences about immediate needs and personal experiences.	Communicate information about common everyday activities, experiences, wants and needs.
When the communication is:	**When the communication is:**	**When the communication is:**	**When the communication is:**
• Short and face-to-face	• Short and face-to-face	• Face-to-face or via digital media	• Face-to-face, very briefly on the phone or via digital media
• Strongly supported by gestures and visual cues	• Strongly supported by gestures and visual cues	• Supported by gestures and visual cues	• May be supported by gestures and visual cues
• Informal	• Informal	• Informal	• Informal
• With one familiar person at a time	• With one familiar person at a time	• With one person at a time	• With one person at a time or in a small supportive group
• Guided and encouraged by questions and prompts from a highly supportive listener	• Guided and encouraged by questions and prompts from a highly supportive listener	• Encouraged to a moderate degree by questions and prompts from a supportive listener	• Encouraged occasionally by questions and prompts from a supportive listener
• In non-demanding contexts	• In non-demanding contexts	• In non-demanding contexts	• In non-demanding contexts
Demonstrating these strengths and limitations:	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**
• Speaks in isolated words or strings of 2 to 3 words, with no evidence of connected discourse	• Speaks in short phrases and some short sentences, with very little evidence of connected discourse	• Speaks in short sentences with some evidence of connected discourse	• Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse
• Fluency is not adequate to sustain simple conversations; speech rate is slow with frequent pauses, hesitations and repetitions	• Fluency is not adequate to sustain simple conversations; speech rate is slow with frequent pauses and hesitations	• Fluency is just barely adequate for simple conversations; speech rate is slow with pauses and hesitations	• Fluency is adequate for simple conversations; speech rate is slow to normal with some pauses or hesitations
• Vocabulary is extremely limited for basic everyday, routine communication	• Vocabulary is limited for basic everyday, routine communication	• Vocabulary is somewhat limited for basic everyday, routine communication	• Vocabulary is adequate for basic everyday, routine communication
• Very little or no control over basic grammar structures and tenses	• Little control over basic grammar structures and tenses	• Some control over basic grammar structures and tenses	• Adequate control over basic grammar structures and tenses
• Grammar, vocabulary and pronunciation difficulties may significantly impede communication	• Grammar, vocabulary and pronunciation difficulties may significantly impede communication	• Grammar, vocabulary and pronunciation difficulties may impede communication	• Grammar, vocabulary and pronunciation difficulties may impede communication
• Relies heavily on gestures	• Relies on gestures	• May rely on gestures	
• May revert to first language			

Knowledge and Strategies
Stage I Speaking

These are some things that may need to be learned as an individual moves through Stage I Speaking.

Grammatical Knowledge

Ability to produce:

• Grammar structures and vocabulary relating to basic personally relevant facts (such as ethnicity, home country, address, age), time, dates, money, school environment, community facilities, common actions, jobs and occupations, family, housing, food, weather, clothing, etc.

• Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases; and coordination and subordination)

• Vocabulary adequate for talking about basic time references, chronological sequences, needs and wants, and personal experiences, and for describing people, objects, situations, and daily routines

• Adequate pronunciation to convey basic messages

Textual Knowledge

Beginning ability to use:

• Connective words and phrases to signal contrast and indicate chronology (such as *but*, *and*, *or*, *like*, *for example*, *first*, *then*)

• Discourse markers to convey shifts in topic meanings (such as *so*, *and*, *finally*)

• Cohesion links between sentences (pronoun references, etc.)

• Genres, such as telling narratives or reporting information

Functional Knowledge

Beginning ability to:

• Convey intended purpose of an utterance through intonation, language, body language, vocalizations, etc.

• Use common expressions for specific purposes (such as greeting and leave-taking, making introductions, attracting attention, inquiring about others)

• Use typical set formats in sequencing information (such as openings, pre-closings, and closings)

Sociolinguistic Knowledge

Understanding of and beginning ability to use:

• Some cultural references or information

• Culturally appropriate non-verbal communication strategies

• Culturally appropriate strategies to convey politeness and respect

• Socio-cultural conventions related to specific topics (such as responding to introductions; giving instructions and directions; attracting attention; and talking about sensitive topics, such as age, income, marital status)

Strategic Competence

Beginning ability to use:

• Strategies to indicate problems in understanding (such as asking for repetition, repeating back, asking for clarification)

• Strategies to ensure understanding, such as confirming information and paraphrasing

• Techniques and strategies to learn and memorize language chunks efficiently

Speaking – Benchmark 1

Profile of Ability

The speaker can:

Communicate very basic personal information using a few common, familiar words and formulaic expressions, usually in response to simple questions related to immediate needs.

When the communication is:

- Short and face-to-face
- Strongly supported by gestures and visual cues
- Informal
- With one familiar person at a time
- Guided and encouraged by questions and prompts from a highly supportive listener
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Speaks in isolated words or strings of 2 to 3 words, with no evidence of connected discourse
- Fluency is not adequate to sustain simple conversations; speech rate is slow with frequent pauses, hesitations and repetitions
- Vocabulary is extremely limited for basic everyday, routine communication
- Very little or no control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may significantly impede communication
- Relies heavily on gestures
- May revert to first language

I. Interacting with Others

- Use and respond to basic courtesy formulas and greetings.

  [Interlocutors are familiar and supportive.]

  – Responds appropriately to common greetings, introductions, and leave-takings.

  – Uses appropriate basic courtesy formulas.

  – Indicates communication problems verbally or non-verbally.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Introduce self to a new neighbour, classmate, or teacher. *(My name is Ahmed.)*

Greet the clerk at a local supermarket. *(Hello, how are you?)*

Respond to greetings, introductions and leave-takings with the appropriate expression. *(Hello. Nice to meet you. Goodbye.)*

II. Giving Instructions

- Give brief, simple, common, routine instructions to a familiar person.

  [Instructions are a few words or a short phrase.]

  – Uses imperative forms and memorized stock expressions.

  – Uses appropriate courtesy words (such as *please*, *thank you*).

  – Demonstrates strengths and limitations typical of Speaking Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Give a short instruction to a friend, co-worker, or classmate. *(Pass the salt. Close the door. Please come in. Wait! Stop! Please repeat.)*

Speaking – Benchmark 1

III. Getting Things Done

• Make and respond to simple requests related to immediate personal needs (such as asking for assistance, or for the time, a price or an amount).

– Uses appropriate single words, phrases, memorized expressions and courtesy formulas.

– Uses simple expressions of time.

– Uses expressions for money, prices, and amounts.

– Uses acceptable gestures and body language when making requests.

– Demonstrates strengths and limitations typical of Speaking Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Attract a server's attention and make a request. (*Excuse me. Coffee, please.*)

Ask for the time.

Describe amounts of money. (*I have 2 quarters. Here is 1 dime. I have 60 cents.*)

Ask for assistance (*Help me, please.*)

IV. Sharing Information

• Give basic personal information in response to direct questions from a supportive listener.

– Answers simple questions about personal information.

– Uses alphabet to spell out words, such as own name.

• Ask for basic personal information.

– Asks simple questions using memorized stock phrases.

– Demonstrates strengths and limitations typical of Speaking Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Answer 2 or 3 questions from a co-worker, classmate or neighbour about self and family.

Answer 2 or 3 personal information questions (such as name, address, and phone number) from a librarian or store clerk.

Speaking – Benchmark 2

Profile of Ability

The speaker can:

Communicate basic personal information using short phrases and some sentences, usually in response to questions about personal needs and experiences.

When the communication is:

- Short and face-to-face
- Strongly supported by gestures and visual cues
- Informal
- With one familiar person at a time
- Guided and encouraged by questions and prompts from a highly supportive listener
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Speaks in short phrases and some short sentences, with very little evidence of connected discourse
- Fluency is not adequate to sustain simple conversations; speech rate is slow with frequent pauses and hesitations
- Vocabulary is limited for basic everyday, routine communication
- Little control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may significantly impede communication
- Relies on gestures

I. Interacting with Others

- Use and respond to courtesy formulas and greetings.

  [Interlocutors are familiar and supportive.]

  – Initiates and responds appropriately to introductions and leave-takings using appropriate courtesy formulas.

  – Opens a short conversation.

  – Indicates communication problems verbally, if needed.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Introduce self and respond to another person's introduction.

Initiate a very short conversation with a classmate or neighbour. Indicate non-understanding if necessary. (*I don't understand. My English is not good. Speak slowly, please.*)

Respond to a common goodwill message with a simple and appropriate stock phrase. (*Have a good weekend. Thanks. You too.*)

II. Giving Instructions

- Give short, simple, common, routine instructions to a familiar person.

  [Instructions are short phrases or imperative sentences.]

  – Uses imperative forms, memorized stock expressions, and appropriate courtesy words (such as *please*).

  – Gives both positive and negative commands.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 2, as listed in the Profile of Ability.

Sample Task

Give polite positive or negative instructions or commands to a friend, co-worker, sales clerk or classmate. (*Water the plants, ok? Come to my house. Please don't do that!*)

Speaking – Benchmark 2

III. Getting Things Done

• Make and respond to simple requests related to common everyday activities.
  – Uses appropriate memorized expressions, simple sentences, and courtesy formulas for requests.
• Give very simple warnings and cautions.
  – Uses appropriate memorized expressions, simple sentences, and courtesy formulas for simple warnings and cautions.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Make a simple food order in a restaurant or cafeteria at work. (*Coffee with milk and sugar, please.*)

Request an item from a friend, co-worker, or classmate.

Warn a friend about an icy sidewalk. (*Be careful. Don't fall.*)

Request that the landlord fix a simple problem in an apartment. (*Please fix my sink.*)

Respond to someone who is bothersome. (*Please leave me alone.*)

IV. Sharing Information

• Give expanded basic personal information to a supportive listener.
  – Answers simple questions about personal information.
  – Uses alphabet to spell out words, such as own name.
  – Expresses likes and dislikes.
  – Expresses basic ability or inability.
• Ask for basic personal information.
  – Asks simple questions using memorized stock phrases.
• Give basic descriptions of concrete, familiar objects in a few short words or phrases.
  [Descriptions are in response to questions.]
  – Describes concrete objects, likes and dislikes.
  – Describes sizes, colours and numbers.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Give basic personal information to a teacher or daycare worker.

Describe a personal photograph of a family member or a friend in a few short phrases. Ask questions about a classmate's photograph.

Talk with a friend about a favourite food or possession. Ask questions about the friend's favourite food or possession.

Give a brief concrete description of basic abilities related to work. (*I can type. I can use a computer.*)

Speaking – Benchmark 3

Profile of Ability

The speaker can:

Communicate basic information using simple sentences about immediate needs and personal experiences.

When the communication is:

- Face-to-face or via digital media
- Supported by gestures and visual cues
- Informal
- With one person at a time
- Encouraged to a moderate degree by questions and prompts from a supportive listener
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Speaks in short sentences with some evidence of connected discourse
- Fluency is just barely adequate for simple conversations; speech rate is slow with pauses and hesitations
- Vocabulary is somewhat limited for basic everyday, routine communication
- Some control over basic grammar structures and tenses
- Grammar, vocabulary and pronunciation difficulties may impede communication
- May rely on gestures

I. Interacting with Others

- Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions.

  [Interlocutors are familiar and supportive.]

  – Opens a conversation.
  – Initiates and responds appropriately to introductions and leave-takings.
  – Initiates and responds appropriately in short routine exchanges about self and another person.
  – Uses an expanding range of courtesy formulas and small talk phrases.
  – Uses simple questions to ask about another person.
  – Indicates comprehension and communication problems verbally, if needed.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Participate in a short, casual conversation. Introduce self and ask about the other person at a party, in the workplace, or in class. End the conversation appropriately.

At a doctor's office, greet the receptionist and exchange a few simple pleasantries. (*Hello. How are you? Nice to see you. It's a warm day.*) State the reason for the visit and provide personal information, such as a health card number.

II. Giving Instructions

- Give simple, common, routine instructions and directions to a familiar person.

  [Instructions are 2 to 3 steps.]

  – Uses appropriate courtesy forms and structures.
  – Expresses movement and location.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

Sample Task

Give short directions to a friend, co-worker, or classmate to a location in a building. (*Go down the hall. Turn right. Take the elevator. Go to the main office. Get a form.*)

Give a short instruction to a friend to help him/her find something. (*It's in the closet. Look under the chair.*)

Speaking – Benchmark 3

III. Getting Things Done

- Make and respond to an expanding range of simple requests related to everyday activities.
- Give an expanding range of simple warnings, apologies and cautions.
  – Uses appropriate polite expressions.
  – Uses simple sentences and question formations.
  – Repeats and attempts to explain when necessary.
  – Uses appropriate simple expressions.
  – Provides some basic details.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Ask an employer or teacher for permission to do something. (*May I leave early today? Can I write the test tomorrow?*)

Ask a friend to help move, organize a party, or house-sit. (*Can you help me move? I really appreciate it. Will you water my plants? Can you do it?*)

Advise someone of a dangerous situation. (*Watch your step! Be careful. The floor is wet.*)

IV. Sharing Information

- Ask for and give information about immediate needs and some feelings related to common everyday activities.
  – Asks and answers simple, factual questions.
  – Follows conventions for providing personal information such as addresses and phone numbers.
  – Expresses some feelings.
  – Expresses very simple immediate and future needs, wants and plans.
- Give simple descriptions of concrete objects, people or experiences in a few short sentences.

  [Descriptions are an attempt at taking a longer turn within an interaction with one person at a time.]

  – Sustains about 4 or 5 sentences, which may not be adequately connected as discourse.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Give a brief simple description of a home or work space.

Give a brief basic description of health or feelings to a doctor or nurse.

Talk about simple activities of last weekend. Ask about a friend's weekend.

Describe simple plans or intentions for a future event or activity.

Speaking – Benchmark 4

Profile of Ability

The speaker can:

Communicate information about common everyday activities, experiences, wants and needs.

When the communication is:

• Face-to-face, very briefly on the phone or via digital media

• May be supported by gestures and visual cues

• Informal

• With one person at a time or in a small supportive group

• Encouraged occasionally by questions and prompts from a supportive listener

• In non-demanding contexts

Demonstrating these strengths and limitations:

• Speaks in short sentences and some longer compound sentences, with clear evidence of connected discourse

• Fluency is adequate for simple conversations; speech rate is slow to normal with some pauses or hesitations

• Vocabulary is adequate for basic everyday, routine communication

• Adequate control over basic grammar structures and tenses

• Grammar, vocabulary and pronunciation difficulties may impede communication

I. Interacting with Others

• Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions.

[Interlocutors are familiar and supportive.]

– Opens and closes a short conversation.

– Introduces 2 known people.

– Asks and responds to questions about common, everyday routines.

– Uses non-verbal communication (such as eye contact and nodding) to show interest and encourage conversation.

– Uses a range of small talk phrases and expressions.

– Indicates comprehension and communication problems verbally, if needed.

• Participate in very short, simple phone calls.

[Phone interactions are very brief.]

– Initiates simple phone calls.

– Uses appropriate greetings.

– Leaves a short, simple message with a person or on voice mail.

– Uses appropriate closing remarks to end phone calls.

– Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Greet a neighbour, ask about his/her health, and talk about the weather. Extend the conversation by asking questions.

Introduce a teacher or employer to a family member.

Leave a simple voice mail message for a friend, co-worker, or classmate. (*Hello, this is Maria. Please call me back. My number is…*)

II. Giving Instructions

• Give a set of simple, common, routine instructions and directions to a familiar person.

[Instructions are about 4 to 5 steps.]

– Uses appropriate courtesy forms and structures.

– Expresses movement and location.

– Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Give a short set of instructions on how to set an alarm clock, use a long-distance calling card, or print a file from a computer.

Give directions to a co-worker or classmate on how to get to the lunchroom.

III. Getting Things Done

• Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services.)

  – Asks questions and makes requests and suggestions politely and appropriately.

  – Uses modals with some accuracy.

  – Facilitates the listener's comprehension by repeating and explaining.

  – Elicits or provides details as needed.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Request a room in a hotel and ask about services. (*Is there parking? Is there a pool and an exercise room?*)

Respond to a warning about a simple bylaw violation. (*Oh, I didn't see the sign. Thanks for telling me.*)

Request a review of a paycheque because overtime hours were not included.

Respond to an instructor's warning about handing in an assignment late. (*I have a family emergency. Can I bring it next week?*)

IV. Sharing Information

• Ask for and give information about needs and feelings related to common everyday activities.

  – Asks and answers simple, factual questions.

  – Expresses feelings, needs, preferences, satisfaction and dissatisfaction.

• Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services.

  [Descriptions are an attempt at taking a longer turn within an interaction with one person or a familiar supportive group.]

  – Sustains about 5 to 7 sentences, which are adequately connected as discourse.

  – Gives descriptions in coherent narratives.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Tell a short story about a happy day.

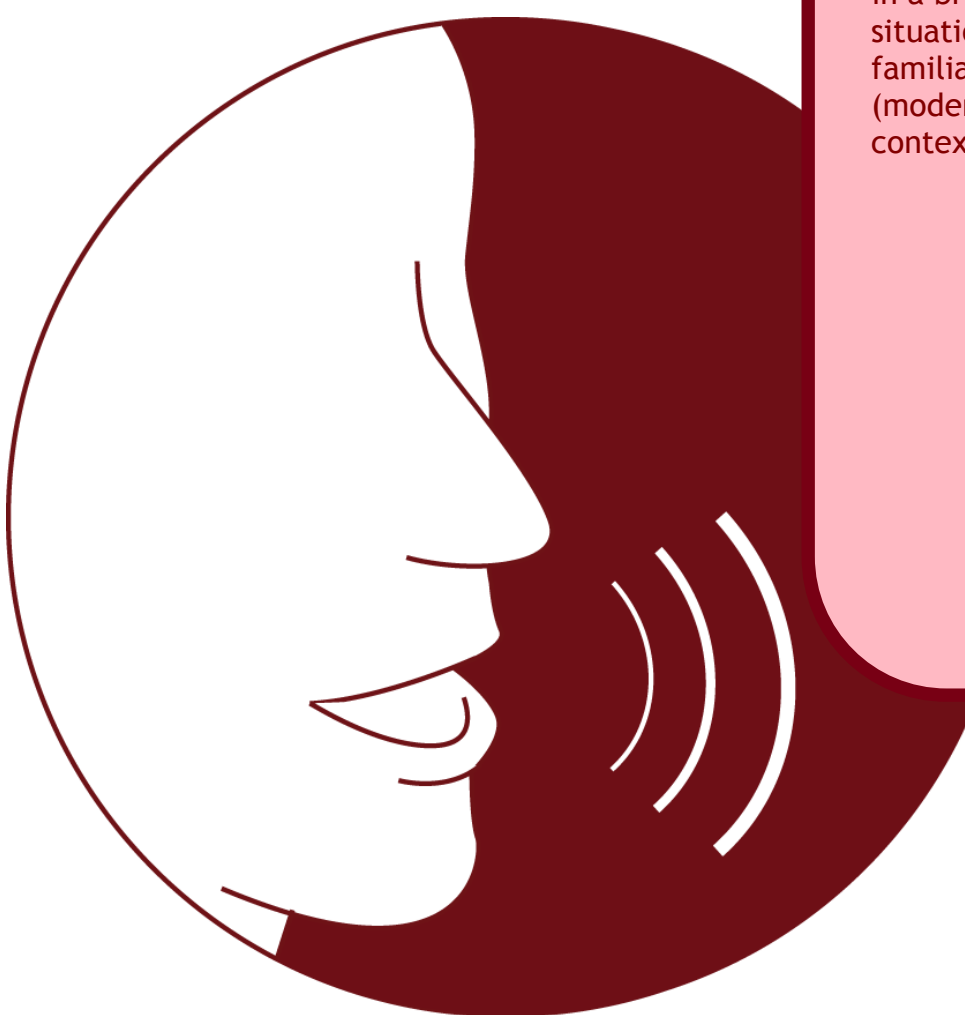Tell a short story about a common activity (such as finding a job or an apartment).

Give a brief description of a typical day at home or at work.

Tell what happened (by narrating a brief series of events) in a short TV show.

Some Features of Communication Across Stage I Speaking

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Communication is face-to-face and with one person at a time in a familiar situation.	• Communication is face-to-face and with one person at a time in a familiar situation.	• Communication is face-to-face with one person at a time in a familiar situation.	• Communication is face-to-face with one person at a time in a familiar situation, very briefly on the phone, or in a very small supportive group.
• Highly familiar personal topics.	• Highly familiar personal topics.	• Familiar personal topics.	• Familiar personal topics.
• Tasks require only simple responses to direct questions or short phrases and memorized stock expressions.	• Tasks require only simple responses to direct questions or short sentences and memorized stock expressions.	• Tasks require responses to direct questions, some short, simple connected discourse, and memorized stock expressions.	• Tasks require short, simple, connected discourse.
• Situation is predictable.	• Situation is predictable.	• Situation is predictable.	• Situation is predictable.
• Interaction is informal.	• Interaction is informal.	• Interaction is informal.	• Interaction is informal to somewhat formal.
• Listeners are highly supportive and encouraging.	• Listeners are highly supportive and encouraging.	• Listeners are supportive and encouraging.	• Listeners are supportive and encouraging.
• Listener may guide the speaker by asking questions and by directing the communication.	• Listener may guide the speaker by asking questions and by directing the communication.	• Listener may guide the speaker by asking questions.	• Listener may guide the speaker by asking questions.
• Context is non-demanding.	• Context is non-demanding.	• Context is non-demanding.	• Context is non-demanding.

Stage II
Speaking

Benchmarks 5-8

Stage II spans the range of abilities required to communicate with increasing effectiveness and confidence in a broadening range of situations that may be less familiar and predictable (moderately demanding contexts of language use).

Profiles of Ability Across Stage II Speaking

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	**Developing Intermediate Ability**	**Adequate Intermediate Ability**	**Fluent Intermediate Ability**
The speaker can:	**The speaker can:**	**The speaker can:**	**The speaker can:**
Communicate with some effort in short, routine social situations, and present concrete information about needs and familiar topics of personal relevance.	Communicate with some confidence in routine social situations, and present concrete information in some detail about familiar topics of personal relevance.	Communicate with some confidence in many daily routine social, educational, and work situations, and present concrete and some abstract information on an expanding range of familiar topics.	Communicate with confidence in most daily routine social, educational and work situations, and present concrete and some abstract information on an expanded range of familiar topics.
When the communication is:	**When the communication is:**	**When the communication is:**	**When the communication is:**
• Face-to-face, on the phone, or via digital media	• Face-to-face, on the phone, or via digital media	• Face-to-face, on the phone, or via digital media	• Face-to-face, on the phone, or via digital media
• Informal to somewhat formal	• Informal to somewhat formal	• Informal to formal	• Informal to formal
• In familiar small groups	• In mostly familiar small groups	• In somewhat familiar groups	• In unfamiliar groups
• In moderately demanding contexts	• In moderately demanding contexts	• In moderately demanding contexts	• In moderately demanding contexts
Demonstrating these strengths and limitations:	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**
• Clear evidence of connected discourse	• Clear evidence of connected discourse	• Clear evidence of connected discourse	• Clear evidence of connected discourse
• Adequately fluent for some moderately demanding contexts; speech rate is slow to normal with some pauses and hesitations	• Reasonably fluent for some moderately demanding contexts; speech rate is slow to normal with a few hesitations	• Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations	• Fluent for moderately demanding contexts; speech is often at a normal rate
• A range of common everyday vocabulary, which may include a limited number of idioms	• A range of everyday vocabulary, which may include some idioms and a few common cultural references	• An expanding range of concrete and idiomatic language, which may include some common cultural references	• An expanded range of concrete, abstract and idiomatic language, which may include some common cultural references
• Some variety of grammatical structures, with good control of simple structures and initial control of some more complex structures	• Some variety of grammatical structures, with developing control of more complex structures	• Increasing variety of grammatical structures, with developing control of complex structures	• Adequate variety of grammatical structures, with adequate control of complex structures
• Grammar, vocabulary and pronunciation difficulties sometimes impede communication	• Grammar, vocabulary and pronunciation difficulties may sometimes impede communication	• Grammar, vocabulary and pronunciation difficulties may occasionally impede communication	• Grammar, vocabulary and pronunciation difficulties seldom impede communication
• Some awareness of appropriate non-verbal cues and signals	• Developing use of appropriate non-verbal cues and signals	• Adequate use of appropriate non-verbal cues and signals	• Good use of appropriate non-verbal cues and signals
	• Adapts speech to reflect some degrees of formality appropriate to the group	• Adapts speech style and register to different audiences and situations	• Adapts speech style and register to a range of different audiences and situations

Knowledge and Strategies
Stage II Speaking

These are some things that may need to be learned as an individual moves through Stage II Speaking.

Grammatical Knowledge

Ability to:

- Demonstrate fluency in using grammatical, syntactical, and lexical structures typically occurring in moderately demanding academic, community, and work contexts
- Use an expanding range of abstract, technical, idiomatic, and conceptual vocabulary to report and discuss personal and factual information, and to express ideas, opinions and feelings about familiar topics and issues
- Produce intelligible and communicatively effective pronunciation

Textual Knowledge

Ability to:

- Use cohesion links across utterances and discourse indicators (such as conjunctive adverbs and adverbials) signalling such meanings as contrast or illustrations
- Use a combination of main and subordinate ideas
- Use different genres (such as narratives, presentations)
- Integrate multiple pieces of information for a coherent oral presentation

Functional Knowledge

Ability to:

- Recite songs and rhymes, dramatize, improvise, play basic verbal games, and tell stories and simple, non-abstract jokes
- Use interactional and interpersonal communication skills for conversation management, and for giving and receiving compliments or invitations, etc.

Understanding of:

- Situational scripts and corresponding oral discourse formats for particular academic, work, or community events (such as student-teacher conferences, business or service transactions, group conversations or discussions, and specific workplace situations)

Sociolinguistic Knowledge

Understanding of:

- Sociolinguistic norms and culturally determined behaviours, such as attitudes toward hierarchy
- Collaborative skills for academic and work purposes (such as contributing to verbal problem solving and decision making in group settings)

Ability to use:

- Appropriate language to indicate level of formality and to show respect
- Appropriate and communicatively effective non-verbal communication strategies
- Socio-cultural communication norms, such as formality/informality, direct/indirect speech and cultural references

Strategic Competence

Ability to use:

- Relevant metalinguistic and other related knowledge and skills (such as how to prepare and deliver presentations and how to best memorize phrases and expressions)
- Strategies to check understanding, such as confirming information and paraphrasing
- Effective strategies to compensate for or prevent communication breakdowns

Speaking – Benchmark 5

Profile of Ability

The speaker can:

Communicate with some effort in short, routine social situations, and present concrete information about needs and familiar topics of personal relevance.

When the communication is:

- Face-to-face, on the phone, or via digital media
- Informal to somewhat formal
- In familiar small groups
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Adequately fluent for some moderately demanding contexts; speech rate is slow to normal with some pauses and hesitations
- A range of common everyday vocabulary, which may include a limited number of idioms
- Some variety of grammatical structures, with good control of simple structures and initial control of some more complex structures.
- Grammar, vocabulary and pronunciation difficulties sometimes impede communication
- Some awareness of appropriate non-verbal cues and signals

I. Interacting with Others

- Participate in basic social conversations for some everyday purposes (such as expressing feelings; making, accepting or declining invitations; and engaging in small talk).

  [Limited support from interlocutors.]
  - Opens and maintains a conversation.
  - Responds to small talk.
  - Extends, accepts or declines invitations.
  - Takes turns by giving non-verbal and verbal signals.
  - Encourages conversations by using eye contact, nodding, showing interest, etc.
  - Indicates non-comprehension.

- Participate in very short phone calls.

  [Communicating on the phone may be difficult.]
  - Answers the phone, greets a caller, and closes a conversation using appropriate conventions and expressions.
  - Provides simple personal information.
  - Demonstrates strengths and limitations typical of Speaking Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Initiate a short, informal conversation with a friend, co-worker or classmate. Engage in small talk, compliment the person and/or respond to a compliment. End the conversation appropriately.

Invite a friend, co-worker, or classmate to lunch.

Answer the phone at work. Provide information to the caller (such as company name, hours of operation, basic information about a product or service).

II. Giving Instructions

- Give instructions and directions for everyday activities and processes.
  - Uses appropriate courtesy forms and structures.
  - Uses appropriate expressions to sequence instructions.
  - Demonstrates strengths and limitations typical of Speaking Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Give directions to a home or business.

Give instructions to a new co-worker on how to use an appliance, machine, or system at work, such as a photocopier or coffee-maker, or how to transfer a call on a telephone system.

Instruct a classmate on how to register for a course.

Speaking – Benchmark 5

III. Getting Things Done

• Give and respond to informal requests, permission, suggestions and advice.

  – Provides details and gives reasons.

  – Uses modals with the appropriate level of politeness.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Give advice to a colleague about taking a day off because he/she is ill.

Make a suggestion for a class to begin or end at a different time. Give reasons to support the suggestion.

Give advice to a close friend on how to deal with an unruly child.

Ask permission from a teacher to hand in an assignment late.

Ask a colleague or fellow student to help with a task. (*Could you empty the garbage? Would you mind if I went first?*)

IV. Sharing Information

• Ask for and give information related to routine daily activities in one-on-one interactions.

• Agree, disagree and give opinions in small group discussions or meetings.

  [Discussions or meetings are in groups of 3 to 5 people.]

  – Provides necessary information.

  – Asks relevant questions.

  – Repeats information and ideas to confirm understanding.

  – Expresses opinions and feelings.

  – Agrees and disagrees appropriately.

  – Thanks others for their contributions and information.

  – Participates adequately in interactions with some degree of support from others.

• Give presentations about sequences of events; incidents in the past, present or future; or to describe scenes, pictures or daily routines.

  [Presentations are up to about 5 minutes long; topics are familiar and concrete.]

  – Presents information using connected discourse.

  – Uses an introduction, some development, and a conclusion.

  – Uses connective words and phrases.

  – Sequences events in a comprehensible order.

  – Provides adequate descriptions.

  – Shows some awareness of appropriate eye contact and body language.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Describe symptoms to a pharmacist in order to get an appropriate medication.

In a small group discussion, plan an event (such as an end-of-class party, a company open house, or a birthday party for a friend). Discuss different options and come to an agreement.

Give a brief presentation about a news event or incident.

Describe a minor car accident to a police officer.

Speaking – Benchmark 6

Profile of Ability

The speaker can:

Communicate with some confidence in routine social situations, and present concrete information in some detail about familiar topics of personal relevance.

When the communication is:

- Face-to-face, on the phone, or via digital media
- Informal to somewhat formal
- In mostly familiar small groups
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Reasonably fluent for some moderately demanding contexts; speech rate is slow to normal with a few hesitations
- A range of everyday vocabulary, which may include some idioms and a few common cultural references
- Some variety of grammatical structures, with developing control of more complex structures
- Grammar, vocabulary and pronunciation difficulties may sometimes impede communication
- Developing use of appropriate non-verbal cues and signals
- Adapts speech to reflect some degrees of formality appropriate to the group

I. Interacting with Others

- Participate in routine social conversations for some everyday purposes (such as apologies, excuses, expressing opinions, and making suggestions or arrangements).

  [Limited support from interlocutors.]

  – Opens, maintains and closes a conversation.

  – Introduces someone to a small familiar group in a way that is appropriate to the situation and audience.

  – Uses and responds to small talk.

  – Encourages conversation by adding supportive comments.

  – Provides appropriate apologies and explanations.

  – Takes turns by interrupting appropriately.

  – Indicates partial comprehension by asking clarifying questions.

- Participate in short phone calls.

  [Communicating with strangers on the phone may be challenging.]

  – Answers the phone, greets the caller, and closes a conversation using appropriate conventions and expressions.

  – Provides information or leaves a message with 3 to 5 details.

  – Clarifies and confirms information.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Carry on a short, routine conversation with an employer or professor about work or school.

Introduce a guest speaker to a class.

Apologize to a co-worker for a mistake made.

Decline an invitation to a social event. Apologize and give a reason for declining.

Call to make an appointment with a professor or dentist.

II. Giving Instructions

- Give sequential instructions and directions for everyday activities and processes.

  – Uses correct sequence of steps.

  – Uses clear references.

  – Uses sequencing intonation so that the listener can follow.

  – Checks to confirm understanding.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Give instructions for using a bank machine to a friend. (*Sign the cheque before you put it in the envelope.*)

Give instructions to a co-worker on what to do if the fire alarm sounds.

Give instructions to a friend on how to set up an account on a social networking site.

Give instructions to a classmate on how and where to find reference materials in the library or online.

Speaking – Benchmark 6

III. Getting Things Done

- Give and respond to informal and somewhat formal suggestions and indirect requests.
  - Gives reasons and predicts consequences of not following through.
  - Uses modals with the appropriate level of politeness.
  - Conveys a developing ability to make indirect requests appropriately.
  - Demonstrates strengths and limitations typical of Speaking Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Make a suggestion in a workplace or school setting and present possible consequences if the suggestion is not followed. (*You should wear gloves to handle that. You might cut your hands.*)

Request a raise from an employer and provide persuasive arguments as to why it is deserved.

Make indirect requests and suggestions. (*I wouldn't do that if I were you. You might want to reconsider. I don't think smoking is allowed here.*)

IV. Sharing Information

- Ask for and give information in some detail; express opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings.
  - Provides necessary information.
  - Asks relevant questions.
  - Summarizes information and ideas to confirm understanding.
  - Agrees and disagrees appropriately, when necessary.
  - Thanks others for their contributions and information.
  - Participates effectively in interactions with some degree of support from others.
- Give detailed presentations about sequences of events; incidents in the past, present or future; simple processes; or to describe or compare things such as people and places.

  [Presentations are up to about 7 minutes long; topics are familiar and concrete.]
  - Presents information using connected discourse.
  - Uses an introduction, development, and conclusion.
  - Uses connective words and phrases appropriately.
  - Provides adequate detailed descriptions.
  - Shows some awareness of appropriate eye contact, body language, volume and rate.
  - Demonstrates strengths and limitations typical of Speaking Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Phone a community centre to obtain information about available programs. Relay the information to someone else and give recommendations.

Answer questions about educational background, work experience and skills in a panel interview.

Describe the chef's special and answer customers' questions in a restaurant setting.

Give an informal presentation to classmates or colleagues to share information about the process of applying for Canadian citizenship or for a student loan.

Speaking – Benchmark 7

Profile of Ability

The speaker can:

Communicate with some confidence in many daily routine social, educational, and work situations, and present concrete and some abstract information on an expanding range of familiar topics.

When the communication is:

- Face-to-face, on the phone, or via digital media
- Informal to formal
- In somewhat familiar groups
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations
- An expanding range of concrete and idiomatic language, which may include some common cultural references
- Increasing variety of grammatical structures, with developing control of complex structures
- Grammar, vocabulary and pronunciation difficulties may occasionally impede communication
- Adequate use of appropriate non-verbal cues and signals
- Adapts speech style and register to different audiences and situations

I. Interacting with Others

- Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

  [Limited support from interlocutors.]

  – Opens and maintains a short formal conversation, closing with 3 customary steps (pre-closing, closing, leave-taking).
  – Introduces a person formally to a group in a way that is appropriate to the situation and audience.
  – Asks follow-up questions to keep the conversation going.
  – Shows developing ability to hold the floor and to resume after an interruption.
  – Changes the topic appropriately.
  – Confirms own comprehension by repeating or paraphrasing.

- Participate in routine phone calls.

  [Communicating on the phone is about familiar routine matters; clarifying unknown details may cause communication problems.]

  – Answers the phone, greets a caller, and closes a conversation using appropriate conventions and expressions.
  – Provides information or leaves accurate messages in some detail.
  – Clarifies and confirms information.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Express appreciation to a child's teacher for his/her efforts during the year.

Speak to a supervisor about dissatisfaction with a work schedule.

Introduce a guest at a small community meeting.

Leave a telephone message for a friend with details about an upcoming community event and directions to the location.

II. Giving Instructions

- Give instructions and directions for technical and non-technical tasks, procedures and processes.

  – Uses correct sequence of steps.
  – Uses clear references and provides necessary details.
  – Uses sequencing intonation so that listener can follow.
  – Checks to confirm understanding.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Give instructions to a family member on how to assemble a piece of furniture.

Give instructions on how to use specific functions on a computer (such as creating a table with merged cells or using formatting features).

Give instructions to a new colleague on what to do if there is a minor chemical spill.

Give instructions to a classmate on how to research information on the Internet for a class presentation.

Speaking – Benchmark 7

III. Getting Things Done

• Give extended warnings, suggestions, recommendations or advice.
  – Uses appropriate persuasive arguments.
  – Uses modals with the appropriate level of politeness.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

In a parent-teacher interview, express concerns about a child's performance.

Give feedback to a fellow student on a class assignment. Provide advice on how to improve the grade.

Give a detailed suggestion on how to solve a problem or make an improvement at work.

Use persuasive arguments to discourage someone from engaging in illegal or dangerous activities, such as drinking and driving or using drugs.

IV. Sharing Information

• Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.
  – Provides necessary information.
  – Asks and addresses relevant questions.
  – Summarizes information and ideas to clarify and confirm understanding.
  – Holds the floor, shares the floor, and thanks others for their contributions and information.
  – Gives a summary or report about the main points of a contribution by someone else.
  – Participates effectively in interactions with little support from others.

• Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures.

  [Presentations are up to about 10 minutes long; topics are familiar and concrete.]
  – Presents information using connected discourse.
  – Uses an introduction, development and conclusion.
  – Uses connective words and phrases appropriately.
  – Provides clear and detailed descriptions and comparisons.
  – Shows developing awareness of appropriate eye contact, body language, volume and rate.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Discuss a medical condition with a doctor or other medical practitioner, providing details about symptoms, frequency of occurrence and severity.

Participate in a small, informal meeting of a movie club and express opinions and feelings about the movie being discussed.

Participate in a union meeting to discuss workload, wages and working conditions.

Give an update at a staff meeting on expected changes to employee benefits.

Speaking – Benchmark 8

Profile of Ability

The speaker can:

Communicate with confidence in most daily routine social, educational and work situations, and present concrete and some abstract information on an expanded range of familiar topics.

When the communication is:

• Face-to-face, on the phone, or via digital media

• Informal to formal

• In unfamiliar groups

• In moderately demanding contexts

Demonstrating these strengths and limitations:

• Clear evidence of connected discourse

• Fluent for moderately demanding contexts; speech is often at a normal rate

• An expanded range of concrete, abstract and idiomatic language, which may include some common cultural references

• Adequate variety of grammatical structures, with adequate control of complex structures

• Grammar, vocabulary and pronunciation difficulties seldom impede communication

• Good use of appropriate non-verbal cues and signals

• Adapts speech style and register to a range of diffferent audiences and situations

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I. Interacting with Others

• Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).

[Little support from interlocutors; communication may be related to situations where tone and register may have an impact on the outcome.]

– Introduces guests or speakers appropriately.

– Expresses and responds to sympathy.

– Expresses and responds to formal toasts or welcomes.

– Responds to minor conflicts or complaints, or comforts others in distress.

– Asks follow-up questions to keep conversations going.

– Encourages others to participate.

– Holds the floor, interrupts appropriately, and resumes after an interruption.

– Uses appropriate levels of formality with increased ability.

• Participate in brief professional phone calls.

[Communicating on the phone can involve less familiar and some non-routine matters.]

– Opens, maintains and closes a phone conversation in a professional manner.

– Provides information in a professional manner.

– Clarifies and confirms information.

– Uses appropriate levels of formality with increased ability.

– Demonstrates strengths and limitations typical of Speaking Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Express sympathy, comfort, and reassure a friend who is going through a difficult time.

Answer the phone in a professional manner and respond to non-routine requests for detailed information about products or services.

Speak with a co-worker to resolve a conflict.

Reassure a customer that his/her order will arrive on time.

II. Giving Instructions

• Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.

– Uses correct sequence of steps.

– Uses clear references and provides necessary details.

– Uses appropriate intonation so that listener can follow.

– Checks to confirm understanding.

– Demonstrates strengths and limitations typical of Speaking Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Give detailed instructions to movers about packing, loading and shipping items.

Give detailed, multistep instructions to a student on how to conduct a science experiment.

Give instructions on how to send a text message on a cell phone.

Give instructions to a co-worker on how to process sales, handle merchandise returns, or operate a cash register.

Speaking – Benchmark 8

III. Getting Things Done

• Propose or recommend solutions to problems in a familiar area.

[Communication may sometimes be related to situations where clarity and diplomacy have an impact on the outcome.]

– Describes problems and clarifies details.

– Indicates possible solutions, recommends the best ones, and gives reasons.

– Demonstrates strengths and limitations typical of Speaking Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Explain a problem with a new program, machine, or procedure at work and present a detailed solution.

Respond to a customer complaint, providing various suggestions to resolve it.

Propose extending a deadline for a class assignment and give valid reasons for the change.

IV. Sharing Information

• Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.

– Provides detailed information and presents options as needed.

– Asks relevant questions to gather, share, analyze and compare information.

– Summarizes information and ideas to clarify and expand understanding.

– Expresses and qualifies opinions, feelings, doubts and concerns.

– Appropriately opposes or supports a stand or solution.

– Holds the floor, shares the floor, draws others out, and thanks them for their contribution and information.

– Participates effectively in interactions.

• Give presentations to describe and explain structures, systems or processes based on research.

[Presentations are up to about 20 minutes long; topics are familiar, concrete, or abstract.]

– Presents information using connected discourse.

– Expresses main ideas and supports them with details.

– Provides an introduction, development and conclusion.

– Narrates coherently so that agents, actions, circumstance, process and sequence are clear.

– Shows developing awareness of style and formality.

– Provides accurate and somewhat detailed descriptions, explanations or accounts.

– Shows awareness of appropriate eye contact, body language, volume and rate.

– Demonstrates strengths and limitations typical of Speaking Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Participate in a performance review with an employer or instructor. Provide detailed information about successes achieved during the year.

Participate in a class debate about a controversial issue. Express opinions, doubts, and concerns. Qualify opinions, and oppose or support the opinions of others.

Give a researched presentation on a social system or political process for a class or course.

Some Features of Communication Across Stage II Speaking

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	**Developing Intermediate Ability**	**Adequate Intermediate Ability**	**Fluent Intermediate Ability**
• Communication is face-to-face, on the phone, or via digital media with one person at a time or in small groups.	• Communication is face-to-face, on the phone, or via digital media with one person at a time or in small groups.	• Communication is face-to-face, on the phone, or via digital media with one person at a time or in groups.	• Communication is face-to-face, on the phone, or via digital media with one person at a time or in groups.
• Familiar, mostly concrete topics.	• Familiar, mostly concrete topics.	• Familiar, concrete and some abstract topics.	• Familiar, concrete and some abstract topics.
• Tasks require connected discourse.	• Tasks require connected discourse.	• Tasks require connected discourse.	• Tasks require connected discourse.
• Situation is somewhat predictable.	• Situation is somewhat predictable.	• Situation may be somewhat unpredictable.	• Situation can be unpredictable.
• Interaction ranges from informal to formal.	• Interaction ranges from informal to formal.	• Interaction ranges from informal to formal.	• Interaction ranges from informal to formal.
• Presentations are informal or semi-formal, up to about 5 minutes long and supported by pictures and visuals.	• Presentations are semi-formal or formal, up to about 7 minutes long, and supported by pictures and visuals.	• Presentations are semi-formal or formal, up to about 10 minutes long and supported by pictures and other visuals.	• Presentations are semi-formal or formal, up to about 20 minutes long and may be supported by pictures and other visuals.
• Interaction in a small group may be a discussion with a moderator or a facilitator who is encouraging and supportive.	• Interaction in a group can be a small-group discussion or meeting.	• Interaction in a group can be a small-group discussion or meeting.	• Interaction in a group can be a debate, discussion or meeting.
• Context is moderately demanding.	• Context is moderately demanding.	• Context is moderately demanding.	• Context is moderately demanding.

Stage III
Speaking

Benchmarks 9-12

Stage III spans the range of abilities required to communicate effectively, accurately and fluently, with an appropriate sense of register, distance, formality and style in situations that are becoming increasingly unpredictable and unfamiliar (demanding contexts of language use).

Profiles of Ability Across Stage III Speaking

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
The speaker can: Communicate with some confidence in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract and general topics.	**The speaker can:** Communicate with increasing confidence in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract and general topics.	**The speaker can:** Communicate comfortably in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract, general and specialized topics.	**The speaker can:** Communicate with confidence in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract, general and specialized topics.
When the communication is: • Face-to-face, on the phone, or via digital media • Informal to formal • With peers and authority figures, one-on-one or in groups • In demanding contexts	**When the communication is:** • Face-to-face, on the phone, or via digital media • Informal to formal • With peers and authority figures, one-on-one or in groups • In demanding contexts	**When the communication is:** • Face-to-face, on the phone, or via digital media • Informal to formal • With peers and authority figures, one-on-one or in groups • In demanding contexts	**When the communication is:** • Face-to-face, on the phone, or via digital media • Informal to formal • With peers and authority figures, one-on-one or in groups • In demanding contexts
Demonstrating these strengths and limitations: • Speaks in coherent, connected discourse • Fluent for some demanding contexts • A range of concrete, abstract and idiomatic language suited to context and purpose, which may include some figures of speech and cultural references • Good control over a variety of complex grammar structures • Grammar, vocabulary and pronunciation rarely impede communication • Adapts language based on context, relationship and purpose • Adjusts speech style and register to a wide range of different audiences and situations	**Demonstrating these strengths and limitations:** • Speaks in coherent, connected discourse • Fluent for an increasing range of demanding contexts • An expanding range of concrete, abstract and idiomatic language suited to context and purpose, which may include figures of speech and cultural references • Good control over an expanded variety of complex grammar structures • Grammar, vocabulary and pronunciation very rarely impede communication • Adapts language based on context, relationship and purpose • Adjusts speech style and register to a wide range of different audiences and situations	**Demonstrating these strengths and limitations:** • Speaks in coherent, connected discourse • Fluent for many demanding contexts • A wide range of concrete, abstract and idiomatic language used appropriately, accurately and flexibly, including figures of speech and cultural references • Very good control over an expanded variety of complex grammar structures • Grammar, vocabulary and pronunciation do not impede communication • Adapts language and adjusts speaking style and register to suit a wide range of different contexts, audiences, genres and purposes	**Demonstrating these strengths and limitations:** • Speaks in coherent, connected discourse • Fluent for most demanding contexts • A wide range of concrete, abstract and idiomatic language used appropriately, accurately and flexibly, including figures of speech and cultural references • Excellent control over an expanded variety of complex grammar structures • Grammar, vocabulary and pronunciation do not impede communication • Adapts language and adjusts speaking style and register to suit a wide range of different contexts, audiences, genres and purposes

Knowledge and Strategies
Stage III Speaking

These are some things that may need to be learned as an individual moves through Stage III Speaking.

Grammatical Knowledge

Ability to produce:

- A full range of grammatical and lexical structures, including those occurring in specific topic areas in academic and professional disciplines
- Intelligible and communicatively effective pronunciation

Textual Knowledge

Ability to:

- Effectively use cohesive devices to convey logical and functionally coherent messages
- Select, evaluate, synthesize and integrate multiple pieces of information for coherent oral presentations

Functional Knowledge

Understanding of and ability to use:

- Situational scripts and corresponding oral discourse formats for academic, professional/occupational, or community events (such as a student-professor office meeting, an academic discussion, a business meeting, a public forum debate, and other specific workplace situations)
- Songs, rhymes, drama, improvisations, verbal games and abstract jokes
- Language and discourse formats relating to specific work environments (such as the labour market, occupations and professions) and to specific tasks in academic and technical disciplines
- Facilitator/leadership skills for academic and work purposes
- Contribute to and facilitate problem solving and decision making in group settings

Sociolinguistic Knowledge

Understanding of:

- Sociolinguistic norms and culturally determined behaviours for oral interactions (such as cultural norms for managing a conversation and for giving and receiving compliments or invitations)
- Appropriate discourse formats, styles and processes (for formal and informal presentations, discussions, conversations, telephone inquiries)

Ability to:

- Use culturally appropriate and communicatively effective non-verbal communication strategies
- Use figures of speech, idiomatic and colloquial expressions to communicate effectively with different groups
- Use appropriate interactional and interpersonal communication skills (such as to manage a conversation, convey sympathy and give advice)
- Adapt language to specific audiences and contexts
- Use cultural references and figures of speech
- Use culturally appropriate strategies to convey politeness and respect

Strategic Competence

Ability to use:

- Relevant metalinguistic and other related knowledge and skills (such as how to prepare and deliver briefings, position papers, seminars, symposia presentations and lectures)
- Avoidance strategies (such as avoiding a topic and ignoring a question)
- Effective strategies to compensate for or prevent communication breakdowns

Speaking – Benchmark 9

Profile of Ability

The speaker can:

Communicate with some confidence in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract and general topics.

When the communication is:

- Face-to-face, on the phone, or via digital media
- Informal to formal
- With peers and authority figures, one-on-one or in groups
- In demanding contexts

Demonstrating these strengths and limitations:

- Speaks in coherent, connected discourse
- Fluent for some demanding contexts
- A range of concrete, abstract and idiomatic language suited to context and purpose, which may include some figures of speech and cultural references
- Good control over a variety of complex grammar structures
- Grammar, vocabulary and pronunciation rarely impede communication
- Adapts language based on context, relationship and purpose
- Adjusts speech style and register to a wide range of different audiences and situations

I. Interacting with Others

- Manage a range of personal and business interactions that involve needs, feelings and attitudes (such as respect and indifference).

  [Communication may be related to high-stakes situations where tone and register have an impact on the outcome.]
  - Uses a range of polite expressions to show or respond to respect and friendliness.
  - Uses expressions and registers appropriate for the level of formality, occasions, intents and social situations.
  - Considers boundaries and degrees of distance to interact appropriately.
  - Uses appropriate assertive communication strategies to deal with distance and indifference.
  - Uses appropriate non-verbal behaviours.
- Co-facilitate or contribute to discussions or debates in small formal groups.

  [Topics may be abstract or conceptual.]
  - Opens, maintains and closes the discussion.
  - Negotiates discussion points.
  - Manages the direction of the conversation. Facilitates turns.
  - Holds the floor, shares the floor, and encourages others to participate.
  - Asks others to give, confirm and clarify information as needed.
  - Uses a variety of strategies to keep the discussion on track and on topic.
  - Demonstrates strengths and limitations typical of Speaking Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Respond with assertiveness to expressions of indifference in a staff meeting.

Co-facilitate a discussion at a work meeting, class seminar or community meeting. Manage the discussion, ensure that everyone has a chance to speak, and confirm and clarify information as needed.

Interact with a group of volunteers to organize a community event.

Interact socially in the workplace with a group of people, including authority figures.

II. Giving Instructions

- Give complex instructions for some technical and non-technical tasks, procedures and processes.
  - Gives detailed information to carry out instructions.
  - Uses accurate language forms and structures to convey a sequence of steps.
  - Checks to confirm understanding.
  - Demonstrates strengths and limitations typical of Speaking Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Relay instructions from an emergency broadcast in the case of a natural disaster.

Provide support to a client or co-worker by giving instructions on the phone to resolve a computer software issue.

Speaking – Benchmark 9

III. Getting Things Done

• Present formal proposals to address concerns or deal with problems.

[Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.]

– Presents a formal proposal on how to deal with a concern to an individual or a group in authority.
– Provides required details.
– Provides persuasive arguments on how the concern should be addressed.
– Requests agreement/commitment in a sensitive manner.
– Demonstrates strengths and limitations typical of Speaking Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Request a formal review of a mark given by a professor on an assignment. Provide persuasive arguments to justify a change in the mark.

Present a proposal to allow use of the school gym for after-school activities to the local parent/teacher association.

Present a proposal about steps toward "greening" the workplace to a supervisor.

IV. Sharing Information

• Ask for, give and discuss detailed information and opinions to coordinate teamwork assignments, one-on-one and in business meetings, discussions or debates.

– Provides detailed information as needed.
– Asks relevant questions to gather, share, analyze and compare information.
– Expresses and qualifies opinions, feelings and doubts.
– Summarizes information and ideas to clarify and expand understanding.
– Argues persuasively when required.
– Summarizes positions.
– Supports, opposes, accepts or rejects ideas and opinions.
– Adjusts language for clarity and uses appropriate non-verbal cues and signals.

• Give demonstrations, briefings, oral reports or position papers on familiar or researched topics.

[Presentations are up to about 30 minutes in length.]

– Organizes, supports, sequences and connects information and ideas.
– Describes, classifies, defines, generalizes, explains, illustrates, exemplifies and summarizes.
– Uses appropriate organization and discourse markers to help listeners to follow.
– Adjusts the presentation according to the audience.
– Responds to comments and questions.
– Demonstrates adequate control, flexibility and a range of linguistic forms.
– Demonstrates strengths and limitations typical of Speaking Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Meet with a co-worker to discuss work assignments on a project and to coordinate tasks.

Discuss the pros and cons of alternative sources of energy, the use of social networking sites, or specific laws like the *Young Offenders Act* in a class debate.

Give a demonstration or a briefing about a program, product, service or issue at a staff meeting or to a small group of clients.

Make a formal business presentation to introduce, describe and recommend a new product or service.

Speaking – Benchmark 10

Profile of Ability

The speaker can:

Communicate with increasing confidence in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract and general topics.

When the communication is:

- Face-to-face, on the phone, or via digital media
- Informal to formal
- With peers and authority figures, one-on-one or in groups
- In demanding contexts

Demonstrating these strengths and limitations:

- Speaks in coherent, connected discourse
- Fluent for an increasing range of demanding contexts
- An expanding range of concrete, abstract and idiomatic language suited to context and purpose, which may include figures of speech and cultural references
- Good control over an expanded variety of complex grammar structures
- Grammar, vocabulary and pronunciation very rarely impede communication
- Adapts language based on context, relationship and purpose
- Adjusts speech style and register to a wide range of different audiences and situations

I. Interacting with Others

- Manage an expanding range of personal and business interactions that involve needs, feelings and attitudes (such as perceived hostility, blame, sarcasm or condescension).

  [Communication may be related to high-stakes situations where tone and register have an impact on the outcome.]
  - Uses effective verbal communication strategies to diffuse or de-escalate hostility.
  - Uses expressions and registers appropriate for occasions, intents and social situations.
  - Uses appropriate assertive communication strategies to respond to blame, sarcasm, etc.
  - Uses expressions and registers appropriate to the level of formality of situations.
  - Uses non-aggressive, non-challenging body language.

- Co-facilitate or contribute to discussions or debates in large formal groups.

  [Topics may be abstract or conceptual.]
  - Opens, maintains and closes discussions.
  - Negotiates discussion points.
  - Manages the direction of conversations. Facilitates turns.
  - Holds the floor, shares the floor, and encourages others to participate.
  - Clarifies information as needed.
  - Uses a variety of strategies to keep the discussion going and on topic.
  - Includes others in discussions.
  - Demonstrates strengths and limitations typical of Speaking Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Respond appropriately to a sarcastic or patronizing remark from a colleague or classmate.

Co-facilitate a discussion in a large formal group. Ensure that everyone has a chance to speak, keep the discussion on topic, and clarify information as needed.

Use non-aggressive language to clarify an issue and defuse hostility coming from a colleague who feels his/her role in a project has been minimized.

II. Giving Instructions

- Give complex instructions for some technical and non-technical tasks, procedures and processes in somewhat demanding situations.
  - Gives detailed information to carry out instructions.
  - Uses accurate language forms and structures to convey a sequence of steps.
  - Checks to confirm understanding.
  - Demonstrates strengths and limitations typical of Speaking Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

As a 911 operator, give multistep instructions regarding emergency situations on the phone.

Give extensive directions with complex navigational details on how to reach a location that is remote or difficult to identify.

Speaking – Benchmark 10

III. Getting Things Done

- Persuade persons in authority to grant approvals or accept/reject proposals.

  [Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.]

  – Presents a formal proposal to an individual or a group in authority.

  – Provides required details.

  – Provides persuasive arguments to gain acceptance or approval of the proposal.

  – Requests agreement/commitment in a sensitive manner.

  – Uses appropriate verbal and non-verbal communication strategies.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Present self and qualifications in a selection interview. Describe area of specialization and experience in detail. Field questions about approaches to problem solving and responses to various typical workplace situations and scenarios.

Present an argument in a community consultation meeting to accept/reject a proposed project, such as building a group home in the community or creating a waste disposal site in the area.

Convince a person or organization to bestow a grant.

IV. Sharing Information

- Ask for, give and discuss detailed complex information and opinions to coordinate teamwork assignments, train others, delegate, solve problems, resolve conflicts or make decisions in meetings and business discussions.

- Participate in a formal debate.

  – Provides detailed information as needed.

  – Asks relevant questions to gather, share, analyze and compare information.

  – Expresses and qualifies opinions, feelings and doubts.

  – Summarizes information and ideas to clarify and expand understanding.

  – Argues persuasively when required.

  – Summarizes positions.

  – Supports, opposes, accepts or rejects ideas and opinions.

  – Adjusts language for clarity and uses appropriate non-verbal cues and signals.

  – Inquires about and discusses implications and consequences.

  – Comments on perceived strengths, gaps or weaknesses in concepts.

- Give seminar-style presentations to explain complex concepts and ideas on familiar or researched topics.

  [Presentations are up to about 40 minutes.]

  – Organizes, supports, sequences and connects information and ideas.

  – Analyzes and evaluates concepts and problems.

  – Explains by using analogy, examples, anecdotes and diagrams.

  – Uses appropriate organization and discourse markers to help listeners to follow.

  – Adjusts the presentation according to the audience.

  – Responds to comments, questions and objections; adds information and elaborates.

  – Demonstrates good control, flexibility and a range of linguistic forms.

  – Demonstrates strengths and limitations typical of Speaking Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Train a co-worker on how to carry out a complex procedure at work.

Contribute to a university student debate, supporting or opposing an issue (e.g., that a minority-view student club should be funded by the student union to promote the club's ideas on campus).

Give a presentation on a topic in an area of study, based on research findings (such as an overview of recombinant-DNA procedures in genetic engineering and in other biotechnological applications).

Give a presentation about the results of a research project at an academic conference workshop.

Speaking – Benchmark 11

Profile of Ability

The speaker can:

Communicate comfortably in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract, general and specialized topics.

When the communication is:

- Face-to-face, on the phone, or via digital media
- Informal to formal
- With peers and authority figures, one-on-one or in groups
- In demanding contexts

Demonstrating these strengths and limitations:

- Speaks in coherent, connected discourse
- Fluent for many demanding contexts
- A wide range of concrete, abstract and idiomatic language used appropriately, accurately and flexibly, including figures of speech and cultural references
- Very good control over an expanded variety of complex grammar structures
- Grammar, vocabulary and pronunciation do not impede communication
- Adapts language and adjusts speaking style and register to suit a wide range of different contexts, audiences, genres and purposes

I. Interacting with Others

- Manage an expanded range of personal and business interactions to appropriately respond to needs, feelings and attitudes (such as criticism and value judgements).

  [Communication may be related to high-stakes situations where tone and register have an impact on the outcome.]

  – Uses a range of polite and diplomatic expressions to provide constructive criticism.
  – Uses expressions and registers appropriate for occasions, intents and social contexts.
  – Asks clarifying questions when receiving criticism.
  – Uses appropriate intonation, pitch and tone of voice to express desired meanings.

- Facilitate or chair formal meetings, discussions or debates.

  [Topics may be abstract or conceptual.]

  – Opens, maintains and closes discussions.
  – Controls speakers and manages the agenda.
  – Negotiates discussion points.
  – Diffuses conflicts by reframing negative statements.
  – Adjusts conversational and turn-taking style to that of others.
  – Uses a variety of strategies to stay on topic.
  – Repairs communication problems.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Give constructive criticism in a workplace performance review or during a discussion with a student.

Respond appropriately to negative feedback from a supervisor, co-worker, or classmate. Ask clarifying questions if needed and justify own position.

Lead or chair a workplace, class or community discussion to come to an agreement or solve a problem. Open the discussion, ensure that everyone has a chance to speak, prevent conflicts by reframing negative statements, and close the discussion.

II. Giving Instructions

- Give complex instructions for technical and non-technical tasks, procedures and processes in many demanding situations.

  – Gives detailed information to carry out instructions.
  – Uses accurate language forms and structures to convey a sequence of steps.
  – Checks to confirm understanding.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Give complex and detailed instructions on an experimental procedure or a research assignment.

Give complex instructions on work procedures or on the set-up, maintenance or operation of equipment to employees.

Speaking – Benchmark 11

III. Getting Things Done

• Negotiate mutually agreeable solutions to problems.

[Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.]

– Negotiates concessions or solutions.

– Provides required details.

– Uses a variety of persuasive techniques to obtain agreement (such as evidence, logical arguments and ethical and emotional appeals).

– Demonstrates strengths and limitations typical of Speaking Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Negotiate a concession from an academic or business partner through logical argumentation.

Negotiate a business contract with a supplier at work.

Negotiate a mutually agreeable concession in a marital dispute.

Negotiate a resolution to a conflict between neighbours, such as a disagreement about loud music or about building a fence between 2 properties.

IV. Sharing Information

• Ask for, give and discuss detailed complex information to solve problems, make decisions, supervise, motivate or discipline someone or evaluate performance.

– Provides detailed information as needed.

– Obtains, synthesizes, organizes and presents information as needed.

– Expresses and qualifies opinions, feelings and doubts.

– Clarifies issues of discussions.

– Helps brainstorm or reach a consensus, decision and solution to a problem.

– Sums up consensus, decision and solution reached or not reached.

– Adjusts language for clarity and uses appropriate non-verbal cues and signals.

– Inquires about and discusses implications and consequences.

– Comments on perceived strengths, gaps and weaknesses in concepts.

• Give expository or argumentative presentations at symposia or conferences to explain complex concepts on known (through areas of expertise) or researched non-personal, abstract topics.

[Length of presentation is dictated by the requirements of the task.]

– States the thesis and proposition, and develops a logical line of argumentation.

– Organizes, supports, sequences and connects complex information and ideas.

– Explains by using details, scenarios, statistics, reasons, causes and effects, statistics, testimonies, illustrations, graphs, etc.

– Presents pro and con arguments.

– Demonstrates logical relationships between parts of the discourse.

– Meets the needs of diverse audiences.

– Responds to comments, questions and objections; adds information and elaborates.

– Demonstrates very good control, flexibility and a range of linguistic forms.

– Demonstrates strengths and limitations typical of Speaking Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

As a supervisor, discuss an employee's achievements in a formal performance evaluation with the employee.

In a seminar or symposium, present detailed arguments for or against Senate reform.

Give a presentation at a symposium or conference, such as a community-organized alternative G20 economic conference.

Oppose or support a business decision, such as laying off or hiring more staff, or cutting or raising pay.

Speaking – Benchmark 12

Profile of Ability

The speaker can:

Communicate with confidence in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract, general and specialized topics.

When the communication is:

- Face-to-face, on the phone, or via digital media
- Informal to formal
- With peers and authority figures one-on-one or in groups
- In demanding contexts

Demonstrating these strengths and limitations:

- Speaks in coherent, connected discourse
- Fluent for most demanding contexts
- A wide range of concrete, abstract and idiomatic language used appropriately, accurately and flexibly, including figures of speech and cultural references
- Excellent control over an expanded variety of complex grammar structures
- Grammar, vocabulary and pronunciation do not impede communication
- Adapts language and adjusts speaking style and register to suit a wide range of different contexts, audiences, genres and purposes

I. Interacting with Others

- Manage a broad range of personal and business interactions, in both formal and informal situations, to appropriately and effectively negotiate needs, feelings and attitudes (such as recognition, validation, acknowledgement and conflict).

  [Situation may be public; communication may be related to high-stakes situations where tone and register have an impact on the outcome.]
  - Uses a range of polite expressions to welcome, acknowledge or encourage individuals or groups.
  - Uses appropriate intonation, pitch, volume, tone of voice and non-verbal behaviours for greater impact.
- Facilitate or chair formal meetings, discussions, symposia or debates for a variety of groups.

  [Topics may be abstract or conceptual.]
  - Calls meetings to order, handles motions and voting, and adjourns meetings (i.e., for formal meetings).
  - Manages speakers' turns.
  - Motivates others to contribute.
  - Diffuses conflicts by reframing negative statements.
  - Establishes a climate of collaboration.
  - Repairs communication problems.
  - Demonstrates strengths and limitations typical of Speaking Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Welcome a plenary speaker at a conference. Provide details about the speaker's accomplishments.

Acknowledge someone's achievements at a formal retirement or volunteer recognition party.

Chair a formal meeting (such as an annual general meeting or a board meeting) using parliamentary procedures. Call the meeting to order, follow proper voting procedures, and adjourn the meeting.

II. Giving Instructions

- Give complex instructions on technical and non-technical tasks, procedures and processes in most demanding situations.
  - Gives detailed information to carry out instructions.
  - Uses accurate language forms and structures to convey details and the sequence of steps.
  - Checks to confirm understanding.
  - Demonstrates strengths and limitations typical of Speaking Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Give complex instructions to employees or colleagues on how to perform a highly technical procedure.

Give extended and complex instructions in own area of expertise for completing a highly complex lab experiment.

Give detailed instructions on how to play a complex game (such as chess or bridge), or how to do a complex dance/exercise routine.

Speaking – Benchmark 12

III. Getting Things Done

• Negotiate detailed contracts or agreements.

• Manage and mediate conflicts or disputes.

[Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.]

– Provides required details.

– Uses persuasive techniques to obtain agreement or acceptance for ideas.

– Mediates conflicts in a variety of situations to get things done.

– Uses appropriate verbal and non-verbal communication strategies to negotiate agreements or mediate conflicts.

– Demonstrates strengths and limitations typical of Speaking Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Mediate and help resolve a conflict about unfair treatment between a student and a professor.

Negotiate a concession with management in a labour relations meeting.

Mediate a child custody dispute.

Manage or mediate a conflict or dispute with multiple stakeholders, such as a dispute over public land use.

IV. Sharing Information

• Ask for, give and discuss detailed complex information to advise, counsel or collaborate on complex projects.

– Provides detailed information as needed.

– Obtains, synthesizes, organizes and presents information as needed.

– Elicits information, views and opinions.

– Communicates, discusses and clarifies complex ideas.

– Comments on perceived strengths, gaps and weaknesses in concepts.

– Helps brainstorm or reach a consensus, decision and solution to a problem.

– Adjusts language for clarity and uses appropriate non-verbal cues and signals.

– Motivates others to contribute or collaborate.

• Give lecture-style presentations to explain and hypothesize about causal or logical relationships, or to evaluate and critique demands, recommendations or appeals.

[Length of presentation is dictated by the requirements of the task.]

– States the thesis or proposition, and develops a logical line or argumentation.

– Uses appropriate expository discourse; makes explicit the logical relationships between parts of the discourse.

– Meets the needs of diverse audiences.

– Responds to comments, questions and objections; adds information and elaborates.

– Explores causal and logical relationships between facts, phenomena and events; explores pro and con arguments, hypothesizes and draws conclusions.

– Presents an evaluation, critique, recommendation or appeal.

– Demonstrates excellent control, flexibility and range of linguistic forms.

– Demonstrates strengths and limitations typical of Speaking Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Counsel and support an individual in a personal, academic or work-related crisis.

Facilitate a group meeting to design or create a complex project.

Give a presentation to analyze, compare and evaluate a literary work.

Present a thesis defence to a review panel, provide data and details to support research, and respond to questions and challenges.

Present a convincing and persuasive closing summary to a jury, reminding them of the facts in the case and of their responsibility to ensure that justice is carried out.

Some Features of Communication Across Stage III Speaking

CLB 9	CLB 10	CLB 11	CLB 12
Initial Advanced Ability	**Developing Advanced Ability**	**Adequate Advanced Ability**	**Fluent Advanced Ability**
• Interaction is face-to-face, on the phone, or via digital media with familiar and unfamiliar people and groups. • Topics may be conceptual or abstract, researched or related to own area of expertise. • Situation can be unpredictable. • Presentations are semi-formal or formal, up to about 30 minutes long and given to a familiar audience. • Interaction in a group can be a discussion or meeting. • Context is demanding.	• Interaction is face-to-face, on the phone, or via digital media with familiar and unfamiliar people and groups. • Topics may be conceptual or abstract, researched or related to own area of expertise. • Situation can be unpredictable. • Presentations are semi-formal or formal, up to about 40 minutes long and given to a familiar audience. • Interaction in a group can be a seminar, business discussion or debate. • Context is demanding.	• Interaction is face-to-face, on the phone, or via digital media with familiar and unfamiliar people and groups. • Topics may be conceptual or abstract, researched or related to own area of expertise. • Situation can be unpredictable. • Presentations are semi-formal or formal and given to an audience that may be large and unfamiliar. Length is dictated by the requirements of the task. • Interaction in a group can be a seminar or symposium. • Context is demanding.	• Interaction is face-to-face, on the phone, or via digital media with familiar and unfamiliar people and groups. • Topics may be conceptual or abstract, researched, or related to own area of expertise. • Situation can be unpredictable. • Presentations are semi-formal or formal and given to a wide range of audiences (such as large, small, supportive or confrontational). Length is dictated by the requirements of the task. • Interaction in a group can be a seminar, conference, symposium or formal meeting. • Context is demanding.

Stage I
Reading

Benchmarks 1-4

Stage I spans the range of abilities required to communicate in common and predictable situations about basic needs, common everyday activities and familiar topics of immediate personal relevance (non-demanding contexts of language use).

Profiles of Ability Across Stage I Reading

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
The reader can:	**The reader can:**	**The reader can:**	**The reader can:**
Recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs.	Understand individual words, simple learned phrases and some very short, simple sentences related to immediate needs.	Understand and get some information from short, simple texts related to familiar, routine everyday topics of personal relevance.	Understand and get most information from short, simple texts related to familiar, routine everyday topics of personal relevance.
When the text is:	**When the text is:**	**When the text is:**	**When the text is:**
• Limited to everyday words and phrases	• Limited to everyday words and phrases	• Limited to common, factual, concrete vocabulary	• Limited to common and mostly factual, concrete vocabulary
• Clear, sparse and very easy to read	• Clear, sparse and very easy to read	• Clearly organized and easy to read with simple layout	• Clearly organized and easy to read with simple layout
• Supported by visual clues (e.g., pictures)	• Supported by visual clues (e.g., pictures)	• Sometimes supported by graphics, charts or diagrams	• Sometimes supported by graphics, charts or diagrams
• Very short	• Very short	• Short	• Short
• In non-demanding contexts	• In non-demanding contexts	• In non-demanding contexts	• In non-demanding contexts
Demonstrating these strengths and limitations:	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**
• Finds a few key words and simple details	• Finds key words and simple details	• Understands some simple connected discourse	• Understands most simple connected discourse
• Has little ability to apply sound-symbol relationships and spelling conventions in English	• May be able to get the gist of short phrases and sentences based on familiar words and phrases	• Gets the gist based on familiar words and phrases	• Gets the overall meaning
• Has almost no ability to decode unknown words, read connected discourse or guess the meaning of unknown words	• Has limited knowledge of sound-symbol relationships and spelling conventions in English	• Decodes some unfamiliar words because of an improving awareness of sound-symbol relationships and spelling conventions in English	• Identifies purpose, main ideas, some specific details and links between paragraphs
• Relies heavily on graphics and other visual clues when interpreting meaning	• Has very limited ability to decode unknown words, read connected discourse or guess the meaning of unknown words	• Has limited ability to guess the meaning of unknown words	• Occasionally guesses the meaning of unknown words and identifies some very common idioms
• Relies heavily on a bilingual dictionary due to extremely limited vocabulary	• Relies on graphics and other visual clues when interpreting meaning	• May rely on graphics and other visual clues when interpreting meaning	• May rely on graphics and other visual clues when interpreting meaning
	• Comprehension is based on very limited knowledge of basic grammar	• Comprehension is based on limited knowledge of basic grammar	• May identify some aspects of register and style
	• Relies heavily on a bilingual dictionary due to limited vocabulary	• Relies on a bilingual dictionary	• Comprehension is based on a developing knowledge of basic grammar and some initial understanding of a limited range of complex sentences and structures
			• Relies on a bilingual dictionary

Knowledge and Strategies
Stage I Reading

These are some things that may need to be learned as an individual moves through Stage I Reading.

Grammatical Knowledge

Recognition of:

- Basic words and expressions about essential everyday experiences, including so-called survival words and signs (such as danger, washroom and exit) and high-frequency terms related to personal identity, weather, clothing, holidays, family activities, hobbies and interests

- Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives and superlatives) to get a general understanding of texts

- Basic syntax (such as indications of a statement, a negative or a question; word order; prepositional phrases, and coordination and subordination)

- Basic conventions of mechanics and punctuation

- Simple yes/no and wh- questions

- Terms to describe people, objects, situations, daily routines and emergencies

Textual Knowledge

Beginning recognition of:

- Cohesion links between sentences (such as pronoun references)

- Connective words and phrases to show additions, examples, chronological sequences or illustrations by example (such as *and*, *also*, *such as*)

- Main ideas or text types (e.g., genres such as narrative or information)

Functional Knowledge

Beginning recognition of:

- Textual and contextual clues to interpret purposes of text (such as an invitation, a greeting card, a newsletter, an article or a schedule)

- Typical formats in sequencing and wording information for specific purposes (such as in a written request, complaint or invitation)

- Common written formats (such as dictionary entries, news articles, letters, stories or application forms)

Sociolinguistic Knowledge

Beginning recognition of:

- Common figures of speech, idioms and expressions specific to different situations

- Cultural references

- Politeness conventions in written correspondence and in different contexts

- How tone, mood, attitude and opinions are conveyed by specific words or phrases

- Formal and informal language

Strategic Competence

Beginning ability to use:

- Basic reading strategies (such as skimming to determine purposes of texts, scanning to locate specific information and guessing or inferring from contextual clues)

- Background knowledge for comprehension

- Resources (such as a bilingual dictionary, asking for help) to determine meanings of unfamiliar words

- Linguistic, textual, functional and socio-cultural knowledge to interpret intended meanings in written texts

- Search engines to access information online

Reading – Benchmark 1

Profile of Ability

The reader can:

Recognize letters, numbers, a small number of words and very short, simple phrases related to everyday objects and immediate needs.

When the text is:

• Limited to everyday words and phrases

• Clear, sparse and very easy to read

• Supported by visual clues (e.g., pictures)

• Very short

• In non-demanding contexts

Demonstrating these strengths and limitations:

• Finds a few key words and simple details

• Has little ability to apply sound-symbol relationships and spelling conventions in English

• Has almost no ability to decode unknown words, read connected discourse or guess the meaning of unknown words

• Relies heavily on graphics and other visual clues when interpreting meaning

• Relies heavily on a bilingual dictionary due to extremely limited vocabulary

I. Interacting with Others

• Understand short greetings and simple goodwill messages.

[Texts consist of a few simple phrases and are related to routine social interactions.]

– Identifies specific goodwill expressions and their meanings.

– Locates specific words and phrases.

– Locates dates, times, addresses and phone numbers.

– Demonstrates strengths and limitations typical of Reading Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Read a greeting card or message for a special occasion or offering wishes for someone to get well soon.

Read an invitation to find out the date of a party.

Read a 1-line thank-you note for a lunch date or dinner party from a friend, co-worker or classmate.

II. Comprehending Instructions

• Understand very short, simple instructions for common, familiar everyday situations.

[Instructions have only 1 step and may be accompanied by illustrations.]

– Recognizes individual words (simple imperative verbs and common nouns).

– Follows instruction by responding with action.

– Demonstrates strengths and limitations typical of Reading Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Read and follow a 1-line instruction in a simple common phrase for an everyday activity. (*Take one pill. Pay server.*)

Read and follow very simple instructions on a worksheet or form. (*Please circle. Please underline. Write here. Please print. Fill the blanks.*)

Reading – Benchmark 1

III. Getting Things Done

- Get information from very short, simple, common formatted texts (such as simple sections of forms, maps, diagrams, sales receipts, or common universal traffic signs and civic symbols).
  - Identifies numbers (amounts, dates) and familiar words (names, addresses, city names).
  - Finds total amount and date on receipts.
  - Identifies an address.
  - Identifies where to write personal data on forms.
  - Demonstrates strengths and limitations typical of Reading Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Identify where to write personal information in the name and address section of a very simple application form for an English class.

Identify prices, sub-totals, taxes and total on a sales receipt.

Locate familiar words on a simple map to find a street.

Identify dates and amounts on a pay stub.

Check expiration dates on foods and drugs in order to decide whether to keep them or throw them away.

Read a simple common sign to heed a rule or warning. (*Stop*. *No parking*. *No smoking*.)

IV. Comprehending Information

- Recognize names, numbers and some basic details in very simple, short texts related to everyday situations and immediate needs.
  - Identifies numbers, letters, a few key words and short expressions.
  - Demonstrates strengths and limitations typical of Reading Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Refer to a picture dictionary to understand a short shopping list of common daily items.

Get the gist of an event by reading captions associated with photographs, such as for a child's birthday party, a wedding or a retirement party.

Reading – Benchmark 2

Profile of Ability

The reader can:

Understand individual words, simple learned phrases and some very short, simple sentences related to immediate needs.

When the text is:

• Limited to everyday words and phrases

• Clear, sparse and very easy to read

• Supported by visual clues (e.g., pictures)

• Very short

• In non-demanding contexts

Demonstrating these strengths and limitations:

• Finds key words and simple details

• May be able to get the gist of short phrases and sentences based on familiar words and phrases

• Has limited knowledge of sound-symbol relationships and spelling conventions in English

• Has very limited ability to decode unknown words, read connected discourse or guess the meaning of unknown words

• Relies on graphics and other visual clues when interpreting meaning

• Comprehension is based on very limited knowledge of basic grammar

• Relies heavily on a bilingual dictionary due to limited vocabulary

I. Interacting with Others

• Understand short greetings and other goodwill messages.

[Texts are up to a few short, simple sentences and related to routine social interactions.]

– Gets the gist.

– Identifies specific goodwill expressions and their meanings.

– Identifies when and where.

– Finds a few simple details.

– Locates specific words and phrases.

– Demonstrates strengths and limitations typical of Reading Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Read a short personal message (such as a postcard, farewell message or invitation) from a friend, classmate or colleague.

Read a short email or text message invitation to lunch or a party from a friend, co-worker or classmate to find when and where the function is.

II. Comprehending Instructions

• Understand short, simple, clearly sequenced instructions for common, familiar everyday situations.

[Instructions are up to about 4 steps, in point or bullet form, and may be accompanied by illustrations.]

– Recognizes individual words, phrases and symbols commonly used in simple instructions.

– Follows instructions in the proper sequence.

– Demonstrates strengths and limitations typical of Reading Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Read and follow onscreen instructions for withdrawing money from an automatic teller machine (ATM).

Read and follow simple instructions to complete a class or work assignment. (*Type the form. Make 12 copies. Sign the copies.*)

Reading – Benchmark 2

III. Getting Things Done

- Get information from simple formatted texts (such as simple forms, maps, diagrams, signs, labels, tables and schedules).
  - – Recognizes layout.
  - – Identifies where to write personal data.
- Get basic information from short, simple business or service notices.
  - – Scans text to find specific details.
  - – Demonstrates strengths and limitations typical of Reading Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Read the hours of operation on a store sign in order to plan a shopping trip.

Get basic information about specials from a grocery store flyer.

Identify details on a monthly credit card or utility statement to make a payment or check for accuracy.

Find details on an invoice or bill to pay the correct amount.

Refer to a bus schedule to find out when the next bus will arrive.

IV. Comprehending Information

- Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics.
  - – Identifies purpose.
  - – Identifies numbers, a few key words and short, common expressions.
  - – Demonstrates strengths and limitations typical of Reading Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Match a shopping list with pictures in a catalogue or with the actual items.

Read a few short, simple sentences about a familiar person and use key words to identify a few concrete facts.

Read short sentences about own occupation and identify a few basic, familiar, concrete facts.

Reading – Benchmark 3

Profile of Ability

The reader can:

Understand and get some information from short, simple texts related to familiar, routine everyday topics of personal relevance.

When the text is:

• Limited to common, factual, concrete vocabulary

• Clearly organized and easy to read with simple layout

• Sometimes supported by graphics, charts or diagrams

• Short

• In non-demanding contexts

Demonstrating these strengths and limitations:

• Understands some simple connected discourse

• Gets the gist based on familiar words and phrases

• Decodes some unfamiliar words because of an improving awareness of sound-symbol relationships and spelling conventions in English

• Has limited ability to guess the meaning of unknown words

• May rely on graphics and other visual clues when interpreting meaning

• Comprehension is based on limited knowledge of basic grammar

• Relies on a bilingual dictionary

I. Interacting with Others

Understand short, personal social messages (such as invitations, thanks, apologies, quick updates and arrangements) within predictable contexts of daily experience.

– Gets the gist.

– Identifies some specific details and information (such as sender, date and response required).

– Demonstrates strengths and limitations typical of Reading Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Read a short message from a family member, friend, co-worker or classmate describing his/her weekend.

Read a confirmation email for a hotel reservation, language test appointment or eyesight test.

Read an invitation to a wedding or company event to find the time, location, address and RSVP details.

II. Comprehending Instructions

• Understand short, simple, clearly sequenced instructions for familiar everyday situations.

[Instructions are up to about 5 steps, in point form or prose, and are often accompanied by illustrations.]

– Identifies sequence and location signals (such as *first*, *second*, *next*).

– Recognizes individual words, phrases and symbols commonly used in instructions.

– Follows instructions in the sequenced order.

– Demonstrates strengths and limitations typical of Reading Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Read directions in point form to get to a nearby location.

Read a legibly written note from a neighbour with simple instructions on how to take care of their home or pet while they are away.

Read and follow short, point-form instructions from a supervisor about a simple work-related task.

Reading – Benchmark 3

III. Getting Things Done

- Get information from simple formatted texts (such as forms, tables, charts, schedules and directories).
  - Identifies layout and specific information.
  - Scans formatted text (such as a directory) to find specific information.
- Get information from short business or service texts (such as brochures, notices, form letters and flyers).
  - Gets overall meaning.
  - Interprets simple graphics.
  - Demonstrates strengths and limitations typical of Reading Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Read a simple product advertisement to make a decision about whether to buy it.

Check a bank account balance and make a payment online.

Read a short notice about staff kitchen rules.

IV. Comprehending Information

- Understand the purpose, main idea, key information and some details in simple, short texts related to everyday familiar and personally relevant situations and topics.

  [Texts may be supported by simple formatted graphs, tables and diagrams.]
  - Gets the gist.
  - Identifies key information and main idea.
  - Identifies key events, people, places, things (who, what, where and when).
- Access simple standard reference texts (such as print or online bilingual dictionaries and encyclopedias).
  - Finds individual words.
  - Identifies relevant details.
  - Demonstrates strengths and limitations typical of Reading Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Read the first paragraph of a simple story to determine what it is about.

Use an online bilingual dictionary to find the meanings and pronunciations of words and phrases related to own occupation or area of interest.

Reading – Benchmark 4

Profile of Ability

The reader can:

Understand and get most information from short, simple texts related to familiar, routine everyday topics of personal relevance.

When the text is:

- Limited to common and mostly factual, concrete vocabulary
- Clearly organized and easy to read with simple layout
- Sometimes supported by graphics, charts or diagrams
- Short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Understands most simple connected discourse
- Gets the overall meaning
- Identifies purpose, main ideas, some specific details and links between paragraphs
- Occasionally guesses the meaning of unknown words and identifies some very common idioms
- May rely on graphics and other visual clues when interpreting meaning
- May identify some aspects of register and style
- Comprehension is based on a developing knowledge of basic grammar and some initial understanding of a limited range of complex sentences and structures
- Relies on a bilingual dictionary

I. Interacting with Others

- Understand simple personal social messages (such as invitations, thanks, apologies, quick updates and arrangements) within predictable contexts of daily experience.
  - Gets the gist.
  - Identifies specific important details (such as sender, date and response required).
  - Identifies words that indicate politeness and tone.
  - Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Read a message (letter, email, text message, online post) from a friend, co-worker or classmate that includes an update on his/her life.

Read a personal email message sent by a friend apologizing for forgetting about a lunch date.

II. Comprehending Instructions

- Understand short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations.

  [Instructions are up to about 6 steps in point form or as a short, continuous text that may include a visual to support comprehension.]

  - Identifies sequence and location signals (such as *first*, *next* and *before*).
  - Recognizes common sentence patterns, phrases and symbols commonly used in instructions.
  - Follows instructions in the appropriate sequenced order.
  - Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Read and follow instructions on how to remove temporary Internet files from a computer.

Read and follow a simple recipe or preparation steps on a packaged food item.

Read and follow instructions for playing a simple board or card game.

Read and follow short, simple directions (in an online reference source) to a location.

Read and follow instructions to prepare and set up for a workplace event.

Reading – Benchmark 4

III. Getting Things Done

• Get information from simple formatted texts (such as forms, tables, schedules and directories).
  – Identifies layout and specific information.
  – Identifies type and purpose.
• Get information from short business or service texts (such as brochures, notices, form letters and flyers).
  – Identifies type and purpose.
  – Finds main ideas, specific information and key details.
  – Compares facts and information to make choices.
  – Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Use a bus or train schedule to plan the arrival and departure times for an upcoming trip.

Use a telephone directory (print or online) to locate the closest medical clinic.

Find an advertisement to match a list of apartment rental requirements.

Read a short notice from a bank about a credit card renewal.

Read basic safety rules on a workplace poster.

IV. Comprehending Information

• Understand the purpose, main idea, key information and specific details in simple, short texts related to everyday familiar and personally relevant situations and topics.

  [Texts may be supported by graphics, charts, tables, illustrations or diagrams.]

  – Gets the overall meaning.
  – Identifies type and purpose of the text.
  – Finds key information and specific details.
  – Compares simple information.
  – Identifies meanings of connective words between sentences in a narrative sequence.
• Access simple standard reference texts (such as dictionaries and encyclopedias).
  – Finds relevant information.
  – Identifies overall meaning.
  – Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Read a short news article (print or online) to get the details.

Use a simple statistical table (print or online) listing place of birth and number of people in Canada to identify where most immigrants come from.

Read a simple description of an event or phenomenon and locate a few concrete facts.

Read a simple description about a company and locate a few concrete facts (when it started, what it does, how many people it employs).

Use an online encyclopedia to find relevant information for a class project.

Read simple advertisements of 2 products to decide which product to buy.

Some Features of Communication Across Stage I Reading

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Texts are paper-based or digital/online.	• Texts are paper-based or digital/online.	• Texts are paper-based or digital/online.	• Texts are paper-based or digital/online.
• Texts have a clear font or legible printing and a very simple layout.	• Texts have a clear font or legible printing and a very simple layout.	• Texts have a clear font or legible printing and a simple layout.	• Texts have a clear font or legible printing and a simple layout.
• Texts are very sparse with simple, clear organization.	• Texts are very sparse with simple, clear organization.	• Texts are sparse with clear organization.	• Texts are sparse with clear organization.
• Continuous texts are very short (from a simple phrase to a few very short sentences).	• Continuous texts are very short (up to about 5 to 7 very simple sentences).	• Continuous texts are short (up to about 2 paragraphs) and include mostly descriptive and narrative genres.	• Continuous texts are short (up to about 3 paragraphs) and include mostly descriptive and narrative genres.
• Formatted texts are very short and simple and may include maps, diagrams and common forms, signs and symbols.	• Formatted texts are very short and simple and may include basic common forms, simplified maps, diagrams, labels, tables, schedules and very simple common flyers.	• Formatted texts are short and simple, with clear labels, and may include forms, tables, graphs, maps, schedules, directories, and short brochures and flyers.	• Formatted texts are simple, with clear labels and may include forms, tables, schedules, directories, graphs, and short business brochures and flyers.
• Common and familiar visuals are almost always included to support meaning.	• Common and familiar visuals are often included to support meaning.	• Visuals are sometimes included to support meaning.	• Visuals are sometimes included to support meaning.
• Instructions are 1 step, in simple phrases and for highly common and familiar tasks and routines.	• Instructions are 1 to 4 steps, in single phrases or short sentences and for common and familiar tasks and routines.	• Instructions or instructional texts are 1 to 5 steps and for familiar tasks and procedures.	• Instructions or instructional texts are for 1 to 6 steps and for familiar procedures.
• Language is very simple, concrete and factual.	• Language is very simple, concrete and factual.	• Language is simple, concrete and factual.	• Language is simple, concrete and factual with a few common idioms.
• Topics are familiar and related to immediate personal needs.	• Topics are familiar and related to immediate personal needs.	• Topics are familiar, personally relevant and predictable.	• Topics are mostly familiar, personally relevant and predictable.
• Responses to tasks do not require much writing, if any, but can require circling, matching, checking off items or filling in blanks.	• Responses to tasks do not require much writing, if any, but can require circling, matching, checking off items or filling in blanks.	• Responses to tasks do not require much writing, if any, but can require circling, matching, checking off items or filling in blanks.	• Responses to tasks do not require much writing, if any, but can require circling, matching, checking off items or filling in blanks.
• Context is non-demanding.	• Context is non-demanding.	• Context is non-demanding.	• Context is non-demanding.

Note: Length and density of text determine the degrees of simplicity across Reading Stage I.

Stage II
Reading

Benchmarks 5-8

Stage II spans the range of abilities required to function independently in most familiar situations of daily social, educational and work-related life experience, and in some less predictable contexts (moderately demanding contexts of language use).

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
The reader can: Understand simple and some moderately complex texts in predictable, practical and relevant social, educational and work-related situations.	**The reader can:** Understand an adequate range of moderately complex texts in predictable, practical and relevant social, educational and work-related situations.	**The reader can:** Understand an expanding range of moderately complex texts in less predictable but relevant social, educational and work-related situations.	**The reader can:** Understand most moderately complex texts in less predictable but relevant social, educational and work-related situations.
When the text is: • Mostly concrete, factual and descriptive • With mostly common and some abstract or specialized vocabulary and occasional high-frequency idioms • Sometimes supported by visuals • Relatively short • In moderately demanding contexts	**When the text is:** • Mostly concrete, factual and descriptive • With mostly common and some abstract or specialized vocabulary and occasional idioms • Occasionally supported by visuals • Relatively short • In moderately demanding contexts	**When the text is:** • Factual, descriptive or argumentative; with opinions, explicit and implied meanings • With concrete, abstract or specialized vocabulary, and some idioms • Moderate in length • In moderately demanding contexts	**When the text is:** • Factual, descriptive or argumentative; with opinions, explicit and implied meanings • With a range of concrete, abstract and specialized vocabulary and idiomatic language • Moderate in length • In moderately demanding contexts
Demonstrating these strengths and limitations: • Identifies purpose, main ideas, important details and links between paragraphs • Finds some information to make comparisons • Occasionally guesses the meaning of unknown terms, phrases and idioms from the context without a dictionary • Often rereads and needs clarification • Comprehension is based on knowledge of basic grammar and some developing understanding of complex sentences and structures • Identifies some different styles and registers • Uses a bilingual dictionary regularly; begins to use a concise unilingual ESL dictionary	**Demonstrating these strengths and limitations:** • Identifies purpose, main ideas, specific factual details and some implied meanings • Finds specific, detailed information for comparing and contrasting • Sometimes guesses the meaning of unknown terms, phrases or idioms from the context without a dictionary • May reread and ask for clarification • Comprehension is based on a developing understanding of complex sentences and structures • Identifies an expanding range of different styles and registers • Uses a concise unilingual ESL dictionary regularly	**Demonstrating these strengths and limitations:** • Identifies purpose, main ideas, specific details and many implied meanings • Finds, integrates, compares and contrasts information • Often guesses the meaning of unknown terms, phrases and idioms from the context • Comprehension is based on a developing understanding of an increasing range of complex sentences and structures • Identifies a range of different styles and registers • Uses a unilingual dictionary to confirm and refine interpretation of unknown terms	**Demonstrating these strengths and limitations:** • Identifies purpose, main ideas, specific details and implied meanings, as well as mood, attitude and register • Finds, integrates, compares, contrasts and analyzes information • Usually guesses the meaning of unknown terms, phrases and idioms from the context, but often requires clarification of less common idioms, cultural references and figures of speech • Comprehension is based on an understanding of an adequate range of complex sentences and structures • Identifies a wide range of different styles and registers • Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

Knowledge and Strategies
Stage II Reading

These are some things that may need to be learned as an individual moves through Stage II Reading.

Grammatical Knowledge

Recognition and understanding of:

- Expanded range of concrete (and some abstract), idiomatic and technical vocabulary relating to common knowledge, facts, opinions, feelings, ideas, and basic concepts and applications relating to numeracy, science, technology, social issues, Canadian citizenship, literature, media, health, education, jobs and occupations, financial and consumer services

- Grammar and syntax structures to interpret texts (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)

- Conventions of mechanics and punctuation and how they are used to organize the text and create rhythm, emphasis, etc.

Textual Knowledge

Recognition of:

- Cohesion links to interpret text signalling contrasts or illustrations by example (such as conjunctive adverbs or adverbials)

- Paragraph structure and relationships between paragraphs (such as opening/introduction, development/body and conclusion/closing)

- Discourse indicators and patterns signalling contrasts, cause and effect or illustrations by example (such as conditionals)

- Genre or rhetorical forms and their roles in interpretation and coherence

- Textual organization of common written formats in expanded contexts, including workplace settings (such as formats of personal and business letters, memos, reports, email messages and notes)

- Expanded inventory and comprehension of linguistic, rhetorical and stylistic devices for narrating, reporting, describing and arguing a point in reading texts and written discourse

Functional Knowledge

Recognition of:

- Purposes and authors' intents

- Common types of humour and jokes

Ability to:

- Decode print

- Recognize words and formulaic expressions by sight (to assist bottom-up reading comprehension and processing)

- Read stories, poetry, rhymes, and newspaper and magazine articles for enjoyment and sociability

Sociolinguistic Knowledge

Recognition and understanding of:

- Expanded formal, informal, idiomatic and some literary language

- Cultural references

- Content and socio-cultural information, language and discourse formats relating to specific tasks (such as in social interaction texts, business/service texts)

Strategic Competence

Ability to use:

- Different reading techniques according to the purpose of the task (such as skimming to get the gist, scanning to locate detailed information, speed reading and in-depth reading)

- Information search skills (including dictionary use) and computer/Internet literacy skills

- Textual and contextual clues to interpret text (such as literal and inferential comprehension, reading between the lines, drawing conclusions and predicting outcomes)

- Critical skills (such as evaluating and judging) to interpret written texts

Reading – Benchmark 5

Profile of Ability

The reader can:

Understand simple and some moderately complex texts in predictable, practical and relevant social, educational and work-related situations.

When the text is:

- Mostly concrete, factual and descriptive
- With mostly common and some abstract or specialized vocabulary and occasional high-frequency idioms
- Sometimes supported by visuals
- Relatively short
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Identifies purpose, main ideas, important details and links between paragraphs
- Finds some information to make comparisons
- Occasionally guesses the meaning of unknown terms, phrases and idioms from the context without a dictionary
- Often rereads and needs clarification
- Comprehension is based on knowledge of basic grammar and some developing understanding of complex sentences and structures
- Identifies some different styles and registers
- Uses a bilingual dictionary regularly; begins to use a concise unilingual ESL dictionary

I. Interacting with Others

- Understand simple to moderately complex personal and public social messages (such as those conveying compliments, invitations, likes, dislikes and preferences) related to a familiar context.
  - Identifies specific factual details and implied meanings.
  - Identifies purpose of the message.
  - Identifies reader/writer relationship.
  - Identifies mood and attitude of the writer.
  - Identifies context, register and style.
  - Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Read an email message or letter from a friend containing a discussion of interests. Identify the likes, dislikes and preferences expressed.

Read letters to an advice columnist in the newspaper to decide whether you agree with the advice given.

Read a workplace email message about a company fundraising event to decide whether to participate.

II. Comprehending Instructions

- Understand simple to moderately complex, step-by-step instructions and instructional texts for multistep procedures related to everyday situations.

  [Instructions are about 7 to 10 steps, presented in point form or in a text of about 2 or 3 paragraphs with some visual clues to support comprehension.]
  - Interprets sequence and location signals (such as *first*, *next* and *before*).
  - Follows instructions and directions by responding with actions as required to complete task.
  - Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Follow instructions on how to unclog a drain using a commercial product.

Read an instructional text on the prevention and treatment of burns at home or in a work setting.

Follow directions on how to navigate an alternative route during a road closure.

Reading – Benchmark 5

III. Getting Things Done

• Locate and use 1 or 2 pieces of information from moderately complex formatted texts (such as standard maps, charts, forms, tables, schedules, directories or website navigation menus).
  – Identifies layout and organization of text to find the information needed.
  – Finds and uses 1 or 2 pieces of information.
• Get information from simple to moderately complex business or service texts (such as public announcements, brochures, notices, business letters and flyers).
  – Gets the gist.
  – Identifies key information and finds specific details.
  – Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Use 2 bus or train schedules to plan a trip that involves a stopover or transfer. Locate departure and arrival times to coordinate the travel.

Read a brochure about a training program to determine its suitability for one's own needs.

Read a memo posted in a workplace or institution giving information about a new policy.

IV. Comprehending Information

• Understand simple to moderately complex descriptive or narrative texts on familiar topics.
  – Identifies organization of text and links between paragraphs.
• Interpret information contained in formatted texts (such as diagrams, tables, graphs or website navigation menus).
• Access and locate basic information from reference sources.
  – Scans to locate relevant terms to access the information needed.
  – Accesses relevant information through a navigational source (Internet search engine, website, table of contents, index, glossary).
  – Locates 2 relevant pieces of information in reference sources.
  – Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Read a plain-language text about legislation relevant to own situation, such as employment standards, landlord or tenant law, or driving regulations.

Interpret a simple chart to explain a familiar government process (such as how a law is passed).

Read 2 or 3 movie reviews online to make a decision about which movie to see.

Use an online resource (such as an occupational database) to find key information about own occupation or target occupation in Canada.

Profile of Ability

The reader can:

Understand an adequate range of moderately complex texts in predictable, practical and relevant social, educational and work-related situations.

When the text is:

- Mostly concrete, factual and descriptive
- With mostly common and some abstract or specialized vocabulary and occasional idioms
- Occasionally supported by visuals
- Relatively short
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Identifies purpose, main ideas, specific factual details and some implied meanings
- Finds specific, detailed information for comparing and contrasting
- Sometimes guesses the meaning of unknown terms, phrases or idioms from the context without a dictionary
- May reread and ask for clarification
- Comprehension is based on a developing understanding of complex sentences and structures
- Identifies an expanding range of different styles and registers
- Uses a concise unilingual ESL dictionary regularly

I. Interacting with Others

- Understand moderately complex social messages (such as those conveying announcements, cancellations of arrangements and apologies) related to a personal experience or a familiar context.
  - Identifies specific factual details and implied meanings.
  - Identifies the purpose.
  - Identifies reader/writer relationship.
  - Identifies mood and attitude of the writer.
  - Identifies the context.
  - Demonstrates strengths and limitations typical of Reading Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Read an invitation to a fundraising event to decide whether or not to attend by reviewing purpose, formality, details about the occasion and expectations of participants.

Read an email message in which a friend or family member apologizes for a remark or incident that may have been hurtful and explains the reasons for the inappropriate behaviour.

II. Comprehending Instructions

- Understand moderately complex instructions and instructional texts for multistep procedures related to everyday situations, where the sequence must be inferred.

  [Instructions are up to 10 steps, presented partially in point form or in a text of about 3 to 5 paragraphs; not always step by step; some visual clues may support comprehension.]
  - Interprets sequence and location signals and implied meanings to infer the correct sequence.
  - Follows instructions as required to complete the task.
  - Demonstrates strengths and limitations typical of Reading Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Read and follow instructions and warnings on a label for a common chemical product (such as cleaning products, paint thinner) used at home or at work.

Follow security instructions and safety regulations at work.

Read instructions on submitting an application for post-secondary study and follow the steps in the correct order. *(Before submitting your application, ensure that you have your academic transcript and 3 reference letters. Within 3 weeks of an offer of acceptance, submit payment for the first installment.)*

Reading – Benchmark 6

III. Getting Things Done

• Locate and use 2 or 3 pieces of information from moderately complex formatted texts (such as maps, course calendars, directories or website navigation menus).
  – Identifies layout and organization of text to find the information needed.
  – Finds 2 or 3 pieces of information by scanning the text.

• Get information from moderately complex business/service texts containing advice, requests or detailed specifications.
  – Identifies main ideas, factual details and some implied meanings.
  – Identifies the writer's purpose, intent, mood and attitude in sections of text.
  – Demonstrates strengths and limitations typical of Reading Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Read a cover letter for a job and determine the applicant's interest and suitability for the position.

Read product specifications to determine suitability (such as an appliance's specifications and its suitability for the size of your family).

Find 2 courses of interest in a course calendar for an adult education institution.

Locate information about used merchandise on 2 or 3 websites to find the best deal on an item needed.

IV. Comprehending Information

• Understand moderately complex descriptive or narrative texts on familiar topics.
  – Distinguishes facts from opinions.
  – Retells or summarizes.
  – Identifies organization of text and links between paragraphs.

• Interpret information contained in formatted texts (such as diagrams, tables, graphs or website navigation menus).
  – Identifies purpose, main ideas and key details in prose or formatted texts.
  – Compares facts to make choices.

• Access, locate and compare 2 or 3 pieces of information from online reference sources.
  – Accesses relevant information using effective search strategies.
  – Demonstrates strengths and limitations typical of Reading Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Read a short health or business report or a current news item.

Read and interpret a graph or table showing crime data over time to offer a general opinion about crime rates.

Read about a familiar health problem in 2 different online sources. Compare the information and consider the recommendations.

Read a course outline (for a non-language course) on a class homepage. Based on the outline, determine how much work will be required, how grades will be determined and how strict or relaxed the course will be.

Reading – Benchmark 7

Profile of Ability

The reader can:

Understand an expanding range of moderately complex texts in less predictable but relevant social, educational and work-related situations.

When the text is:

- Factual, descriptive or argumentative; with opinions, explicit and implied meanings
- With concrete, abstract or specialized vocabulary, and some idioms
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Identifies purpose, main ideas, specific details and many implied meanings
- Finds, integrates, compares and contrasts information
- Often guesses the meaning of unknown terms, phrases and idioms from the context
- Comprehension is based on a developing understanding of an increasing range of complex sentences and structures
- Identifies a range of different styles and registers
- Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

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I. Interacting with Others

- Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).
  - Identifies specific factual details and implied meanings.
  - Identifies the purpose of the message.
  - Identifies the reader/writer relationship.
  - Identifies the mood and attitude of the writer.
  - Identifies context, register and style.
  - Demonstrates strengths and limitations typical of Reading Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Read a letter or email from a co-worker conveying feelings about some bad news or expressing disappointment about not getting a promotion.

Read a letter from a family physician announcing that she has accepted an offer for a new position and requesting acceptance and support for the recent medical school graduate who will be taking over the practice.

Read an email from a friend conveying opinions about a current event or social issue to decide whether to agree or disagree.

II. Comprehending Instructions

- Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.

  [Instructions are about 10 to 13 steps in a clear and explicit text of about 5 to 10 paragraphs, not always presented step by step.]

  - Interprets sequence and location signals and implied meanings to infer the correct sequence.
  - Follows instructions as required to complete the task.
  - Demonstrates strengths and limitations typical of Reading Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Read and follow instructions, including diagrams on how to assemble a piece of furniture or equipment.

Read and follow instructions on how to remove a computer virus and prevent further virus infection.

Read and follow instructions on how to conduct a moderately complex science experiment.

Reading – Benchmark 7

III. Getting Things Done

- Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).

  [Formatted texts can contain multiple pieces of information organized in sections with subsections.]

  – Identifies layout and organization of text to find the information needed.

  – Finds and uses 3 or 4 pieces of information by scanning the text.

- Get information from moderately complex business/service texts containing assessments, evaluations and advice.

  – Identifies main ideas, key details and some implied meanings.

  – Identifies the writer's purpose, intent, mood and attitude in sections of text.

  – Scans text and makes inferences to select relevant information.

  – Demonstrates strengths and limitations typical of Reading Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Read a complaint letter from a customer or client to determine appropriate action.

Obtain information from public health advisories, municipal notices, violation notices, or community newsletters and bulletins. Decide on action for a personal or family health concern.

Scan a course calendar (either online or in print) to locate eligibility requirements for a particular program, its start date and any pre-requisites.

Read a workplace performance review to determine how successful the employee has been in meeting objectives and what areas require improvement over the next year.

IV. Comprehending Information

- Understand moderately complex extended descriptions, reports and narrations on familiar topics.

  – Distinguishes facts from opinions.

  – Evaluates ideas in text to draw conclusions.

  – Identifies organization of text and links between paragraphs.

- Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).

  – Follows the sequence of a narration or process.

- Access, locate and integrate information from online reference sources.

  – Accesses relevant information using effective search strategies.

  – Compares 3 or 4 pieces of information from different reference sources.

  – Demonstrates strengths and limitations typical of Reading Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Read and paraphrase a short research report for an academic assignment.

Interpret a chart of tasks (such as a Gantt chart) in a work plan for a group project to understand the sequence of steps.

Access and read coverage of a current event on several news websites to compare coverage of the event.

Reading – Benchmark 8

Profile of Ability

The reader can:

Understand most moderately complex texts in less predictable but relevant social, educational and work-related situations.

When the text is:

- Factual, descriptive or argumentative; with opinions, explicit and implied meanings
- With a range of concrete, abstract and specialized vocabulary and idiomatic language
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Identifies purpose, main ideas, specific details and implied meanings, as well as mood, attitude and register
- Finds, integrates, compares, contrasts and analyzes information
- Usually guesses the meaning of unknown terms, phrases and idioms from the context, but often requires clarification of less common idioms, cultural references and figures of speech
- Comprehension is based on an understanding of an adequate range of complex sentences and structures
- Identifies a wide range of different styles and registers
- Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

I. Interacting with Others

- Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).
  - Identifies specific factual details and implied meanings.
  - Identifies the purpose of the message.
  - Identifies the reader/writer relationship.
  - Identifies the mood and attitude of the writer.
  - Identifies context and situation.
  - Identifies register and style.
  - Demonstrates strengths and limitations typical of Reading Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Read a politician's blog post about a current issue, and infer point of view and political inclination to agree or disagree with the views expressed.

Read a letter from a city bylaw department notifying of a neighbour's complaint to determine how to respond.

Read a workplace policy manual to determine how to address a customer's complaint.

II. Comprehending Instructions

- Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.

  [Instructions are about 10 to 13 steps in a clear and explicit text of about 8 to 15 paragraphs, not always presented step by step.]

  - Interprets sequence and location signals and implied meanings.
  - Infers the correct sequence.
  - Follows instructions as required to complete a task.
  - Demonstrates strengths and limitations typical of Reading Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Follow multistep instructions to program a common appliance or other small electronic item.

Read and follow instructions for performing cardiopulmonary resuscitation (CPR) to prepare for a first aid certificate test.

Read and follow health regulations for workplace food storage procedures to avoid problems such as spoilage or cross-contamination.

Reading – Benchmark 8

III. Getting Things Done

- Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.

  [Formatted texts can be visually complex and contain multiple pieces of information organized in sections with subsections.]

  – Identifies layout and organization of text to find the information needed.

  – Finds and integrates 3 or 4 pieces of information for comprehension and use.

- Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.

  – Identifies main ideas, key details and implied meanings.

  – Identifies the writer's purpose, intent, mood and attitude in sections of text.

  – Scans text and makes inferences to select the relevant information.

  – Demonstrates strengths and limitations typical of Reading Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Read a declaration of rights and responsibilities to be able to explain them to a client, patient or student.

Access and interpret online tables (such as those for child support or taxation) to determine or inform others about eligibility or payments based on a financial situation.

Read the Material Safety Data Sheet (MSDS) of a new workplace product to identify hazardous reactions and emergency procedures.

IV. Comprehending Information

- Understand moderately complex extended descriptions, feature articles, reports and narrations.

  – Identifies organization of text and links between paragraphs.

  – Follows sequences of narrations or processes.

  – Locates and integrates relevant information across paragraphs/sections of the text.

  – Evaluates ideas in text, draws conclusions, compares with own opinion.

- Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).

  – Presents the information contained in charts, diagrams and graphs in an alternate form.

  – Analyzes information, supporting details, implied meanings, and writer's point of view.

- Access, locate and integrate several pieces of information from relevant online reference sources.

  – Accesses information using effective search strategies.

  – Demonstrates strengths and limitations typical of Reading Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Read a letter to the editor about a proposed law to identify the writer's point of view.

Interpret a chart on average income in Canada based on family type to inform others about conditions in Canada.

Locate and use an online source (such as the Statistics Canada website) for accurate Canadian demographic statistics.

Read and interpret workplace charts (such as patient health status chart for nurses or equipment maintenance charts for technologists) for use in one's own occupation.

Some Features of Communication Across Stage II Reading

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Texts are paper-based or digital/online.	• Texts are paper-based or digital/online.	• Texts are paper-based or digital/online.	• Texts are paper-based or digital/online.
• Formatted texts are moderately complex and may include maps, forms, tables, schedules, directories, course calendars and graphs.	• Formatted texts are moderately complex and may include maps, forms, tables, schedules, directories, course calendars and graphs.	• Formatted texts are moderately complex and may include forms, tables, schedules, directories, course calendars and graphs.	• Formatted texts are moderately complex and may include forms, tables, schedules, directories, course calendars, graphs and website navigation menus.
• Instructions or instructional texts are clear and explicit and are for 7- to 10-step routine procedures that are presented step by step.	• Instructions or instructional texts are clear and explicit and are for 10-step routine procedures that are not always presented step by step.	• Instructions or instructional texts are clear and explicit and are for 10- to 13-step procedures that are not always presented step by step.	• Instructions or instructional texts are clear and explicit and are for extended multistep, established procedures that are not always presented step by step.
• Continuous texts are moderately complex and may include narrative, descriptive and some literary genres.	• Continuous texts are moderately complex and may include narrative, descriptive and some literary genres.	• Continuous texts are moderately complex and may include narrative, descriptive, argumentative, persuasive and literary genres.	• Continuous texts are moderately complex, and may include narrative, descriptive, argumentative, persuasive and literary genres.
• Length of continuous text is relatively short (up to about 1 page), as dictated by the topic, purpose, genre and context.	• Length of continuous text is relatively short (up to about 2 pages), as dictated by the topic, purpose, genre and context.	• Length of continuous text is moderate (up to about 4 pages), as dictated by the topic, purpose, genre and context.	• Length of continuous text is moderate (up to about 5 pages), as dictated by the topic, purpose, genre and context.
• Language is mostly factual, concrete and literal, with some abstract words.	• Language is mostly factual, concrete and literal, but may also be abstract and specialized.	• Language is concrete or abstract and may be specialized.	• Language is concrete or abstract and may be specialized.
• Topics are personally relevant, mostly familiar and predictable.	• Topics are personally relevant, mostly familiar and partly predictable.	• Topics are personally relevant, mostly familiar and partly predictable.	• Topics are personally relevant but are not always familiar or predictable.
• Context is moderately demanding.	• Context is moderately demanding.	• Context is moderately demanding.	• Context is moderately demanding.

Note: Text length is provided only as a very general reference to suggest how tolerance for focused attention may build across Reading Stage II. Length does not necessarily determine the degrees of moderate complexity.

Stage III
Reading

Benchmarks 9-12

Stage III spans the range of abilities required to communicate effectively, accurately and fluently, with an appropriate sense of register, distance, formality and style in situations that are becoming increasingly unpredictable and unfamiliar (demanding contexts of language use).

Profiles of Ability Across Stage III Reading

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
The reader can:	**The reader can:**	**The reader can:**	**The reader can:**
Understand an adequate range of complex texts in some unpredictable contexts and on some unfamiliar topics.	Understand an expanding range of complex multipurpose texts in many unpredictable contexts and on many unfamiliar topics.	Understand an expanded range of complex multipurpose texts in most unpredictable contexts and on most unfamiliar topics.	Understand complex unfamiliar multipurpose texts in a broad variety of styles and formats across a range of situations and contexts that are demanding and unpredictable.
When the text is:	**When the text is:**	**When the text is:**	**When the text is:**
• Linguistically complex and may include some idiomatic and figurative language • With abstract, conceptual or specialized vocabulary • Visually complex and lengthy or dense • In demanding contexts	• Linguistically complex and may include some idiomatic and figurative language • With abstract, conceptual or specialized vocabulary • Visually complex and lengthy or dense • In demanding contexts	• Propositionally and linguistically complex and may include sophisticated reasoning, implicit subtleties, highly idiomatic and figurative language and socio-cultural references • With abstract, conceptual or specialized vocabulary • Visually complex and lengthy or dense • In demanding contexts	• Propositionally and linguistically complex and may include sophisticated reasoning, implicit subtleties, highly idiomatic and figurative language, and socio-cultural references • With abstract, conceptual or specialized vocabulary • Visually complex and lengthy or dense • In demanding contexts
Demonstrating these strengths and limitations:	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**	**Demonstrating these strengths and limitations:**
• Identifies purpose, main ideas, supporting details, author's intent, mood, attitude and point of view from stated and implied information • Uses knowledge of styles to assist in comprehension • Uses inference to integrate several pieces of stated information across paragraphs or sections of text • Separates relevant from irrelevant details • Paraphrases key points • Uses knowledge of complex grammar and syntax to interpret nuances in texts • Often has difficulty interpreting low-frequency idioms, cultural references and figures of speech • Uses a unilingual dictionary to confirm and refine interpretation of unknown terms	• Identifies purpose, main ideas, supporting details, author's intent, mood, attitude and point of view, values and assumptions from stated and implied information • Uses knowledge of styles and registers to assist in comprehension • Uses inference to integrate several pieces of stated and implied information throughout the text • Separates relevant from irrelevant details • Paraphrases and summarizes key points • Uses knowledge of complex grammar and syntax to interpret nuances in texts • Sometimes has difficulty interpreting low-frequency idioms, cultural references and figures of speech • Uses a unilingual dictionary to confirm and refine interpretation of unknown terms	• Identifies purpose, main ideas, author's intent, mood, attitude and point of view, line of reasoning and structure • Uses knowledge of styles, registers and language varieties to assist in comprehension • Uses inference to integrate stated and implied information throughout a single text or across multiple texts • Separates relevant from irrelevant details • Summarizes and critically evaluates content • Occasionally has difficulty interpreting low-frequency idiomatic and figurative language, colloquialisms and cultural references • Uses reference materials as required to support communication	• Identifies purpose, main ideas, author's intent, mood, attitude and point of view, line of reasoning and structure • Uses knowledge of styles, registers and language varieties to assist in comprehension • Uses inference to integrate stated and implied information throughout a single text or across multiple texts • Separates relevant from irrelevant details • Summarizes and critically evaluates content • Interprets most idiomatic and figurative language, colloquialisms and cultural references • Uses reference materials as required to support communication

Knowledge and Strategies
Stage III Reading

These are some things that may need to be learned as an individual moves through Stage III Reading.

Grammatical Knowledge

Recognition and understanding of:

- Complex polysyllabic and technical words, and lexical phrases
- Complex grammar and syntax structures to interpret nuances of meaning (such as past conditionals, past or future perfect passive, perfect or past infinitives, subordinate adverbial clauses, subordinating conjunctions and modals to express logical deduction)
- Grammatical and rhetorical features in specific academic and professional domains (such as the use of passive voice in technical texts, heavy nominalizations in most technical and formal official texts, and register-specific vocabulary and expressions)
- Wide range of concrete, abstract, idiomatic and technical language, and academic discourse relating to complex concepts and applications of sciences, technology, social sciences, humanities and other academic and professional and occupational domains
- Conventions of mechanics and punctuation and how they are used to organize the text and create rhythm, emphasis, etc.

Textual Knowledge

Recognition and understanding of:

- Wide range of cohesion links in complex, multi-clause sentences, as well as links between sentences and paragraphs

Functional Knowledge

Recognition and understanding of:

- Rhetorical organization of information in academic and professional texts (such as the organization of a literature review report, a thesis or a proposal; a typical rhetorical structure of a technical journal article, e.g., experimental vs. non-experimental)
- The purposes of texts and writers' intentions
- Humour, jokes, stories, poetry and rhymes

Sociolinguistic Knowledge

Understanding of:

- Expanded informal, formal, idiomatic, colloquial and literary language
- Content and socio-cultural knowledge, language and discourse formats relating to workplace/business communications and to specific academic disciplines
- Cultural references in texts
- Appropriate register and level of formality
- Sources of news and articles for professional and academic purposes (such as journals, online repositories and research portals relating to specific disciplines)

Strategic Competence

Ability to use:

- Computer/Internet literacy and information search skills, including literacy in multimedia genres that combine text, video, sound, graphics, scientific formulas, animations and demonstrations
- Context clues to interpret text (such as inference, reading between the lines, drawing conclusions, predicting outcomes, identifying implicit assumptions)
- Context clues, background knowledge and interpretive skills to interpret stylistic and rhetorical features of text
- Paraphrasing and summarizing skills
- Critical skills in decoding text

Reading – Benchmark 9

Profile of Ability

The reader can:

Understand an adequate range of complex texts in some unpredictable contexts and on some unfamiliar topics.

When the text is:

- Linguistically complex and may include some idiomatic and figurative language
- With abstract, conceptual or specialized vocabulary
- Visually complex and lengthy or dense
- In demanding contexts

Demonstrating these strengths and limitations:

- Identifies purpose, main ideas, supporting details, author's intent, mood, attitude and point of view from stated and implied information
- Uses knowledge of styles to assist in comprehension
- Uses inference to integrate several pieces of stated information across paragraphs or sections of text
- Separates relevant from irrelevant details
- Paraphrases key points
- Uses knowledge of complex grammar and syntax to interpret nuances in texts
- Often has difficulty interpreting low-frequency idioms, cultural references and figures of speech
- Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

I. Interacting with Others

- Understand complex written communication (such as editorials, letters to the editor, personal essays and fiction) conveying general opinions and points of view.

[Texts may contain stated and implied expressions of opinions and personal perspectives.]

 – Identifies and explains the author's point of view.
 – Identifies or infers mood and attitude.
 – Identifies the purpose of the text and its parts.
 – Draws inferences about the author's implied meanings in different sections of the text.
 – Identifies context and situation.
 – Identifies register, style and language variety.
 – Demonstrates strengths and limitations typical of Reading Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Read 2 editorials on the same issue or topic in occupation-specific journals to compare the different perspectives (points of view, mood and attitude).

Read 3 letters to the editor on the same issue to identify the points of view and infer personal attitudes and emotions.

Read a professor's critique of a student's essay to identify the professor's opinion, attitude and point of view.

II. Comprehending Instructions

- Understand formal instructions for familiar procedures in complex texts containing advisories, recommendations, policies and regulations.

[Comprehending the instructions requires integrating several pieces of information; instructions are clear and explicit but not always presented step by step.]

 – Locates and integrates several pieces of information in texts to explain and follow instructions accurately.
 – Paraphrases instructions accurately.
 – Demonstrates strengths and limitations typical of Reading Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Read official exam policies and related instructions at various educational institutions to inform and prepare students.

Read instructions on how to outline, research, write, edit and proofread an essay to inform others in a study group.

Read and understand government compliance regulations, such as health and safety regulations.

Read policy and procedure manuals regarding workplace harassment or discrimination to help a co-worker with a complaint.

Reading – Benchmark 9

III. Getting Things Done

- Obtain and accurately interpret information from complex texts to inform significant decisions.
  - Locates and integrates several pieces of stated and implied information.
  - Reads carefully to locate and interpret detailed information, including fine print.
  - Demonstrates strengths and limitations typical of Reading Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Read the details, including fine print, in product warranties or insurance contracts to determine rights and coverage.

Compare complex information about benefits and entitlements in similar positions at 2 different companies to make a decision about purchasing coverage.

Read formal business letters, employment benefit documents, employment contracts, public reports and business articles to increase one's ability to advocate for self in the workplace.

IV. Comprehending Information

- Understand the organization, underlying structure and development of ideas in complex texts.
  - Identifies the main idea and describes how it is developed and supported.
  - Identifies specific details, facts, concepts and ideas.
  - Reorganizes the text components into a chart or other visual display that clearly shows how they are developed through the supporting details.
  - Identifies organization of text, topic sentences, logical relationship connections between paragraphs and thematic patterns.
- Interpret information contained in complex formatted texts (such as charts, graphs and diagrams).
  - Presents, in an alternate form, information contained in complex formatted texts.
- Conduct a complex search of online reference sources to research a defined topic that is limited in scope.
  - Accesses appropriate information sources.
  - Uses effective search strategies.
  - Obtains relevant and current information.
  - Demonstrates strengths and limitations typical of Reading Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Study a theory for an academic course to make a detailed outline that displays the premise statement (hypothesis), the supporting details and the conclusion.

Read multiple workplace activity or productivity charts to analyze the data and summarize key trends in a graph.

Use a detailed family tree to recreate biographical and historical information.

Gather detailed information about a specific research skill or a learning strategy from several relevant online sources to improve own study skills.

Reading – Benchmark 10

Profile of Ability

The reader can:

Understand an expanding range of complex multipurpose texts in many unpredictable contexts and on many unfamiliar topics.

When the text is:

- Linguistically complex and may include some idiomatic and figurative language
- With abstract, conceptual or specialized vocabulary
- Visually complex and lengthy or dense
- In demanding contexts

Demonstrating these strengths and limitations:

- Identifies purpose, main ideas, supporting details, author's intent, mood, attitude and point of view, values and assumptions from stated and implied information
- Uses knowledge of styles and registers to assist in comprehension
- Uses inference to integrate several pieces of stated and implied information throughout the text
- Separates relevant from irrelevant details
- Paraphrases and summarizes key points
- Uses knowledge of complex grammar and syntax to interpret nuances in texts
- Sometimes has difficulty interpreting low-frequency idioms, cultural references and figures of speech
- Uses a unilingual dictionary to confirm and refine interpretation of unknown terms

I. Interacting with Others

- Understand complex written communication (such as editorials, letters to the editor, personal essays and fiction) conveying stated and unstated values and assumptions.
  - Identifies and explains values and assumptions.
  - Identifies or infers mood and attitude.
  - Identifies the purpose of the text and its parts.
  - Draws inferences about the author's implied meanings in sections of the text.
  - Identifies context and situation.
  - Differentiates between facts and opinions.
  - Identifies register, style and language variety.
  - Demonstrates strengths and limitations typical of Reading Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Read 2 editorials on the same issue or topic to identify and discuss implicit differences in values and assumptions.

Read 2 blog postings about a social or political issue (such as taxation, wages or social assistance) to identify implicit assumptions and underlying values in each.

Read an issue-specific webpage, blog or other social media communication to evaluate the position and supporting data and respond appropriately.

II. Comprehending Instructions

- Understand and summarize complex instructional texts about familiar procedures.

  [Comprehending and summarizing the text requires integrating several detailed pieces of information; instructions are clear and explicit, but not presented step by step.]

  - Summarizes the information from the text into clear, comprehensive multistep instructions.
  - Locates and integrates several pieces of information to interpret and follow instructions correctly.
  - Extracts important details and presents instructions in point form.
  - Demonstrates strengths and limitations typical of Reading Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Read instructions from a reputable medical program on how to lose, gain and maintain body weight to explain to a friend or family member.

Extract information from policy and procedure manuals, equipment installation and use manuals, product user guides, health and safety advisories, legal and administrative procedures, and scientific and experimental procedures to reorganize the information into step-by-step procedures.

Use electrical and building codes to help in home maintenance or small renovation.

Reading – Benchmark 10

III. Getting Things Done

- Obtain and accurately interpret information from multiple complex texts to inform significant decisions.

  [Texts are continuous or formatted.]

  – Integrates several pieces of stated and implied information.

  – Interprets information in legal documents and other texts.

  – Identifies the writer's purpose and attitude in business letters.

  – Summarizes information and ideas from multiple texts.

  – Demonstrates strengths and limitations typical of Reading Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Evaluate the validity and logistics of proposed timetables, schedules, programs and itineraries when compared with other variables, such as needs, requirements and availability.

Read a detailed waiver or consent form for a medical procedure to determine the implications of signing or not signing.

Read standard legal documents, formal business reports, financial listings or warranty contracts to make decisions about legal proceedings or investments.

IV. Comprehending Information

- Understand, summarize and evaluate the development of arguments in complex texts (such as lengthy research papers, problem-solution essays or persuasive articles).

  – Identifies fallacies in arguments.

  – Distinguishes a proposition from its argument.

  – Identifies the logical line of argumentation in support of a conclusion.

  – Identifies connective words and phrases that convey causal relationships of manner, purpose, concession and condition.

- Interpret and summarize information and ideas contained in complex formatted texts.

  – Presents, in an alternate form, information contained in complex formatted texts.

- Conduct a complex search of relevant online reference sources to research a topic.

  – Accesses appropriate information sources.

  – Uses effective search strategies and tools.

  – Obtains relevant and current information.

  – Demonstrates strengths and limitations typical of Reading Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Trace the development of an argument or theory in a complex text related to own field or general area of interest to summarize or evaluate it.

Read 2 articles that present opposing views on a proposed real estate development to gather information for a presentation to city council.

Interpret information from questionnaires about the perceived quality of a product to convert the information into percentages, and summarize and chart the most significant findings.

Access and use several online articles about a particular learning strategy to gather information for personal development and to share with others.

Profile of Ability

The reader can:

Understand an expanded range of complex multipurpose texts in most unpredictable contexts and on most unfamiliar topics.

When the text is:

- Propositionally and linguistically complex and may include sophisticated reasoning, implicit subtleties, highly idiomatic and figurative language and socio-cultural references
- With abstract, conceptual, or specialized vocabulary
- Visually complex and lengthy or dense
- In demanding contexts

Demonstrating these strengths and limitations:

- Identifies purpose, main ideas, author's intent, mood, attitude and point of view, line of reasoning and structure
- Uses knowledge of styles, registers and language varieties to assist in comprehension
- Uses inference to integrate stated and implied information throughout a single text or across multiple texts
- Separates relevant from irrelevant details
- Summarizes and critically evaluates content
- Occasionally has difficulty interpreting low-frequency idiomatic and figurative language, colloquialisms and cultural references
- Uses reference materials as required to support communication

I. Interacting with Others

- Understand complex communication conveying disagreement or conflict in social and non-social correspondence related to community, academic and business contexts.

  [Texts may contain stated and implied expressions of disagreement or conflict.]

  – Draws conclusions based on stated and implied information.

  – Identifies or infers mood and attitude.

  – Identifies the purpose of the text and its parts.

  – Identifies and interprets context and situation.

  – Identifies and interprets claims, denials of claims, clarifications and restatements of information.

  – Identifies politeness conventions and their violations.

  – Demonstrates strengths and limitations typical of Reading Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Read documents related to an important human-rights issue in the workplace to support a decision.

Read an evaluation report on the effectiveness of a workplace project to identify the evaluator's attitude, claims and conclusions.

II. Comprehending Instructions

- Understand extensive specialized instructions for unfamiliar, complex procedures.

  [Comprehending the instructions requires integrating several detailed pieces of information.]

  – Follows extensive specialized instructions.

  – Integrates several detailed, extensive pieces of information to complete the procedure.

  – Demonstrates strengths and limitations typical of Reading Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Follow software instructions for an unfamiliar spreadsheet application in order to construct a spreadsheet with formulas.

Read workplace personnel policy instructions, such as procedures for terminating employees, to apply the information to a particular situation.

Follow instructions to determine which method of reporting is required for HST or other business taxes to complete the appropriate paperwork and forms.

III. Getting Things Done

• Obtain and accurately interpret, analyze and evaluate information from multiple complex texts to inform significant decisions and tasks.

[Texts are continuous or formatted.]

– Integrates several pieces of stated and implied information in legal documents and other texts.

– Analyzes and evaluates persuasiveness of business/service texts.

– Identifies persuasive writing techniques and strategies, such as the use of evidence, and how reasons, examples, logical arguments, and ethical and emotional appeals are used.

– Identifies rhetorical devices (such as emotive language and repetition) used in persuasive writing.

– Evaluates appropriateness of persuasive strategies for audiences and purposes.

– Demonstrates strengths and limitations typical of Reading Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Read a persuasive fundraising letter to identify ethics, emotional appeal, persuasiveness and intent.

Interpret various pieces of information in an insurance contract and in a property legal document to determine responsibility for property damage caused by basement flooding.

Analyze sales reports from several regions over time to justify staffing decisions.

Identify rhetorical devices used to create a positive or accepting spin on the information in budgets, plans for future development and press releases in preparation for a presentation at a community or workplace meeting.

IV. Comprehending Information

• Understand, summarize and outline the message, position, assumptions, bias, values and motives from fragments of different texts; support conclusions with evidence.

[Analysis requires selecting relevant from distracting information, and posing conclusions despite competing interpretations.]

– Evaluates ideas, draws conclusions and expresses own opinion.

– Summarizes information into a coherent whole.

– Evaluates multiple pieces of information.

– Infers bias, positions, assumptions, values and motives.

– Identifies attitudinal meanings.

• Analyze, summarize and synthesize information and ideas contained in complex formatted texts.

– Presents, in an alternate form, information contained in multiple complex formatted texts.

• Conduct a complex and comprehensive search of multiple online sources of information related to a specialized topic.

– Accesses appropriate information sources.

– Uses effective search strategies and tools.

– Obtains relevant and current information.

– References sources correctly.

– Determines suitability for purpose.

– Demonstrates strengths and limitations typical of Reading Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Read reports of various parliamentary debates to learn about the motives, values and intentions of an elected member of government.

Interpret production data recorded over time in a number of formats (such as tables and graphs) to identify variances from established norms for a report or proposal.

Access several reports about a specialized topic (such as treatment options for a particular disease, or research reports about the effects of food additives) from key industry-accepted sources to determine suitability for purpose.

Reading – Benchmark 12

Profile of Ability

The reader can:

Understand complex unfamiliar multipurpose texts in a broad variety of styles and formats across a range of situations and contexts that are demanding and unpredictable.

When the text is:

• Propositionally and linguistically complex and may include sophisticated reasoning, implicit subtleties, highly idiomatic and figurative language, and socio-cultural references

• With abstract, conceptual or specialized vocabulary

• Visually complex and lengthy or dense

• In demanding contexts

Demonstrating these strengths and limitations:

• Identifies purpose, main ideas, author's intent, mood, attitude and point of view, line of reasoning and structure

• Uses knowledge of styles, registers and language varieties to assist in comprehension

• Uses inference to integrate stated and implied information throughout a single text or across multiple texts

• Separates relevant from irrelevant details

• Summarizes and critically evaluates content

• Interprets most idiomatic and figurative language, colloquialisms and cultural references

• Uses reference materials as required to support communication

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I. Interacting with Others

• Understand complex communication conveying social politeness and cooperation, or their violations, in social and non-social correspondence.

[Texts may be dense and require high-level inference.]

– Identifies or infers mood and attitude.

– Identifies the purpose of the text and its parts.

– Identifies and evaluates expressions of social politeness and cooperation by linguistic clues, face-saving expressions (messages that convey respect and value for self and others).

– Identifies and evaluates instances of violations of social politeness and cooperation, face threatening talk (messages that convey disapproval, disrespect, challenges to criticism, assumptions about the other, demands).

– Demonstrates strengths and limitations typical of Reading Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Read idiomatic or colloquial communication on online communities to acquire knowledge of current trends and issues as well as topics of interest that are unfamiliar and complex.

Read a workplace performance review and interpret implied meanings in the evaluation of strengths and weaknesses in light of proposed lay-offs.

Read and evaluate a formal letter threatening legal action because of a non-response to a complaint claiming a client was injured by a company product.

II. Comprehending Instructions

• Understand complex instructional texts and evaluate and revise them for clarity.

– Follows instructions.

– Evaluates instructional texts for accuracy, consistency and clarity.

– Evaluates the effectiveness of instructions by using external criteria, such as field testing with users.

– Demonstrates strengths and limitations typical of Reading Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Review detailed, extensive, complex, written instructions on complex tasks (such as how to balance a budget, conduct a staff briefing session, construct a spreadsheet, or conduct and report an experimental study) to ensure accuracy and usability.

Evaluate the clarity and validity of instructions using external criteria, such as a set of best practices.

Reading – Benchmark 12

III. Getting Things Done

- Obtain and accurately interpret, summarize, analyze and evaluate information in multiple complex public and semi-public business texts in relation to their purpose and audience.
  - Evaluates the relevance, validity and appropriateness of content, form, tone and style of texts in relation to text purpose.
  - Evaluates the position and intent of the writer.
  - Identifies stated and implied facts, opinions, mood and attitudes relating to the text.
  - Interprets and evaluates information in complex legal contracts and other documents.
  - Summarizes or presents, in an alternate form, the information and ideas presented in formatted texts.
  - Demonstrates strengths and limitations typical of Reading Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Read and interpret texts related to arbitration, court proceedings and rulings, adjudication decisions in labour union disputes and grievances, or legislative proceedings to determine implications for specific cases.

Read workplace policy proposals or political party stances on legislative bills to summarize the implications of the proposals or bills from several points of view.

IV. Comprehending Information

- Understand the content, organization, language, tone and style of complex, continuous and formatted texts, and evaluate them for validity, appropriateness and relevance.
  - Evaluates appropriateness of information.
  - Evaluates for logical accuracy, clarity and consistency.
  - Interprets information to draw conclusions.
  - Presents, in alternate forms, information contained in multiple complex formatted texts; includes a synthesis and evaluation.
  - Evaluates by established external criteria and standards.
- Conduct a complex and comprehensive search of relevant online reference sources related to a specialized topic.
  - Accesses appropriate information sources.
  - Uses various research strategies.
  - Obtains comprehensive, relevant, current information from primary and secondary sources.
  - Evaluates and determines quality and suitability for purpose.
  - Uses effective search tools, research strategies, reading strategies and research/data collection methods.
  - Demonstrates strengths and limitations typical of Reading Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Evaluate a report, essay, article or book about a theory, historical event or point of view by reviewing internal consistency or measuring against external standards.

Analyze work-related safety policies and accident statistics against those of other years to inform the content of a detailed workplace review.

Obtain relevant and comprehensive information (through a comprehensive search of key online reference sources), sufficient for a literature review for an academic course or a research project.

CLB 9	CLB 10	CLB 11	CLB 12
Initial Advanced Ability	**Developing Advanced Ability**	**Adequate Advanced Ability**	**Fluent Advanced Ability**
• Texts are paper-based or digital/online.	• Texts are paper-based or digital/online.	• Texts are paper-based or digital/online.	• Texts are paper-based or digital/online.
• Texts can deal with socio-cultural, economic or political issues.	• Texts can deal with socio-cultural, economic or political issues.	• Texts can deal with socio-cultural, economic or political issues.	• Texts are of any type and may require high-level inference.
• Continuous texts are complex, may be expository, literary or persuasive (can include reports, articles, argumentative essays, problem-solution papers, research, novels, poems).	• Continuous texts are complex, may be expository, literary or persuasive (can include reports, articles, argumentative essays, problem-solution papers, research, novels, poems).	• Continuous texts are complex, may be expository, literary or persuasive (can include reports, argumentative essays, problem-solution papers, research, novels, poems).	• Continuous texts are complex, may be expository, literary or persuasive (can include reports, argumentative essays, problem-solution papers, research, novels, poems).
• Continuous texts may be quite long, as dictated by the topic, purpose, genre and context.	• Continuous texts may be quite long, as dictated by the topic, purpose, genre and context.	• Continuous texts may be very long, as dictated by the topic, purpose, genre and context.	• Continuous texts may be very long, as dictated by the topic, purpose, genre and context.
• Formatted texts vary in length, may be visually dense (can include tables, graphs, process flow charts, pictographs, diagrams, questionnaires, surveys, rating scales, aerial maps, blueprints, and assembly and schematic drawings).	• Formatted texts vary in length, may be visually dense (can include tables, graphs, process flow charts, pictographs, diagrams, questionnaires, surveys, rating scales, aerial maps, blueprints, assembly and schematic drawings).	• Formatted texts vary in length, may be visually dense (can include tables, graphs, process flow charts, pictographs, diagrams, questionnaires, surveys, rating scales, aerial maps, blueprints, assembly and schematic drawings).	• Formatted texts vary in length, may be visually dense (can include tables, graphs, process flow charts, pictographs, diagrams, questionnaires, surveys, rating scales, aerial maps, blueprints, assembly and schematic drawings).
• Instructions are in clear, explicit and coherent prose, not always presented in sequential step-by-step form, but related to familiar procedures.	• Instructions are in clear, explicit and coherent prose, not presented in a sequential step-by-step form, but related to familiar procedures.	• Instructions are complex; are in clear, explicit and coherent prose, not presented in sequential step-by-step form, and related to unknown procedures.	• Instructions are complex; are in clear, explicit and coherent prose, not presented in sequential step-by-step form, and related to unknown procedures.
• Texts are linguistically complex, and are abstract, conceptual or specialized.	• Texts are linguistically complex, and are abstract, conceptual or specialized.	• Texts are propositionally and linguistically complex, and are abstract, conceptual or specialized.	• Texts are propositionally and linguistically complex, and are abstract, conceptual or specialized.
• Topics are partially familiar or unfamiliar.	• Topics are partially familiar or unfamiliar.	• Topics are partially familiar or unfamiliar.	• Topics are partially familiar or unfamiliar.
• Context is demanding.	• Context is demanding.	• Context is demanding.	• Context is demanding.

Note: Text length is not explicitly provided because it does not clearly determine the degrees of increasing complexity across Reading Stage III.

Stage I
Writing

Benchmarks 1–4

Stage I spans the range of abilities required to communicate in common and predictable situations about basic needs, common everyday activities, and familiar topics of immediate personal relevance (non-demanding contexts of language use).

Profiles of Ability Across Stage I Writing

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
The writer can: Write basic personal identification information and a small number of familiar words and simple phrases related to immediate needs.	**The writer can:** Write basic personal identification information, words, simple phrases, and a few simple sentences about highly familiar information related to immediate needs.	**The writer can:** Write simple sentences about familiar information related to personal experience and everyday situations.	**The writer can:** Write short, simple texts about personal experience and familiar topics or situations related to daily life and experience.
When the communication is: • Limited to letters, numbers, single familiar words, and short familiar phrases • Intended for a highly supportive and familiar reader • Very short • In non-demanding contexts	**When the communication is:** • Limited to everyday words and phrases • Intended for a highly supportive and familiar reader • Very short • In non-demanding contexts	**When the communication is:** • Grammatically and lexically simple • Intended for a supportive and familiar reader • Short • In non-demanding contexts	**When the communication is:** • Grammatically and lexically simple • Intended for a familiar reader • Short • In non-demanding contexts
Demonstrating these strengths and limitations: • Very limited knowledge of the language and limited exposure to sound-symbol relationships • Extremely limited vocabulary • Very little ability to use simple structures • Very little awareness of basic spelling, punctuation and capitalization conventions • Extreme difficulty communicating even the most simple facts or ideas	**Demonstrating these strengths and limitations:** • Limited knowledge of the language and limited exposure to sound-symbol relationships • Very limited vocabulary • Some initial ability to use simple structures • Some initial awareness of basic spelling, punctuation and capitalization conventions • Difficulty with word order and word forms greatly interferes with comprehensibility • Difficulty communicating simple facts and ideas	**Demonstrating these strengths and limitations:** • Developing knowledge of the language and exposure to sound-symbol relationships • Developing range of simple everyday vocabulary • Developing control of simple structures • Developing control of spelling, punctuation and capitalization • Difficulty with word order and word forms interferes with comprehensibility • Some difficulty communicating a simple message	**Demonstrating these strengths and limitations:** • Adequate knowledge of the language for simple tasks • Adequate range of simple everyday vocabulary • Adequate control of simple structures • Conveys personal information in mostly single-clause sentences • May use some coordinated clauses with basic tenses • Adequate control of spelling, punctuation and capitalization • Difficulty with word order and word forms may sometimes interfere with comprehensibility • Able to communicate a simple message

Knowledge and Strategies
Stage I Writing

These are some things that may need to be learned as an individual moves through Stage I Writing.

Grammatical Knowledge

Ability to use:

- Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives, and superlatives) to convey meaning effectively
- Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases, and coordination and subordination)
- Simple yes/no and wh– questions
- Common everyday English spelling and punctuation rules and conventions for simple sentences
- Vocabulary and expressions needed to write about familiar, everyday topics (such as shopping, housing, daily routines, dates, banking, food, health, education, jobs, businesses, families, customs, weather, clothing, travel, safety, citizenship)
- Vocabulary needed to complete a variety of forms, such as personal identification vocabulary

Textual Knowledge

Beginning ability to use:

- Common cohesion links (such as pronoun references) to connect sentences
- Connective words and phrases within and between sentences to indicate addition (such as *also, and*) and sequence (such as *first, second, next*)
- Logical sequencing to get main and subordinate ideas across

Functional Knowledge

Beginning ability to use:

- Appropriate phrases and expressions for salutations, and to invite, thank, and congratulate
- Common text formats for specific purposes (such as informal notes and goodwill messages)
- Basic format and paragraph structure
- Basic email writing conventions (such as subject lines and opening/closing conventions)
- Basic business writing conventions (such as stating the purpose in the first paragraph, using a subject line, and basic paragraph structure)

Beginning ability to:

- Identify the layout and different parts of standard forms (such as headings, instructions, and areas to complete)

Sociolinguistic Knowledge

Understanding of and beginning ability to use:

- Canadian social conventions related to specific occasions (such as births, marriages and losses) and the significance of written messages or cards for these occasions

Strategic Competence

Beginning ability to use:

- Resources such as dictionaries, thesauruses, Internet search skills, and spell-checking functions on a computer

Writing – Benchmark 1

Profile of Ability

The writer can:

Write basic personal identification information and a small number of familiar words and simple phrases related to immediate needs.

When the communication is:

- Limited to letters, numbers, single familiar words, and short familiar phrases
- Intended for a highly supportive and familiar reader
- Very short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Very limited knowledge of the language and limited exposure to sound-symbol relationships
- Extremely limited vocabulary
- Very little ability to use simple structures
- Very little awareness of basic spelling, punctuation and capitalization conventions
- Extreme difficulty communicating even the most simple facts or ideas

I. Interacting with Others

- Convey greetings or other goodwill messages by completing cards or other very short, simple standard texts.

  [Messages are a few words in length, addressed to a familiar person and related to a personally relevant situation.]

  – Completes a standard greeting card or message with simple and minimum information.
  – Completes a message with an appropriate salutation (such as *hi*, *hello*, *dear*, *to*) and closing (such as *from*, *regards*, *love*).
  – Addresses message for sending.
  – Demonstrates strengths and limitations typical of Writing Benchmark 1, as listed in the Profile of Ability.

Sample Task

Complete a standard greeting card or e-card for a friend's, family member's, classmate's, or co-worker's special occasion. Address the envelope or email.

II. Reproducing Information

- Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks.

  [Texts to copy are 2 to 3 sentences in length, have clear layout and basic everyday information; lists have about 5 to 10 items.]

  – Copies letters, numbers, words and short sentences, including capitalization and punctuation.
  – Follows standard Canadian conventions and styles when copying addresses and phone numbers.
  – Copies text legibly; reader may still have difficulties decoding some letters and numbers.
  – Demonstrates strengths and limitations typical of Writing Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Copy information from an identification document onto a form.

Copy information from an appointment reminder card (such as a dentist or hairdresser) onto a personal calendar.

Make a list of phone numbers for own use.

In a language class, copy words from a picture dictionary into a guided text.

Writing – Benchmark 1

III. Getting Things Done

• Complete very short, simple or simplified forms that require only basic personal identification information.

  [Forms contain up to about 5 personal identification items and have clear labels and areas in which to write.]

  – Includes the required basic information.
  – Writes basic personal information in appropriate sections.
  – Follows some conventions for addresses, telephone numbers, etc.
  – Writes legibly.
  – Demonstrates strengths and limitations typical of Writing Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Fill out the personal identification area of a simple change-of-address form with a few details (such as date, first and last name, address, postal code, phone number, and date of birth).

Fill out the personal identification area of an application to join a language class or apply for a job (with assistance from an employer, administrative assistant, or instructor).

IV. Sharing Information

• Write a few words to complete a short, guided text or answer simple questions to describe a personal situation.

  [Text to complete is about 3 to 5 sentences.]

  – Writes a few personal and familiar details.
  – Writes legibly.
  – Demonstrates strengths and limitations typical of Writing Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

In a language class, complete a simple guided writing text about self by filling in blanks. *(My name is _____. I am _____. I am from _____. I have _____.)*

Write answers to simple questions about immediate needs with assistance from a family member or settlement worker.

Writing – Benchmark 2

Profile of Ability

The writer can:

Write basic personal identification information, words, simple phrases, and a few simple sentences about highly familiar information related to immediate needs.

When the communication is:

- Limited to everyday words and phrases
- Intended for a highly supportive and familiar reader
- Very short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Limited knowledge of the language and limited exposure to sound-symbol relationships
- Very limited vocabulary
- Some initial ability to use simple structures
- Some initial awareness of basic spelling, punctuation and capitalization conventions
- Difficulty with word order and word forms greatly interferes with comprehensibility
- Difficulty communicating simple facts and ideas

I. Interacting with Others

- Convey an expanding range of goodwill messages (such as thanks, apologies, congratulations, get well wishes, goodbyes, and sympathy) by means of standard cards or guided notes.

  [Messages are a few words or short phrases, addressed to a familiar person and related to personally relevant situations.]

  – Completes a standard greeting card or message with simple information.
  – Uses adequate spelling and punctuation.
  – Demonstrates strengths and limitations typical of Writing Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Complete a short message with appropriate phrases to thank a classmate, congratulate a co-worker, or wish a friend well (with assistance from another person or by referring to an example message).

Write a 1-clause message to comment on a friend's newly posted picture on a social networking site.

II. Reproducing Information

- Copy a range of information, from simple lists or very short passages, for personal use or to complete short tasks.

  [Texts to copy are 3 to 5 sentences, have clear layout, and basic everyday information; lists have about 10 to 15 items.]

  – Copies letters, numbers, words, and sentences with correct capitalization and punctuation.
  – Follows standard Canadian conventions and styles when copying addresses and phone numbers.
  – Copies text legibly; reader may still have difficulties decoding some letters and numbers.
  – Copies text with no major omissions and only occasional copying mistakes.
  – Demonstrates strengths and limitations typical of Writing Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Copy names, addresses, and phone numbers from a telephone directory (either print or online).

Copy selected information from signs and simple schedules (such as hours of operation of a store, or a work schedule) for personal use.

Copy the company name, address, application deadline, and contact information from a simple job ad.

Copy emergency fire instructions posted in a building.

Writing – Benchmark 2

III. Getting Things Done

• Complete short, simple or simplified forms that require only basic personal identification or familiar information.

[Forms contain up to about 10 personal identification items, and have clear labels and areas in which to write.]

– Includes the required basic information.
– Writes basic personal information in appropriate sections.
– Follows some conventions for addresses, telephone numbers, etc.
– Follows some basic spelling conventions.
– Writes legibly.
– Demonstrates strengths and limitations typical of Writing Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Fill out the personal identification section of a simple online form to set up an email account.

Complete the personal identification sections of an application form for an apartment rental or job benefits.

Fill out an application for a newspaper or magazine subscription.

IV. Sharing Information

• Write a few words to complete a short, guided text or answer simple questions to describe a personal situation.

[Texts to complete are about 5 to 7 sentences.]

– Writes personal details in response to a few short questions.
– Follows some spelling and punctuation conventions.
– Writes legibly.
– Demonstrates strengths and limitations typical of Writing Benchmark 2, as listed in the Profile of Ability.

Sample Tasks

Write simple (1 line) descriptions to accompany family photographs that are in an album or online in a photo-sharing application.

Write simple (1 line) responses to basic questions from a family member or co-worker in text messages. *(I am at work. I am shopping.)*

In a language class, write a few short personal sentences in response to question prompts.

Writing – Benchmark 3

Profile of Ability

The writer can:

Write simple sentences about familiar information related to personal experiences and everyday situations.

When the communication is:

- Grammatically and lexically simple
- Intended for a supportive and familiar reader
- Short
- In non-demanding contexts

Demonstrating these strengths and limitations:

- Developing knowledge of the language and exposure to sound-symbol relationships
- Developing range of simple everyday vocabulary
- Developing control of simple structures
- Developing control of spelling, punctuation and capitalization
- Difficulty with word order and word forms interferes with comprehensibility
- Some difficulty communicating a simple message

I. Interacting with Others

- Convey short, personal and informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations and apologies).

  [Messages are a few short sentences addressed to a familiar person and related to personally relevant situations.]

  – Conveys the message; reader may have to guess or make inferences to follow completely.
  – Uses language and content that are appropriate to the intent of the message and the social context.
  – Describes time and location (where needed).
  – Describes some feelings appropriate to the occasion.
  – Demonstrates strengths and limitations typical of Writing Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Write a note to a neighbour before going on vacation. Include a contact address, timelines, and emergency contact information.

Write a short email to invite a friend to lunch. Include details about the time and location.

Write a simple message to a friend on a social networking site.

Write a short sympathy or get-well message to a friend or co-worker.

II. Reproducing Information

- Copy or record a range of information from short texts for personal use.

  [Texts to copy are up to about 1 paragraph and have a clear layout; can include passages, directories, schedules, instructions, and dictionaries.]

  – Copies or records letters, numbers, words and sentences with correct capitalization and punctuation.
  – Follows standard Canadian conventions for capitalization, punctuation and other requirements of the genre.
  – Copies text legibly, causing only slight uncertainty in decoding for the reader.
  – Copies text with no major omissions and only occasional copying mistakes.
  – Demonstrates strengths and limitations typical of Writing Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Copy from a dictionary 3 different definitions for the same word to learn the meanings.

Copy instructions (such as a short recipe, public transit directions, or instructions for a job application) from a website.

Copy a work schedule for personal use.

Copy product information to prepare an order for a customer.

Copy a child's school timetable into a day planner for personal use.

Writing – Benchmark 3

III. Getting Things Done

• Complete short, simple forms that require basic personal or familiar information and some responses to simple questions.

[Forms contain about 12 to 15 items, and have clear labels and areas in which to write.]
 – Includes the required basic information with no major omissions.
 – Follows appropriate conventions for addresses, telephone numbers, etc.
 – Follows most spelling conventions.
 – Writes legibly.

• Write short, simple business or service messages.

[Messages are about 5 sentences.]
 – Conveys the message, although a reader might have some difficulty following.
 – Uses language and content that are appropriate to the intent and social context.
 – Demonstrates strengths and limitations typical of Writing Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Fill out an emergency information form for an employer, a school, or a summer camp.

Write a short note telling a colleague to turn off the light and lock the door when he/she is leaving.

Complete an organ donor card to keep in a wallet.

IV. Sharing Information

• Write a few sentences to describe a familiar person, object, place, situation or event.

[Writing is up to about 5 sentences.]
 – Uses a few connected sentences.
 – Follows most spelling and punctuation conventions.
 – Provides adequate descriptions, though a reader may have some difficulty following the message.
 – Describes likes and dislikes relevant to the topic.
 – Demonstrates strengths and limitations typical of Writing Benchmark 3, as listed in the Profile of Ability.

Sample Tasks

Write a short description of a family member.

Write a few sentences about a family event or occasion to accompany a picture on a social networking site.

Write about a special place.

Write about a daily work routine.

Writing – Benchmark 4

Profile of Ability

The writer can:

Write short, simple texts about personal experience and familiar topics or situations related to daily life and experience.

When the communication is:

• Grammatically and lexically simple

• Intended for a familiar reader

• Short

• In non-demanding contexts

Demonstrating these strengths and limitations:

• Adequate knowledge of the language for simple tasks

• Adequate range of simple everyday vocabulary

• Adequate control of simple structures

• Conveys personal information in mostly single-clause sentences

• May use some coordinated clauses with basic tenses

• Adequate control of spelling, punctuation and capitalization

• Difficulty with word order and word forms may sometimes interfere with comprehensibility

• Able to communicate a simple message

I. Interacting with Others

• Convey short, personal, informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations and apologies).

[Message is a few sentences or a short paragraph addressed to a familiar person and related to a personally relevant situation.]

– Conveys the message so that a reader can follow it.

– Uses language and content that are appropriate to the intent and the social context.

– Conveys main ideas and supports them with some detail in a basic paragraph structure.

– Conveys feelings in a manner that is appropriate to the context.

– Demonstrates strengths and limitations typical of Writing Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Write an invitation to a family function, such as a housewarming, graduation, or birthday party.

Write a short personal note to thank a host, friend, or supervisor for lunch.

Write an email to a friend with a short update on what happened last week.

II. Reproducing Information

• Copy or record an expanded range of information from short texts for personal use.

[Texts to copy are up to about 2 paragraphs and have a clear layout; can include passages, directories, schedules, instructions, directions, dictionaries and manuals; and may come from more than one source.]

– Follows standard conventions for capitalization and punctuation; accurately copies other elements of formatting.

– Copies text legibly, causing only slight uncertainty in decoding for the reader.

– Copies text with no major omissions and only occasional copying mistakes.

– Demonstrates strengths and limitations typical of Writing Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Copy definitions from 2 or 3 sources (such as online dictionaries or grammar websites).

Copy information about 2 products or services from catalogues or online sources to see which has the most features.

Writing – Benchmark 4

III. Getting Things Done

- Complete simple forms that require basic personal or familiar information and some responses to simple questions.

  [Forms contain about 15 to 20 items and have clear labels and areas in which to write.]

  – Includes the required basic information with no major omissions.
  – Follows appropriate conventions for addresses, telephone numbers, etc.
  – Follows most spelling conventions.
  – Writes legibly.

- Write simple business or service messages.

  [Messages are about 7 sentences.]

  – Conveys main ideas and supports them with some detail in a basic paragraph structure.
  – Uses language and content that are appropriate to the purpose, intent, and social context.
  – Demonstrates strengths and limitations typical of Writing Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Fill out an application form for pre-authorized payments for water, power or telephone service.

Write an email to an organization to request information or cancel a service.

Write a short note to a landlord about a problem in the apartment that needs attention or repair.

Write a short, simple paragraph to a supervisor to ask for a day off.

IV. Sharing Information

- Write a short paragraph to describe a familiar situation, event, personal experience or future plan.

  [Writing is about 1 paragraph.]

  – Uses basic paragraph structure.
  – Follows most spelling and punctuation conventions.
  – Conveys main ideas and supports them with some detail.
  – Describes the situation adequately so that a reader can follow.
  – Expresses preferences relevant to the content and with some supporting explanation.
  – Demonstrates strengths and limitations typical of Writing Benchmark 4, as listed in the Profile of Ability.

Sample Tasks

Write a paragraph to describe coming to Canada.

Send an email to a co-worker about a trip or vacation.

Write to a friend to share information about a new home (house or apartment).

Write to a friend, colleague or classmate about plans for next week, next month or next year.

Some Features of Communication Across Stage I Writing

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Writing style requirements are simple and informal. • Topics relate to immediate personal needs. • Audience is highly supportive and familiar. • Task instructions are very simple and call for responses of a few words or short phrases. • Forms to complete are very short (up to about 5 items), simplified, with sparse layout, clear labels, and ample areas in which to write, and require only basic personal identification information. • Content to copy or reproduce is from a short text (2 to 3 sentences) or a short list (5 to 10 items) with clear layout and basic everyday information.* • Guided writing (or cloze) is based on texts of about 3 to 5 sentences with very simple structure and vocabulary. • Context is non-demanding.	• Writing style requirements are simple and informal. • Topics relate to immediate personal needs. • Audience is highly supportive and familiar. • Task instructions are very simple and call for responses of a few short phrases. • Forms to complete are short (up to about 10 items), simple in format, sparse in layout, and require only basic personal information. • Content to copy or reproduce is from a short text (3 to 5 sentences) or a short list (10 to 15 items) with clear layout and basic everyday information.* • Guided writing (or cloze) is based on texts of about 5 to 7 sentences with simple structure and vocabulary. • Context is non-demanding.	• Writing style requirements are simple and informal. • Topics are of everyday relevance. • Audience is supportive and familiar. • Task prompts or instructions are simple and call for responses of a few short sentences. • Forms to complete are short (up to about 15 items), simple in format, and require basic personal information and some responses to simple questions about self or experience. • Content to copy or reproduce is from a short text (up to about 1 paragraph) with clear layout and basic everyday information.* • Context is non-demanding.	• Writing style requirements are simple and informal. • Topics are of everyday relevance. • Audience is familiar. • Task prompts or instructions are simple and call for responses of about 1 paragraph. • Forms to complete are short (up to about 20 items), simple in format, and require basic personal information and some responses to simple questions about self or experience. • Content to copy or reproduce is from a short text (up to about 2 paragraphs) with clear layout; may be of a more specialized nature (e.g., a manual) relating to a familiar context.* • Context is non-demanding.

* Note: The ability to copy or reproduce information is dependent on the writer's ability to read. Therefore, it is assumed that the content to copy has a degree of simplicity that does not exceed the writer's Reading Benchmark.

Stage II
Writing

Benchmarks 5-8

Stage II spans the range of abilities required to function independently in most familiar situations of daily social, educational, and work-related life experience, and in some less predictable contexts (moderately demanding contexts of language use).

Profiles of Ability Across Stage II Writing

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
The writer can: Write short, simple to moderately complex descriptions, narrations, and communications about familiar, concrete topics related to daily life and experience.	**The writer can:** Write short, moderately complex descriptions, narrations and communications about familiar, concrete topics relevant to personal interests and experience.	**The writer can:** Write clear, moderately complex texts on familiar concrete topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience.	**The writer can:** Write clear, moderately complex texts on familiar concrete and some abstract topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience.
When the communication is: • On a familiar and personally relevant topic • Intended for a familiar audience • Relatively short • In moderately demanding contexts	**When the communication is:** • On a familiar and personally relevant topic • Intended for a familiar audience • Relatively short • In moderately demanding contexts	**When the communication is:** • On a familiar and personally relevant topic • Intended for a familiar or clearly defined audience • Moderate in length • In moderately demanding contexts	**When the communication is:** • On a familiar and personally relevant topic • Intended for a familiar or clearly defined audience • Moderate in length • In moderately demanding contexts
Demonstrating these strengths and limitations: • Adequate paragraph structure with a main idea and some supporting details • Adequate use of connective words and phrases • Adequate range of vocabulary for most simple everyday texts • Good control of simple structures • Difficulty with complex structures • Adequate control of spelling, punctuation and format • Some awkward-sounding phrases and word combinations • Able to communicate some moderately complex messages	**Demonstrating these strengths and limitations:** • Adequate paragraph structure, with clearly expressed main ideas and some supporting details • Appropriate use of connective words and phrases • Good range of vocabulary for simple everyday texts • Good control of simple structures • Developing control of complex structures • Adequate control of spelling, punctuation and format • Some awkward-sounding phrases and word combinations • Content and language are sometimes not appropriate for the audience • Uses a limited range of natural idiomatic language, cultural references and figures of speech appropriate to the context • Able to communicate an increasing range of moderately complex messages	**Demonstrating these strengths and limitations:** • Good paragraph structure, with clearly expressed main ideas and adequate supporting details • Paragraphs are developed and joined appropriately to form a coherent text • Text contains an introduction, development of ideas and conclusion • Good range of vocabulary for moderately complex texts • Adequate control of complex structures • Good control of spelling, punctuation and format • Wording may still be typical of first language and seem somewhat unnatural • Content and language, including register, are mostly appropriate for the audience • Uses a range of natural idiomatic language, cultural references and figures of speech appropriately • Able to communicate most moderately complex messages	**Demonstrating these strengths and limitations:** • Good paragraph structure, with clearly expressed main ideas and good supporting details • Paragraphs are developed and joined appropriately to form a coherent text • Text contains an introduction, development of ideas, and conclusion • Very good range of vocabulary for moderately complex texts • Good control of complex structures • Good control of spelling, punctuation and format • Occasionally, wording may seem awkward or unnatural • Content and language, including register and variety, are appropriate for the audience • Uses an expanded range of natural idiomatic language, cultural references and figures of speech appropriately • Able to communicate moderately complex messages

Knowledge and Strategies
Stage II Writing

These are some things that may need to be learned as an individual moves through Stage II Writing.

Grammatical Knowledge

Ability to use:

- Moderately complex grammar and syntax structures (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds) to convey meaning effectively and precisely
- Expanded range of language (such as concrete, some abstract, idiomatic and technical) and skills to compose formal, informal, personal and social messages; to relate or narrate stories and events; to report personal and factual information; to express ideas, opinions, and feelings about familiar topics and issues; to ask about and respond to inquiries; and to argue points
- Expanded range of vocabulary that includes words and expressions relating to a variety of topic areas (such as general content areas, occupational areas)
- Spelling, punctuation, and capitalization conventions

Textual Knowledge

Ability to:

- Use cohesion links across utterances and discourse indicators, signalling meanings such as contrasts or illustrations by example (such as conjunctive adverbs, adverbials)
- Write a paragraph and a sequence of connected paragraphs
- Use paragraph structure, form and relationships between paragraphs (such as opening/introduction, development/body and conclusion/closing)
- Use discourse indicators and patterns to signal such meanings as chronological sequence, comparisons, contrasts, cause and effect, and illustrations by example

Functional Knowledge

Ability to:

- Use effective and conventional formats for various purposes (such as personal and business letters, memos, reports, email messages, notes)
- Reproduce and reduce information (such as paraphrase, summarize and outline in point form)
- Create rhymes, stories, journals, letters and emails for socializing and enjoyment
- Use techniques for taking messages and notes
- Complete a variety of forms and/or other documents

Sociolinguistic Knowledge

Beginning ability to:

- Use Canadian writing conventions about linear order, directness, and formality in a variety of contexts, such as cover letters, résumés, emails
- Adapt writing style for specific audiences and purposes

Strategic Competence

Ability to:

- Begin using the writing process, such as pre-writing (generating ideas, concept-mapping), drafting a composition, and re-writing (such as revising and proofreading for spelling, punctuation, and grammar)
- Use dictionaries, thesauruses, and other reference sources online and in print formats
- Use keyboarding and word-processing skills for composing, revising, editing, formatting and printing texts

Writing – Benchmark 5

Profile of Ability

The writer can:

Write short, simple to moderately complex descriptions, narrations and communications about familiar, concrete topics related to daily life and experience.

When the communication is:

- On a familiar and personally relevant topic
- Intended for a familiar audience
- Relatively short
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Adequate paragraph structure with a main idea and some supporting details
- Adequate use of connective words and phrases
- Adequate range of vocabulary for most simple everyday texts
- Good control of simple structures
- Difficulty with complex structures
- Adequate control of spelling, punctuation and format
- Some awkward-sounding phrases and word combinations
- Able to communicate some moderately complex messages

I. Interacting with Others

- Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (such as expressing or responding to invitations and feelings, or providing quick updates).

  [Message is about 1 paragraph related to everyday experience.]

  – Conveys the intended meaning.
  – Uses language and content appropriate and relevant to the situation.
  – Expresses main ideas and supports them in some detail.
  – Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Write a formal invitation for a group function (such as a company picnic, BBQ or potluck).

Write a letter or email to a friend to describe feelings about a new home town, English class or job.

Write a short personal journal to share with a teacher or class.

II. Reproducing Information

- Reduce short, factual, oral discourse (such as live or recorded phone messages or pre-recorded public information lines) to notes or messages.

  [Oral discourse is short, with about 5 to 7 details.]

- Reduce a page of information to a list of important details.

  [Information is personally relevant; clear layout.]

  – Includes important points with accurate details.
  – Conveys a clear message.
  – Records details (such as names, addresses, numbers, dates, times and directions) legibly, with correct spelling and other standard conventions of capitalization and punctuation.
  – Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Take notes from a pre-recorded telephone message (such as a company message about job openings, a message about a store's location and hours of operation, or a message detailing a bus or train schedule). Include details for personal use.

Take notes from an advertising flyer on products, features, prices and retail locations to inform shopping decisions.

Writing – Benchmark 5

III. Getting Things Done

• Write short business or service correspondence for routine personal needs.

  [Writing is about 1 paragraph.]

  – Conveys a sense of audience in language and format.
  – Conveys the message clearly.

• Complete forms requiring detailed personal information.

  [Forms have about 20 to 30 items.]

  – Identifies purpose of the form and completes it with all the required information.
  – Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly.
  – Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Write a note to an insurance company to cancel or change a policy and to request a refund.

Fill out an application form for a car rental or driver's license.

Fill out an accident report form at work.

IV. Sharing Information

• Write a paragraph to relate a familiar sequence of events, description of a person, object or routine.

  – Addresses the purpose of the task.
  – Expresses a main idea and supports it with details.
  – Provides introduction, development, and conclusion in an adequate paragraph structure.
  – Provides accurate descriptions or accounts of events.
  – Provides adequate explanations where necessary.
  – Uses appropriate connective words.
  – Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.

Sample Tasks

Write a paragraph to report a factual event or incident, such as an accident, a workplace incident or a burglary.

Write a paragraph for a class newsletter to inform readers about a new or useful service in the community (such as a new language class, community centre, childcare centre or food bank).

Writing – Benchmark 6

Profile of Ability

The writer can:

Write short, moderately complex descriptions, narrations and communications about familiar, concrete topics relevant to personal interests and experience.

When the communication is:

- On a familiar and personally relevant topic
- Intended for a familiar audience
- Relatively short
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Adequate paragraph structure, with clearly expressed main ideas and some supporting details
- Appropriate use of connective words and phrases
- Good range of vocabulary for simple everyday texts
- Good control of simple structures
- Developing control of complex structures
- Adequate control of spelling, punctuation and format
- Some awkward-sounding phrases and word combinations
- Content and language are sometimes not appropriate for the audience
- Uses a limited range of natural idiomatic language, cultural references and figures of speech appropriate to the context
- Able to communicate an increasing range of moderately complex messages

I. Interacting with Others

- Convey personal messages in short, formal, and informal correspondence for an expanding range of everyday social purposes (such as expressing congratulations, thanks, apologies, or offering assistance).

[Message is about 1 or 2 paragraphs, for a familiar audience, and related to everyday experience.]

  – Conveys the intended meaning.
  – Uses language and content appropriate and relevant to the situation.
  – Expresses main ideas and supports them with some detail.
  – Demonstrates strengths and limitations typical of Writing Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Write a personal message to cancel an appointment. Express inability to keep the appointment, disappointment, and offer an apology.

Write a personal message to thank someone for a special gesture or to congratulate a friend who has just had a baby.

Write a letter or email of appreciation to a teacher or colleague who has provided support.

II. Reproducing Information

- Reduce short, factual oral discourse (such as live or recorded phone messages, pre-recorded public information lines, podcasts and short presentations) to notes or messages.

[Phone messages have about 7 or 8 details and presentations are about 10 minutes, about personally relevant topics.]

- Reduce a page of information to an outline or summary.

[Topic is of personal relevance and may be related to a specialized field.]

  – Takes notes and reduces written or oral information to important points with accurate details.
  – Writes messages with accurate details for others.
  – Uses common conventions such as point form.
  – Records details (such as names, addresses, dates, times and directions) legibly and with correct spelling, capitalization and punctuation.
  – Demonstrates strengths and limitations typical of Writing Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Take notes from a website about a procedure (such as how to get a driver's license, apply for college, or allergy-proof a home). Summarize key information for personal use.

Take notes from a short information session about a college program to share with a friend.

Take notes in a workplace preparation course during a brief presentation on interview tips.

Writing – Benchmark 6

III. Getting Things Done

• Write short business or service correspondence for routine purposes.

  [Writing is about 1 paragraph.]

  – Conveys a sense of audience in language and format.
  – Conveys the intended message.

• Complete forms requiring detailed personal information.

  [Forms have about 30 to 40 items.]

  – Identifies purpose of form and completes it with all the required information.
  – Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly.
  – Demonstrates strengths and limitations typical of Writing Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Write to inform a company that a product did not work and ask for a refund.

Write a message to accompany a job application form. Express a desire for the job, provide contact details, and refer the reader to the attached application form.

Write an email to a supervisor asking permission to work from home next week.

Fill out a job application form or complete a medical history form.

IV. Sharing Information

• Write 1 or 2 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines or simple procedures.

  – Addresses the purpose of the task.
  – Expresses main ideas and supports them with details.
  – Provides introduction, development and conclusion in adequate paragraph structure.
  – Provides accurate descriptions, comparisons or accounts of events in a clear sequence.
  – Uses appropriate connective words and phrases.
  – Demonstrates strengths and limitations typical of Writing Benchmark 6, as listed in the Profile of Ability.

Sample Tasks

Write a description of a process, such as applying for an academic program or a job.

Write a description of the impact that a significant person has had.

Write a comparison of a company's services with those of a leading competitor.

Writing – Benchmark 7

Profile of Ability

The writer can:

Write clear, moderately complex texts on familiar concrete topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience.

When the communication is:

- On a familiar and personally relevant topic
- Intended for a familiar or clearly defined audience
- Moderate in length
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Good paragraph structure, with clearly expressed main ideas and adequate supporting details
- Paragraphs are developed and joined appropriately to form a coherent text
- Text contains an introduction, development of ideas, and conclusion
- Good range of vocabulary for moderately complex texts
- Adequate control of complex structures
- Good control of spelling, punctuation and format
- Wording may still be typical of first language and seem somewhat unnatural
- Content and language, including register, are mostly appropriate for the audience
- Uses a range of natural idiomatic language, cultural references and figures of speech appropriately
- Able to communicate most moderately complex messages

I. Interacting with Others

- Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).

  [Message is about 2 to 3 paragraphs, for a familiar audience, and may require some degree of diplomacy or tact.]

  – Conveys the intended meaning.
  – Uses language, format and content appropriate and relevant to the situation and audience.
  – Expresses main ideas and supports them with details.
  – Uses some complex structures and vocabulary with some difficulty.
  – Demonstrates strengths and limitations typical of Writing Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Write a personal note of sympathy to someone who has experienced a loss.

Write a note to a supervisor who is ill. Express best wishes for a quick recovery, and offer to assume extra responsibilities if needed.

Write an email to a colleague or work team expressing satisfaction at the successful completion of a project. Explain why it was successful and the positive impact it will have.

II. Reproducing Information

- Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.

  [Phone messages have about 10 details; presentations are up to about 15 minutes.]

- Reduce a text of up to about 2 pages to an outline or summary.

  [Topic is of personal relevance; may be related to a specialized field.]

  – Reduces information to important points with accurate details and no major omissions.
  – Takes notes in point form from an oral presentation.
  – Writes messages with accurate and legible details.
  – Records main ideas or key details in point form.
  – Conveys the essential information.
  – Records details such as names, addresses, dates and directions with correct spelling.
  – Demonstrates strengths and limitations typical of Writing Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Take notes while listening to tenant rights information from a pre-recorded public information line.

Take notes from online sources about the details of an ailment or condition to discuss with a doctor.

Write an outline to trace a sequence of events in a history text to increase understanding.

Take notes during a short workplace presentation and then write a summary for a co-worker who missed the presentation.

III. Getting Things Done

• Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings).

[Writing is up to about 2 paragraphs.]

– Conveys a clear message.
– Conveys a sense of audience in language and format.

• Complete extended forms requiring detailed personal information.

[Forms have about 40 items and may require brief written responses to questions.]

– Identifies the purpose of the form and completes it with all the required information.
– Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly.
– Demonstrates strengths and limitations typical of Writing Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Write a short letter to express concerns about an issue at a daycare centre.

Write a formal letter to an academic or work supervisor to request a leave of absence.

Write an email to a government representative to request a needed service or item in the community, such as an off-leash dog area, traffic lights, or play equipment in the park.

Fill out an application for a post-secondary educational institution or an application for a student loan.

Complete an incident report form, including a narrative about the incident.

IV. Sharing Information

• Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

– Addresses the purpose of the task.
– Expresses main ideas and supports them with details.
– Presents text as a coherent, connected whole with good use of appropriate connective words and phrases.
– Provides accurate and detailed descriptions, explanations or accounts of events, in a clear sequence.
– Demonstrates strengths and limitations typical of Writing Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Write a message to a friend to inform him/her of the procedure for becoming a Canadian citizen.

Write 2 or 3 paragraphs to compare the education system or election procedures of 2 countries for an academic preparation course. Add a paragraph expressing a preference for one or the other and give reasons.

Write a brief production report on work stoppage times and reasons.

Writing – Benchmark 8

Profile of Ability

The writer can:

Write clear, moderately complex texts on familiar concrete and some abstract topics within predictable, practical and relevant contexts of daily social, educational and work-related life experience.

When the communication is:

• On a familiar and personally relevant topic
• Intended for a familiar or clearly defined audience
• Moderate in length
• In moderately demanding contexts

Demonstrating these strengths and limitations:

• Good paragraph structure, with clearly expressed main ideas and good supporting details
• Paragraphs are developed and joined appropriately to form a coherent text
• Text contains an introduction, development of ideas and conclusion
• Very good range of vocabulary for moderately complex texts
• Good control of complex structures
• Good control of spelling, punctuation and format
• Occasionally, wording may seem awkward or unnatural
• Content and language, including register and variety, are appropriate for the audience
• Uses an expanded range of natural idiomatic language, cultural references and figures of speech appropriately
• Able to communicate moderately complex messages

I. Interacting with Others

• Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).

[Message is about 3 paragraphs, for a familiar audience, often requiring diplomacy, tact and some precision.]

– Conveys the intended explicit and implied meanings.
– Uses language, format and content appropriate and relevant to the situation and audience.
– Expresses main ideas and supports them with details.
– Uses complex structures with only occasional difficulties.
– Demonstrates strengths and limitations typical of Writing Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Write an email message to a co-worker or classmate to express dissatisfaction about the outcome of an assigned group task and express hopes for a better outcome on an upcoming task.

Write an appropriate note or letter to explain and attempt to resolve a minor conflict (such as making a remark that may have hurt or offended someone).

Write an email to a supervisor to clarify a disagreement with a colleague. Explain how the conflict has been resolved.

II. Reproducing Information

• Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.

[Oral discourse is up to about 20 minutes.]

• Reduce a text of up to about 2 pages to an outline or summary.

[Topic is of personal relevance and may be related to a specialized field.]

– Reduces information to main points with accurate supporting details and no major omissions.
– Conveys essential information.
– Conveys a sense of audience in language format and content.
– Demonstrates strengths and limitations typical of Writing Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Record details of a recipe while watching or listening to a cooking show and use the notes to write accurate, organized steps for own use and to share with friends.

Take notes (for later use) while reading a detailed online text about how to re-image a computer.

Take notes while listening to a presentation on a familiar academic or work-related topic.

Summarize the main ideas in a text for a class assignment.

Writing – Benchmark 8

III. Getting Things Done

- Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).

  [Writing is up to about 3 paragraphs.]

  – Conveys a clear message to the reader.
  – Conveys a sense of audience in language and format.

- Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

  [Forms have over 40 items; text responses on forms are up to 1 paragraph.]

  – Identifies purpose of form and its sections and completes it with required information, including 1 paragraph written responses, if required.
  – Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly.
  – Demonstrates strengths and limitations typical of Writing Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

Write an email to fellow students working on a group project. Describe the work completed so far and any specific problems encountered, and make a recommendation for what should happen next.

Write an email to a team leader explaining why there is a need for another person on the team.

Write a résumé and formal cover letter to a human resources manager in response to a job advertisement and request an interview.

Write a brief report to a supervisor to inform him/her that a piece of equipment is not working properly.

Complete paper-based or online job application forms of any length.

IV. Sharing Information

- Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.
- Write a paragraph to explain information in a table, graph, flow chart or diagram.
  – Addresses the purpose of the task.
  – Provides accurate and detailed descriptions, explanations and accounts of events in a clear sequence.
  – Presents text as a coherent connected whole with good use of appropriate connective words and phrases.
  – Demonstrates strengths and limitations typical of Writing Benchmark 8, as listed in the Profile of Ability.

Sample Tasks

In a paragraph, describe information in a statistical table listing average incomes of Canadians by family type. Introduce the paragraph with a general topic sentence, and then support it with details drawn from the table.

Write an essay for an entrance exam to a post-secondary institution. Take a position on an issue and develop the position into the essay, with reasons for the position.

Some Features of Communication Across Stage II Writing

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Writing style requirements are informal to formal. • Topics are personally relevant, familiar and concrete. • Audience is familiar or clearly defined. • Tasks require about 1 paragraph of writing. • Forms are moderately complex in format, requiring responses of up to about 30 items. • Oral information to be reduced is relatively short (about 5 to 7 details). * • Print or online information to be reduced is about 1 page in length, and has clear organization and layout. It may be technical or specialized.* • Context is moderately demanding.	• Writing style requirements are informal to formal. • Topics are personally relevant, familiar and concrete. • Audience is familiar or defined. • Tasks require up to about 2 paragraphs of writing. • Forms are moderately complex in format, and require responses of up to about 40 items. • Oral information to be reduced is relatively short (about 7 to 8 details or up to about 10 minutes) and may be specialized.* • Print or online information to be reduced or summarized is about 1.5 pages in length, and has clear organization and layout. It may be technical or specialized.* • Context is moderately demanding.	• Writing style requirements are informal to formal. • Topics relate to everyday experience and are mostly concrete, but can be somewhat abstract. • Audience is familiar or defined. • Tasks require up to about 3 paragraphs of writing. • Forms are moderately complex in format, and require responses of up to about 40 items. • Oral information to be reduced is moderate in length (up to about 15 minutes) and may be technical or specialized.* • Print or online information to be reduced or summarized is about 2 pages in length, and has clear organization and layout. It may be technical or specialized.* • Context is moderately demanding.	• Writing style requirements are informal to formal. • Topics relate to everyday experience and can be abstract. • Audience is familiar or defined. • Tasks require up to about 4 paragraphs of writing. • Forms are moderately complex in format, and may require responses of over 40 items. • Oral information to be reduced is moderate in length (up to about 20 minutes) and may be technical or specialized.* • Print or online information to be reduced or summarized is about 2 pages in length, and has clear organization and layout. It may be technical or specialized.* • Context is moderately demanding.

* Note: The ability to reproduce or reduce information is dependent on the writer's ability to comprehend. Therefore, it is assumed that the content to be reproduced or reduced has a degree of moderate complexity that does not exceed the writer's Reading Benchmark (in the case of print or online content) or Listening Benchmark (in the case of oral discourse).

Stage III
Writing

Benchmarks 9–12

Stage III spans the range of abilities required to communicate effectively, accurately, and fluently, with an appropriate sense of register, distance, formality, and style in situations that are becoming increasingly unpredictable and unfamiliar (demanding contexts of language use).

Profiles of Ability Across Stage III Writing

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
The writer can: Write formal and informal texts of some complexity for an adequate range of purposes and tasks in routine but demanding situations.	**The writer can:** Write complex formal and informal texts for a broadening range of purposes and tasks in mostly routine but demanding situations.	**The writer can:** Write complex formal and informal texts for a wide range of purposes and tasks in demanding non-routine situations.	**The writer can:** Write complex formal and informal texts for a full range of purposes, intentions and objectives related to demanding non-routine, technical or specialized situations and tasks.
When the communication is: • On abstract and unfamiliar topics that may require research • Intended for a defined audience • Lengthy, as dictated by the requirements of the task, up to a range of about 1,500 words • In demanding contexts	**When the communication is:** • On abstract and unfamiliar topics that may require research • Intended for a defined audience • Lengthy, as dictated by the requirements of the task, up to a range of about 3,000 words • In demanding contexts	**When the communication is:** • On abstract, unfamiliar or specialized topics that may require research • Intended for a defined or undefined audience • Of any length demanded by the purpose, task and genre • In demanding contexts	**When the communication is:** • On unfamiliar, highly abstract or specialized topics that may require research • Intended for a diverse, defined or undefined audience • Of any length demanded by the purpose, task and genre • In demanding contexts
Demonstrating these strengths and limitations: • Adequate organization of ideas and development of topic • Main ideas are clearly conveyed and adequately supported with details • Good control of a range of complex and diverse structures • Some errors in grammar, word combinations and word choices still occur • Flexibility of tone and style may be limited • Proofreads and revises own work with occasional input from others • Able to communicate some complex messages, adjusting length to suit the requirements of the task • A good range of concrete, abstract and idiomatic language suited to context and purpose, which may include some genre-specific expressions or jargon and cultural references	**Demonstrating these strengths and limitations:** • Clear organization of ideas and development of topic • Main ideas are clearly conveyed and well supported with details • Good control of a range of complex and diverse structures • Occasional errors in grammar, word combinations and word choices still occur • Flexibility of tone and style may be limited • Proofreads and revises own and others' texts with occasional input from others • Able to communicate an expanding range of complex messages, adjusting length to suit the requirements of the task • A very good range of concrete, abstract and idiomatic language suited to context and purpose, which may include genre-specific expressions or jargon and cultural references	**Demonstrating these strengths and limitations:** • Coherent synthesis of extensive complex information from multiple sources • Main ideas are clearly conveyed and very well supported with details • Very good control of a broad range of complex and diverse structures • A few minor errors in grammar, word combinations and word choices still occur • Flexibility of tone and style are evident • Effectively proofreads and revises own and others' texts • Able to communicate most complex messages, adjusting length to suit the requirements of the task • A very good range of concrete, abstract and idiomatic language used appropriately, accurately and flexibly, including genre-specific expressions or jargon and cultural references	**Demonstrating these strengths and limitations:** • Coherent synthesis and evaluation of extensive complex information from multiple sources • Writing is clear, effective, and stylistically polished enough for publication or public distribution • Excellent control of variations and subtleties of grammar and structure, tone and style • Rare and minor errors in grammar, word combinations and word choices may occur • Flexibility of tone and style are evident • Effectively proofreads, revises and edits all aspects of texts • Able to communicate complex messages, adjusting length to suit the requirements of the task • An excellent range of concrete, abstract and idiomatic language used appropriately, accurately and flexibly, including genre-specific expressions or jargon and cultural references

Knowledge and Strategies
Stage III Writing

These are some things that may need to be learned as an individual moves through Stage III Writing.

Grammatical Knowledge

Ability to:

- Use complex grammar and syntax structures (such as past conditionals, past or future perfect passive, perfect or past infinitives and subordinate adverbial clauses) to convey meaning effectively and precisely
- Use a wide range of vocabulary, including synonyms and abstract, technical and literary language (such as metaphors, similes)
- Control grammatical and syntactical accuracy, punctuation, paragraphing, etc.

Textual Knowledge

Ability to:

- Use a wide range of cohesion links in the production of complex, multi-clause sentences, as well as links between sentences and paragraphs
- Use clear organizational structure when writing paragraphs and essays, such as using topic sentences, supporting details and conclusions for sentences and paragraphs
- Synthesize and integrate multiple pieces of information into a coherent text
- Use rhetorical features in organizing information in academic and professional texts

Functional Knowledge

Ability to:

- Use a variety of genres and their formats (such as business letters, memos, problem-solution papers, literature review reports and proposals)
- Use appropriate discourse patterns for particular functions, such as classifications, descriptions, exemplifications, comparisons, contrasts, analogies, sequences, purposes, means and results, and cause and effect
- Reproduce and reduce information when taking extended messages, lecture notes and minutes for meetings and when writing summaries, abstracts, etc.

Sociolinguistic Knowledge

Ability to:

- Use culturally based idiomatic language and metaphors
- Create a variety of types of texts, such as rhymes, stories, journals, letters and emails for socializing and enjoyment
- Adapt writing style to particular audiences
- Use register (i.e., formality) in particular socio-cultural contexts
- Use Canadian writing conventions relating to directness or formality in an expanded repertoire of genres, including academic texts, workplace reports, etc.

Understanding of:

- Formality requirements for conveying a message in electronic and print forms (such as workplace memoranda, messages of request, work records, formal business and job search correspondence, social messages) for a wide variety of purposes

Strategic Competence

Ability to:

- Follow the writing process, including pre-writing (such as generating ideas through concept-mapping), writing an outline, writing various drafts and rewriting after editing
- Select and organize relevant data to see relationships between facts and to develop logical lines of argumentation in support of conclusions
- Use word-processing skills for composing, revising, editing, formatting and printing texts

Writing – Benchmark 9

Profile of Ability

The writer can:

Write formal and informal texts of some complexity for an adequate range of purposes and tasks in routine but demanding situations.

When the communication is:

- On abstract and unfamiliar topics that may require research
- Intended for a defined audience
- Lengthy, as dictated by the requirements of the task, up to a range of about 1,500 words
- In demanding contexts

Demonstrating these strengths and limitations:

- Adequate organization of ideas and development of topic
- Main ideas are clearly conveyed and adequately supported with details
- Good control of a range of complex and diverse structures
- Some errors in grammar, word combinations and word choices still occur
- Flexibility of tone and style may be limited
- Proofreads and revises own work with occasional input from others
- Able to communicate some complex messages, adjusting length to suit the requirements of the task
- A good range of concrete, abstract and idiomatic language suited to context and purpose, which may include some genre-specific expressions or jargon and cultural references

I. Interacting with Others

- Convey a range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context.

  [Length is dictated by the requirements of the task.]

  – Conveys the message with an appropriate sense of audience, formality and genre.
  – Writes with consideration for the needs and feelings of the audience.
  – Conveys intended tone.
  – Uses language, format and content appropriate to occasion, intent and social context.
  – Demonstrates strengths and limitations typical of Writing Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Write a letter to a business acquaintance requesting assistance with a job search.

Write an email to a professor or colleague to cancel an important appointment. Explain the reasons and acknowledge any inconvenience that this may cause. Express willingness to re-schedule at a convenient time and location.

Write an email to request that an instructor review a university application and provide a reference.

II. Reproducing Information

- Reduce complex information and ideas from multiple sources as functional notes, outlines or summaries for personal use or for defined audiences.

  [Sources can include continuous or formatted texts of up to about 5 pages, or oral discourse of up to about 30 minutes.]

  – Conveys essential information (such as conclusions, decisions, actions to be taken, and policy statements in meeting minutes).
  – Reduces information to main points with accurate supporting details, with no major factual omissions or errors.
  – Presents information with only minor errors in grammar, vocabulary, spelling, punctuation and document layout or format.
  – Demonstrates strengths and limitations typical of Writing Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Write the minutes of a workplace meeting.

Take notes of the main ideas in a 30-minute lecture or presentation.

Write a summary report of a product field test. Refer to multiple individual questionnaire responses.

Write a paragraph to summarize selected information gathered from a graph or table of data.

Writing – Benchmark 9

III. Getting Things Done

- Write business or service correspondence for a broad range of purposes (such as making and responding to requests for information, services or products).

  [Writing may require diplomacy.]

- Write short reports and memos to convey suggestions, recommendations, requests and updates.

  [Reports and memos may have pre-set formats.]

  – Conveys main ideas clearly and provides sufficient detail.
  – Conveys the message with adequate sense of audience, formality and genre.
  – Conveys intended tone.
  – Uses language, format and content appropriate to occasion and relationship to audience.

- Complete extensive complex forms and documents with pre-set formats.

  – Completes complex forms and pre-set form reports.
  – Demonstrates strengths and limitations typical of Writing Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Write a formal letter to a court requesting to be excused from jury duty. State reasons for the request.

Write a note to a supervisor or lawyer to request clarification of a procedure. Include an interpretation of the procedure to confirm understanding.

Write a semi-formal letter to confirm verbal arrangements made with a business partner on a shared project.

Write a short report to update a supervisor or academic advisor on work progress.

Complete a detailed problem report form.

IV. Sharing Information

- Write coherent texts (such as essays, reports or narratives) to relate events from the past to describe and compare complex ideas, phenomena or processes, or to express and analyze opinions.

  – Addresses the purpose of the task with an appropriate sense of audience.
  – Conveys main ideas and supports them with sufficient detail; conveys detailed descriptions.
  – Presents text as a coherent whole, with all the parts required by the genre.
  – Uses discourse patterns and structures, such as definition, classification, exempli-fication, cause and effect.
  – Uses an effective range of connective words and phrases.
  – Demonstrates strengths and limitations typical of Writing Benchmark 9, as listed in the Profile of Ability.

Sample Tasks

Write a detailed description of relevant events and relationships to orient a new staff person.

Write an essay to describe and compare 2 processes, such as 2 systems of government, or the views of 2 political parties on an issue.

Write a personal response essay to a short story, movie, poem or artist's work. Articulate a theme revealed in the work and a response to this theme. Substantiate the interpretation with examples.

Write a short fictional story illustrating the origin of a social practice.

Writing – Benchmark 10

Profile of Ability

The writer can:

Write complex formal and informal texts for a broadening range of purposes and tasks in mostly routine but demanding situations.

When the communication is:

- On abstract and unfamiliar topics that may require research
- Intended for a defined audience
- Lengthy, as dictated by the requirements of the task, up to a range of about 3,000 words
- In demanding contexts

Demonstrating these strengths and limitations:

- Clear organization of ideas and development of topic
- Main ideas are clearly conveyed and well supported with details
- Good control of a range of complex and diverse structures
- Occasional errors in grammar, word combinations and word choices still occur
- Flexibility of tone and style may be limited
- Proofreads and revises own and others' texts with occasional input from others
- Able to communicate an expanding range of complex messages, adjusting length to suit the requirements of the task
- A very good range of concrete, abstract and idiomatic language suited to context and purpose, which may include genre-specific expressions or jargon and cultural references

I. Interacting with Others

- Convey an expanding range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context.
  - Conveys the message with an appropriate sense of audience, formality and genre.
  - Writes with consideration for the needs and feelings of the audience.
  - Conveys intended tone.
  - Uses language, format and content appropriate and relevant to occasion, intent and social context.
  - Demonstrates strengths and limitations typical of Writing Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Write a letter to a client to decline work on a project that would result in an unreasonable workload. Tactfully explain reasons and request to be considered for other opportunities.

Write a formal letter of acceptance for an award, scholarship, grant, contract or job. Convey thanks and acknowledge those who helped in the achievement of success.

Write a formal letter of resignation to a committee.

Write a formal letter of apology and acknowledgement of an error.

II. Reproducing Information

- Reduce complex, extensive information and ideas from multiple sources as an accurate outline, summary or abstract, suitable for other people's use.

  [Sources can include lengthy continuous or formatted texts, or oral discourse of up to about 1 hour.]

  - Conveys essential information.
  - Identifies, sorts, synthesizes and summarizes relevant information.
  - Analyzes and reproduces content and organization of text as an accurate, concise outline.
  - Reduces information to main points with accurate supporting details and no major factual omissions.
  - Presents information with customary document layout or format.
  - Demonstrates strengths and limitations typical of Writing Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Take notes from a complex presentation and organize them as an outline of main points and supporting details.

Write a summary of a complex meeting for distribution to meeting participants.

Write main points, new ideas, and follow-up queries about a class lecture to use as study notes.

Writing – Benchmark 10

III. Getting Things Done

- Write business or service correspondence for a broad range of purposes (such as giving instructions, or expressing and responding to complaints, claims or adjustments).

  [Writing may require diplomacy.]

- Write semi-formal reports and proposals.
  – Conveys main ideas clearly and provides sufficient detail.
  – Conveys intended tone.
  – Conveys the message with a sense of audience, formality and genre.
  – Uses language, format and content appropriate and relevant to the occasion, intent and social context/relationship.
- Complete complex forms and documents with pre-set formats.
  – Completes forms with required information.
  – Demonstrates strengths and limitations typical of Writing Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Write a proposal to recommend a new or adapted procedure.

Write a report to evaluate the long-term cost-effectiveness of similar products. Recommend one for purchase.

Write or respond to claim and adjustment letters (such as for insurance claims).

Write an agreement, offer to purchase or work contract using standard legal forms.

IV. Sharing Information

- Write effective, stylistically complex, and lengthy texts (such as expository or argument essays, symbolic stories, inquiry papers, problem-solution papers, or analytic reports) on previously researched topics.
  – Addresses the purpose of the task with an appropriate sense of audience.
  – Conveys main ideas and supports them with sufficient detail.
  – Presents text as a coherent whole, with all the parts required by the genre.
  – Uses discourse patterns and functions of definition, contrast, cause and effect, etc.
  – Establishes argumentative and logical connections among textual ideas; develops logical line of argumentation in support of conclusion.
  – States a proposition, presents substantiation.
  – Demonstrates strengths and limitations typical of Writing Benchmark 10, as listed in the Profile of Ability.

Sample Tasks

Write a workplace report to present a problem, analyze options for various solutions, and suggest a preferred solution.

Write a research report for an academic course or consumer marketing research for an employer. Articulate the purpose and nature of the research, the data collection methods, and an analysis of the data collected.

Research and write a literature review.

Writing – Benchmark 11

Profile of Ability

The writer can:

Write complex formal and informal texts for a wide range of purposes and tasks in demanding non-routine situations.

When the communication is:

- On abstract, unfamiliar, or specialized topics that may require research
- Intended for a defined or undefined audience
- Of any length demanded by the purpose, task and genre
- In demanding contexts

Demonstrating these strengths and limitations:

- Coherent synthesis of extensive complex information from multiple sources
- Main ideas are clearly conveyed and very well supported with details
- Very good control of a broad range of complex and diverse structures
- A few minor errors in grammar, word combinations and word choices still occur
- Flexibility of tone and style are evident
- Effectively proofreads and revises own and others' texts
- Able to communicate most complex messages, adjusting length to suit the requirements of the task
- A very good range of concrete, abstract, and idiomatic language used appropriately, accurately and flexibly, including genre-specific expressions or jargon and cultural references

I. Interacting with Others

- Convey an expanded range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context.
  - Conveys the message with an appropriate sense of audience, formality and genre.
  - Writes with consideration for the needs and feelings of the audience.
  - Conveys intended tone.
  - Uses language, format and content appropriate and relevant to occasion, intent and social context.
  - Demonstrates strengths and limitations typical of Writing Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Write a formal letter to recommend a person for an internship or apprenticeship.

Write a letter to introduce and promote a new service or product to reluctant potential clients.

Write a letter to inform a long-term supplier that company needs have changed and their services are not required. Thank the supplier for their excellent service, offer to provide referrals and recommendations, and indicate an intention to engage them again in the future if needs change.

II. Reproducing Information

- Reduce and synthesize very complex and extensive information from multiple sources into a variety of formats (such as point-form notes, minutes, outlines, summaries, reports, abstracts or charts).

  [Sources can include lengthy continuous or formatted texts, or oral discourse.]
  - Conveys essential information.
  - Reduces and synthesizes information to main points with accurate supporting details, with no major factual omissions or errors.
  - Presents information with customary document layout or format.
  - Demonstrates strengths and limitations typical of Writing Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Extract information from various statistical charts on drinking and driving. Summarize the information to illustrate connections and causal relationships (such as a decrease in traffic fatalities after stricter legislation).

Write an executive summary of a longer report or study.

Write an official narrative record of a formal meeting at which complex issues (such as public policies) were discussed.

III. Getting Things Done

- Write business or service correspondence for a broad range of purposes and for external use (such as sales and marketing letters).
- Write formal business reports, requests for proposals and formal proposals.

  [The tone of the message may have significant consequences.]

  – Conveys main ideas clearly and provides sufficient detail.
  – Conveys intended tone.
  – Conveys the persuasive message with adequate sense of audience, formality, tone and genre.
  – Presents information in a customary format, with a coherent organizational structure.
  – Uses language, format and content appropriate and relevant to occasion, intent and social context/relationship.

- Create forms and other materials with preset formats to collect and record complex information.

  [Writing or forms may be for a broad and diverse audience.]

  – Creates an effective formatted document.
  – Presents information in a customary layout or format, with a coherent organizational structure.
  – Demonstrates strengths and limitations typical of Writing Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Write an investigative report to present facts. Draw conclusions, suggest logical deductions, and make extrapolations or predictions.

Write a report to analyze changes and resulting consequences to cuts in government funding of social services, cultural and recreational activities, or health care services.

Write an academic paper presenting 2 opposing positions on a topic, adopt one of the positions and defend it with supporting facts, examples, and statistics.

IV. Sharing Information

- Write effective, stylistically complex texts (such as expository or argument essays, inquiry papers, problem-solution papers or analytic reports) on previously researched topics.
  – Addresses the purpose of task with an appropriate sense of audience.
  – Conveys main ideas and supports them with sufficient detail.
  – Presents text as a coherent whole, with all the parts required by the genre.
  – Uses discourse patterns and functions of definition, contrast, cause and effect, etc.
  – Establishes argumentative and logical connections among textual ideas; develops a logical line of argumentation in support of a conclusion.
  – States a proposition and presents substantiation.
  – Demonstrates strengths and limitations typical of Writing Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Write an inquiry essay to discuss an issue or present an analysis of information from various sources. Articulate a position and support the arguments.

Write a detailed report or article to hypothesize about causal relationships between facts, phenomena and events, such as the effect of specific changes in government policy on poverty rates.

Write a report to articulate the results of a research study, survey or pilot project. Include charts or other graphical displays to present the data, and use conventions appropriate to the genre.

Writing – Benchmark 12

Profile of Ability

The writer can:

Write complex formal and informal texts for a full range of purposes, intentions and objectives related to demanding non-routine, technical or specialized situations and tasks.

When the communication is:

- On unfamiliar, highly abstract or specialized topics that may require research
- Intended for a diverse defined or undefined audience
- Of any length demanded by the purpose, task and genre
- In demanding contexts

Demonstrating these strengths and limitations:

- Coherent synthesis and evaluation of extensive complex information from multiple sources
- Writing is clear, effective and stylistically polished enough for publication or public distribution
- Excellent control of variations and subtleties of grammar and structure, tone and style
- Rare and minor errors in grammar, word combinations and word choices may occur
- Flexibility of tone and style are evident
- Effectively proofreads, revises and edits all aspects of texts
- Able to communicate complex messages, adjusting length to suit the requirements of the task
- An excellent range of concrete, abstract, and idiomatic language used appropriately, accurately and flexibly, including genre-specific expressions or jargon and cultural references

I. Interacting with Others

- Convey, in a quality, tone and style suitable for publication, a range of communication that synthesizes complex propositions to foster goodwill toward a company, initiative, campaign or political or social entity.
  - Conveys a clear message with a strong sense of audience, formality and genre.
  - Uses language, format and content appropriate to the occasion, intent and audience.
  - Conveys intended tone.
  - Demonstrates strengths and limitations typical of Writing Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Write a formal public tribute to honour someone for his/her achievements, contributions, or special qualities.

Write a press release to inform the public about and to promote a new product or service.

Write a formal letter of recommendation in support of a professor's promotion to department head.

Write a letter or proposal to request continued funding of a project. Focus on positive outcomes of the project.

Write an evaluation report to shareholders explaining the reasons behind a take-over bid.

II. Reproducing Information

- Reduce and synthesize very complex and extensive information from multiple sources into a variety of formats (such as point-form notes, minutes, outlines, summaries, reports, abstracts or charts).
- Evaluate, revise and edit summaries and other reduced forms of very complex and extensive information by other writers (such as point-form notes, minutes, outlines, précis, reports, abstracts or charts).

  [Sources can include lengthy continuous or formatted texts or oral discourse.]
  - Conveys essential information.
  - Reduces and synthesizes information to main points with accurate supporting details and no major factual omissions or errors.
  - Edits and revises own or other's texts for format, clarity and accuracy.
  - Edits document so it contains no errors and is presented in a customary layout or format.
  - Demonstrates strengths and limitations typical of Writing Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Write an abstract, including a chart, of an extensive statistical report.

Edit the official narrative record of a formal meeting at which complex issues (such as public policies) were discussed. Ensure that the content is accurate and the style is appropriate.

Write a summary report that synthesizes information from 2 or 3 different studies on applied research findings in a subject area.

Edit an executive summary of a longer report.

Writing – Benchmark 12

III. Getting Things Done

• Write highly specialized, complex formal correspondence and documents (such as external correspondence, formal proposals, procedures, training materials or public reports).

[Writing may be for a broad and diverse audience. The tone of the message may have significant consequences.]

– Conveys main ideas clearly and provides sufficient detail.
– Conveys the message with a sense of audience, formality and genre.
– Evaluates, revises and edits own and others' written texts.
– Uses language, format and content of documents appropriate to occasion.
– Presents information in a customary format, with a coherent organizational structure, and free of errors.
– Demonstrates strengths and limitations typical of Writing Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Write an external evaluation report about a large project.

Write a detailed proposal as an official bid on a contract, or as a grant or funding request for a research project.

Write a policy or procedure manual for an organization.

Write a detailed and extensive workplace training manual.

Evaluate, revise and edit texts for public use.

IV. Sharing Information

• Write effective and stylistically polished texts (such as essays, reports, articles or theses) to inform, convince and persuade others.
• Evaluate, revise and edit information texts for public use.

– Addresses the purpose of the task with an appropriate sense of audience.
– Writing contains complex, detailed ideas, which successfully inform and persuade.
– Conveys main ideas and supports them with sufficient detail.
– Presents text as a coherent whole, with all the parts required by the genre.
– Demonstrates fluent, error-free command of grammar, vocabulary, idioms, structure of information, style and mechanics.
– Evaluates, revises and edits information texts for public use.
– Demonstrates strengths and limitations typical of Writing Benchmark 12, as listed in the Profile of Ability.

Sample Tasks

Write a news story or an article for a newsletter or magazine.

Write a report to interpret and clearly articulate complex information to the public (such as the results of a complex research study, statistical data, historical information, or the performance of a company).

Write public relations or promotional materials for a campaign or product.

Write a thesis, dissertation or research paper for a peer-reviewed journal.

Some Features of Communication Across Stage III Writing

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Writing style requirements range from informal to formal. • Topics are abstract or specialized. • Audience is usually familiar or defined. • Tasks may require research and citation of reference sources. • Forms are complex and their length is determined by purpose and situation. • Oral information to be reduced or summarized may be somewhat lengthy (about 30 minutes) and technical or specialized.* • Print or online information to be reduced or summarized is about 5 pages with clear organization and layout, and may be technical or specialized.* • Length is suited to the purpose of the task and may be up to about 1,500 words. • Context is demanding.	• Writing style requirements range from informal to formal. • Topics are abstract or specialized. • Audience is usually familiar or defined. • Tasks may require research and citation of reference sources. • Forms are complex and their length is determined by purpose and situation. • Oral information to be reduced or summarized may be lengthy (about 1 hour) and technical or specialized.* • Print or online information to be reduced or summarized is about 10 pages with clear organization and layout, and may be technical or specialized.* • Length is suited to the purpose of the task and may be up to about 3,000 words. • Context is demanding.	• Writing style requirements range from informal to formal, and may include charts and graphics. • Topics are abstract or specialized. • Audience may not be familiar or defined. • Tasks may require research and citation of reference sources. • Forms are complex and their length is determined by purpose and situation. • Oral information to be reduced or summarized may be extensive in length and technical or specialized.* • Print or online information to be reproduced or summarized is about 15 pages with clear organization and layout, and may be technical or specialized.* • Length is suited to the purpose of the task and may be extensive. • Context is demanding.	• Writing style requirements range from informal to formal, and may include charts or graphics. • Topics are abstract or specialized. • Audience may not be familiar or defined. • Tasks may require research and citation of reference sources. • Forms are complex and their length is determined by purpose and situation. • Oral information to be reduced or summarized may be extensive in length and technical or specialized.* • Print or online information to be reduced or summarized is about 20 pages with clear organization and layout, and may be technical or specialized.* • Length is suited to the purpose of the task and may be extensive. • Context is demanding.

* Note: The ability to reduce or summarize information is dependent on the writer's ability to comprehend. Therefore, it is assumed that the content to be reproduced or reduced has a degree of complexity that does not exceed the writer's Reading Benchmark (in the case of print or online content) or Listening Benchmark (in the case of oral discourse).

Competency Tables

Listening Benchmarks 1-12

Sample competencies and indicators of ability organized by competency area

I. Interacting with Others – LISTENING – Stage I

Listening to communication intended to maintain or change interpersonal relationships and to foster social cohesion

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Understand individual greetings, introductions and goodwill expressions. [Communication is very brief, 1 or 2 short turns.] – Identifies individual, familiar words and short phrases used in common courtesy formulas. – Recognizes appeals for repetition. – Indicates comprehension with appropriate verbal or non-verbal responses. – Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.	• Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. [Communication is very brief, 2 or 3 turns.] – Identifies common courtesy phrases and an expanding range of expressions. – Responds to requests for basic personal information or to identify people and objects. – Recognizes appeals for repetition or clarification. – Demonstrates strengths and limitations typical of Listening Benchmark 2, as listed in the Profile of Ability.	• Understand simple social exchanges, including styles of greetings, introductions and leave-taking. [Communication is brief, about 5 turns.] – Identifies a range of common courtesy expressions in discourse. – Begins to identify formal and casual style and register. – Identifies participant roles and relationships based on courtesy formulas and introductions. – Identifies common basic conversational openings and closings. – Demonstrates strengths and limitations typical of Listening Benchmark 3, as listed in the Profile of Ability.	• Understand short social exchanges containing introductions, casual small talk and leave-taking. [Communication is about 6 turns.] – Identifies formal and casual style and register. – Identifies specific factual details and some implied meanings. – Demonstrates strengths and limitations typical of Listening Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

I. Interacting with Others – LISTENING – Stage II

Listening to communication intended to maintain or change interpersonal relationships and to foster social cohesion

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Understand the gist and some details in moderately complex common and predictable social exchanges (that may express interests, likes, dislikes, preferences, offers, invitations and compliments). – Identifies specific factual details and implied meanings. – Identifies formal and casual style and register. – Identifies language functions. – Identifies emotional states from tone and intonation. – Identifies the situation and relationships between speakers. – Interprets feelings such as interest, likes/dislikes, preferences. – Demonstrates strengths and limitations typical of Listening Benchmark 5, as listed in the Profile of Ability.	• Understand common social exchanges (such as openings and closings, making and cancelling appointments, apologies, regrets, excuses, and problems in reception and communication). – Identifies specific factual details and implied meanings. – Identifies formal and casual style and register. – Identifies language functions. – Identifies some feelings, such as regret and compassion. – Identifies expressions of openings, pre-closings, closings and leave-takings. – Identifies situation and relationship between speakers. – Identifies mood, attitude and emotional states from tone and intonation. – Demonstrates strengths and limitations typical of Listening Benchmark 6, as listed in the Profile of Ability.	• Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval). – Identifies implied meanings and stated and unspecified details. – Identifies language functions. – Identifies formal and casual style and register. – Understands the intent of the expressions and the responses. – Identifies emotional state, mood and attitude from tone and intonation. – Interprets feelings such as gratitude, hope and appreciation. – Identifies situation and relationship between speakers. – Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.	• Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations). – Identifies implied meanings and stated and unspecified details. – Identifies situations and relationships between participants. – Identifies speakers' purpose and intent. – Identifies emotional state, mood and attitude from tone and intonation. – Interprets feelings such as gratitude, hope, appreciation, disappointment, satisfaction, dissatisfaction, approval and disapproval. – Identifies the purpose of expressions of formal welcome, farewells, condolences and congratulations. – Understands the intent of expressions and responses. – Identifies some nuances in attitude, emotional tone and register. – Demonstrates strengths and limitations typical of Listening Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

I. Interacting with Others – LISTENING – Stage III

Listening to communication intended to maintain or change interpersonal relationships and to foster social cohesion

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Understand main intent and some implied meanings in complex communication between speakers with varying roles and relationships. – Identifies discourse formats for different situations and audiences. – Identifies meaning expressed through tone and intonation. – Identifies signals in speech to collaborate, to hold and relinquish the floor, to attempt to interrupt politely. – Recognizes preferred and non-preferred responses to personal interactions. – Identifies details of social context and register. – Identifies stated and unspecified details about social roles and relative status. – Identifies situation and relationship between speakers. – Identifies implied and some unstated meanings. – Relates communication to the situational and social context. – Demonstrates strengths and limitations typical of Listening Benchmark 9, as listed in the Profile of Ability.	• Understand complex communication to identify attitudes, emotions, motivations and intentions. – Identifies different discourse formats for different situations and audiences. – Identifies meaning expressed through tone and intonation. – Identifies signals in speech to collaborate, to hold and relinquish the floor and to attempt to interrupt politely. – Recognizes preferred and non-preferred responses. – Identifies unstated and implicit intentions and motivations based on linguistic and paralinguistic clues. – Identifies attitudes and emotions using a range of clues such as voice tone and volume, pitch, intonation, and stress. – Identifies different styles of speech. – Demonstrates strengths and limitations typical of Listening Benchmark 10, as listed in the Profile of Ability.	• Understand propositionally and linguistically complex communication between diverse speakers to resolve conflicts, build consensus and negotiate compromise. – Identifies different discourse formats for different situations and audiences. – Identifies meaning expressed through tone and intonation. – Identifies signals in speech to collaborate, to hold and relinquish the floor, to attempt to interrupt politely. – Recognizes preferred and non-preferred responses. – Identifies, analyzes and evaluates language and interpersonal strategies. – Identifies, analyzes and evaluates conflict-escalating language and behaviour. Identifies converging and diverging styles of speech (speaking the same way to convey solidarity, speaking differently to convey distinctness). – Demonstrates strengths and limitations typical of Listening Benchmark 11, as listed in the Profile of Ability.	• Understand the nuances and subtleties of propositionally and linguistically complex communication between diverse speakers. – Identifies different discourse formats for a variety of situations and audiences. – Identifies meaning expressed through tone and intonation. – Recognizes preferred and non-preferred responses. – Identifies unstated conflicts, challenges, and differences of opinion. – Identifies instances of politeness and cooperation (and their violations) through paralinguistic and linguistic clues – Identifies examples of imposition, disrespect, criticism and sarcasm, whether explicit or implied. – Evaluates expressions in terms of cultural norms commonly used in professional and academic discourse. – Analyzes and evaluates language and interpersonal strategies. – Demonstrates strengths and limitations typical of Listening Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Comprehending Instructions – LISTENING – Stage I

Listening to instructions to learn or get things done in community, work or study settings

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Understand very short, simple instructions, commands and requests related to immediate personal needs. [Instructions/commands are about 2 to 5 words.] – Identifies letters and numbers. – Identifies words or phrases that indicate positive or negative commands or requests. – Responds to requests and directions to provide personal information. – Indicates comprehension with appropriate verbal and non-verbal responses. – Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.	• Understand short, simple, common instructions, commands, requests and directions related to immediate personal needs. [Instructions/commands are simple imperative sentences.] – Identifies letters and numbers. – Identifies words or phrases that indicate positive or negative commands or requests. – Responds verbally (by answering questions) or with actions. – Demonstrates strengths and limitations typical of Listening Benchmark 2, as listed in the Profile of Ability.	• Understand instructions and directions related to familiar, everyday situations of immediate personal relevance. [Instructions are about 2 to 4 steps.] – Identifies words and phrases that indicate movement, location, measurement, weight, amount and size. – Identifies basic connectors related to time (*now, then, before, after*) and place (*this, that, here, there*). – Responds with correct actions to directions and instructions. – Demonstrates strengths and limitations typical of Listening Benchmark 3, as listed in the Profile of Ability.	• Understand common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance. [Instructions are about 4 to 5 steps.] – Identifies words and phrases that indicate movement, location, manner, frequency and duration. – Responds with appropriate actions to directions and instructions. – Recognizes and identifies correct sequence of steps. – Demonstrates strengths and limitations typical of Listening Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Comprehending Instructions – LISTENING – Stage II

Listening to instructions to learn or get things done in community, work or study settings

| CLB 5

Initial Intermediate Ability | CLB 6

Developing Intermediate Ability | CLB 7

Adequate Intermediate Ability | CLB 8

Fluent Intermediate Ability |
|---|---|---|---|
| • Understand simple to moderately complex directions and instructions for generally familiar and relevant procedures.

[Instructions are about 7 to 8 steps, with up to 10 details (fewer on the phone).]

– Follows a range of basic cohesive devices indicating order and sequence.

– Seeks clarification and confirmation if required.

– Responds with actions to directions and instructions.

– Demonstrates strengths and limitations typical of Listening Benchmark 5, as listed in the Profile of Ability. | • Understand moderately complex directions and instructions for technical or non-technical tasks.

[Instructions are about 9 to 10 steps, with up to 12 details (fewer on the phone).]

– Follows sequence markers or other linguistic clues to infer order of steps.

– Follows a range of cohesive devices indicating order and sequence.

– Seeks clarification and confirmation if required.

– Responds with actions to directions and instructions.

– Demonstrates strengths and limitations typical of Listening Benchmark 6, as listed in the Profile of Ability. | • Understand moderately complex directions and instructions for technical or non-technical tasks.

[Instructions are about 10 to 12 steps, with up to 15 details (fewer on the phone).]

– Follows sequence markers, cohesive devices (connecting words, reference, parallel structure, substitution) or other linguistic clues to infer order of steps.

– Seeks clarification and confirmation if required.

– Responds with actions to directions and instructions.

– Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability. | • Understand extended multistep directions or instructions for technical or non-technical tasks.

[Instructions are over 12 steps, with up to 20 details (fewer on the phone).]

– Follows sequence markers, cohesive devices (connecting words, reference, parallel structure, substitution) or other linguistic clues to infer order of steps.

– Responds with actions to directions and instructions.

– Demonstrates strengths and limitations typical of Listening Benchmark 8, as listed in the Profile of Ability. |

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Comprehending Instructions – LISTENING – Stage III

Listening to instructions to learn or get things done in community, work or study settings

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Understand complex multistep directions and instructions for familiar procedures. [Instructions are somewhat detailed, presented clearly and may be lengthy.] – Integrates a few pieces of detailed information to carry out procedures or follow directions. – Follows cohesion links across utterances. – Responds with actions to directions and instructions. – Demonstrates strengths and limitations typical of Listening Benchmark 9, as listed in the Profile of Ability.	• Understand complex multistep directions and instructions for less familiar procedures in some urgent or demanding situations. [Instructions are detailed and may be lengthy, partially familiar or predictable.] – Integrates several pieces of detailed information to carry out complex, multistep procedures or to follow directions. – Responds with actions to directions and instructions. – Demonstrates strengths and limitations typical of Listening Benchmark 10, as listed in the Profile of Ability.	• Understand complex multistep directions and instructions for unfamiliar procedures in urgent or demanding situations. [Instructions are detailed, lengthy and presented clearly.] – Integrates extensive, detailed information to carry out complex, multistep procedures or to follow directions. – Responds with actions to directions and instructions. – Demonstrates strengths and limitations typical of Listening Benchmark 11, as listed in the Profile of Ability.	• Understand and evaluate detailed, extensive oral instructions in a broad range of situations. [Instructions are for complex procedures.] – Evaluates oral instructions or instructional texts for logical accuracy and clarity. – Uses external criteria and standards to evaluate the validity/effectiveness of instructions or instructional texts. – Demonstrates strengths and limitations typical of Listening Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – LISTENING – Stage I

Listening to communication intended to get things done, to influence or persuade, to obtain services or induce action in community, work or study settings

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Understand expressions used to attract attention and to request assistance in situations of immediate personal need. – Identifies a few common key words and formulaic expressions (*Help! Watch out!*). – Indicates comprehension with appropriate verbal or non-verbal responses. – Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.	• Understand expressions used to make and respond to requests and warnings in situations of immediate personal need. – Identifies expressions for basic requests and warnings. – Recognizes apologies. – Responds appropriately with physical or verbal responses. – Demonstrates strengths and limitations typical of Listening Benchmark 2, as listed in the Profile of Ability.	• Understand expressions used in familiar everyday situations (such as requests, permission and warnings). – Identifies phrases and sentences related to simple persuasive functions. – Demonstrates strengths and limitations typical of Listening Benchmark 3, as listed in the Profile of Ability.	• Understand short communication intended to influence or persuade others in familiar, everyday situations. – Identifies purpose, main ideas, factual details and some implied meanings in simple announcements, commercials or infomercials. – Demonstrates strengths and limitations typical of Listening Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – LISTENING – Stage II

Listening to communication intended to get things done, to influence or persuade, to obtain services or induce action in community, work or study settings

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Understand the gist and some details in moderately complex communication intended to influence or persuade (such as simple advice, opinion or suggestions) in everyday personally relevant situations. – Identifies main intent, main idea, factual details, words and expressions. – Identifies some implied meanings. – Identifies cohesive devices and discourse indicators for sequence, comparison and contrast. – Identifies basic signals in speech for collaboration, turn-taking and interrupting. – Recognizes and interprets advice, opinions and suggestions. – Demonstrates strengths and limitations typical of listening benchmark 5, as listed in the Profile of Ability.	• Understand moderately complex communication intended to influence or persuade (such as suggestions, advice, encouragements and requests) in everyday personally relevant situations. – Identifies main intent, main ideas, factual details, words and expressions. – Identifies implied meanings. – Identifies the functions of utterances (such as suggestions, encouragement and requests). – Interprets facts, advice, suggestions and opinions. – Identifies cohesive devices and discourse indicators for comparison, contrast, condition and result. – Demonstrates strengths and limitations typical of Listening Benchmark 6, as listed in the Profile of Ability.	• Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences. – Identifies the purpose, main ideas, factual details. – Identifies implied meanings. – Identifies the functions of utterances (such as requests and reminders). – Follows discourse indicators signalling cause and effect, condition and result. – Interprets requests, reminders, orders and pleas. – Predicts consequences and outcomes. – Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.	• Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field. – Identifies stated and unspecified meanings. – Identifies the functional value of utterances (such as warnings, threats, suggestions or recommendations). – Interprets warnings, threats, suggestions, recommendations and proposed solutions. – Evaluates the validity of suggestions or proposed solutions. – Demonstrates strengths and limitations typical of Listening Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – LISTENING – Stage III

Listening to communication intended to get things done, to influence or persuade, to obtain services or induce action in community, work or study settings

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Understand complex and extended communication intended to influence, persuade or inform significant decisions (such as proposals, suggestions or recommendations for solving problems). – Identifies main intent, main idea, factual details, relevant words and expressions, and implied meanings. – Identifies discourse indicators signalling contrasting information, opposing views, illustrations/examples. – Interprets proposals, suggestions and recommendations. – Identifies cohesion links (such as phrasal links) across utterances. – Identifies and separates feelings, information and facts. – Analyzes and evaluates usefulness, appropriateness, relevance and validity of proposed solutions, in relation to the purpose and the audience. – Demonstrates strengths and limitations typical of Listening Benchmark 9, as listed in the Profile of Ability.	• Understand content, values and assumptions in communication intended to influence or persuade. – Identifies values and assumptions, where obvious from stated and unstated clues. – Identifies discourse indicators signalling introduction of contrasting information, opposing views, illustrations/examples, unexpected turns. – Identifies cohesion links (such as phrasal links) across utterances. – Identifies and separates feelings, information and facts. – Analyzes and critically evaluates information based on a set of internal or external criteria or standards. – Demonstrates strengths and limitations typical of Listening Benchmark 10, as listed in the Profile of Ability.	• Understand the nuances and subtleties of communication intended to influence or persuade across a broad variety of general interest, academic and technical topics in own field. – Analyzes and evaluates the appropriateness of persuasive strategies to the audience and the purpose. – Identifies language aspects (such as grammar and vocabulary) of persuasive discourse. – Identifies discourse indicators signalling contrasting information, opposing views, illustrations/examples, unexpected turn, reformulation of information. – Identifies cohesion links (such as phrasal links) across utterances. – Identifies and separates feelings, information and facts. – Identifies effective techniques (such as the use of evidence, logical arguments and ethical and emotional appeals) to obtain agreement on or acceptance of ideas or products. – Demonstrates strengths and limitations typical of Listening Benchmark 11, as listed in the Profile of Ability.	• Understand the nuances and subtleties of communication intended to influence or persuade across a wide range of contexts, whether familiar or unfamiliar, including academic, workplace and community. – Identifies stated or unstated facts, opinions and attitudes related to text. – Analyzes and evaluates speakers' points of view. – Identifies discourse indicators signalling contrasting information, opposing views, illustrations/examples, unexpected turn, reformulation of information. – Identifies cohesion links (such as phrasal links) across utterances. – Identifies and separates feelings, information and facts. – Evaluates the appropriateness, usefulness, relevance and validity of information to the audience and the purpose. – Demonstrates strengths and limitations typical of Listening Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Comprehending Information – LISTENING – Stage I

Listening to learn, gain knowledge and get information and ideas from others

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Understand very simple information about highly familiar, concrete topics. – Identifies a few obvious factual details, such as numbers, letters, times and dates. – Identifies a few key words and short expressions related to immediate needs. – Indicates comprehension with appropriate verbal or non-verbal responses. – Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.	• Understand simple information about familiar, concrete topics. – Identifies specific factual details, such as numbers, letters, time, place, key words and expressions. – Identifies words related to personal identification information. – Demonstrates strengths and limitations typical of Listening Benchmark 2, as listed in the Profile of Ability.	• Understand short, simple, descriptive communication about a person, object, situation, scene, personal experience or daily routine. – Gets the gist. – Identifies factual details, key words and expressions as required. – Demonstrates strengths and limitations typical of Listening Benchmark 3, as listed in the Profile of Ability.	• Understand short descriptive or narrative communication on topics of personal relevance. – Gets the gist. – Identifies factual details, some implied meanings, key words and expressions. – Identifies who, what, where and when. – Demonstrates strengths and limitations typical of Listening Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Comprehending Information – LISTENING – Stage II

Listening to learn, gain knowledge and get information and ideas from others

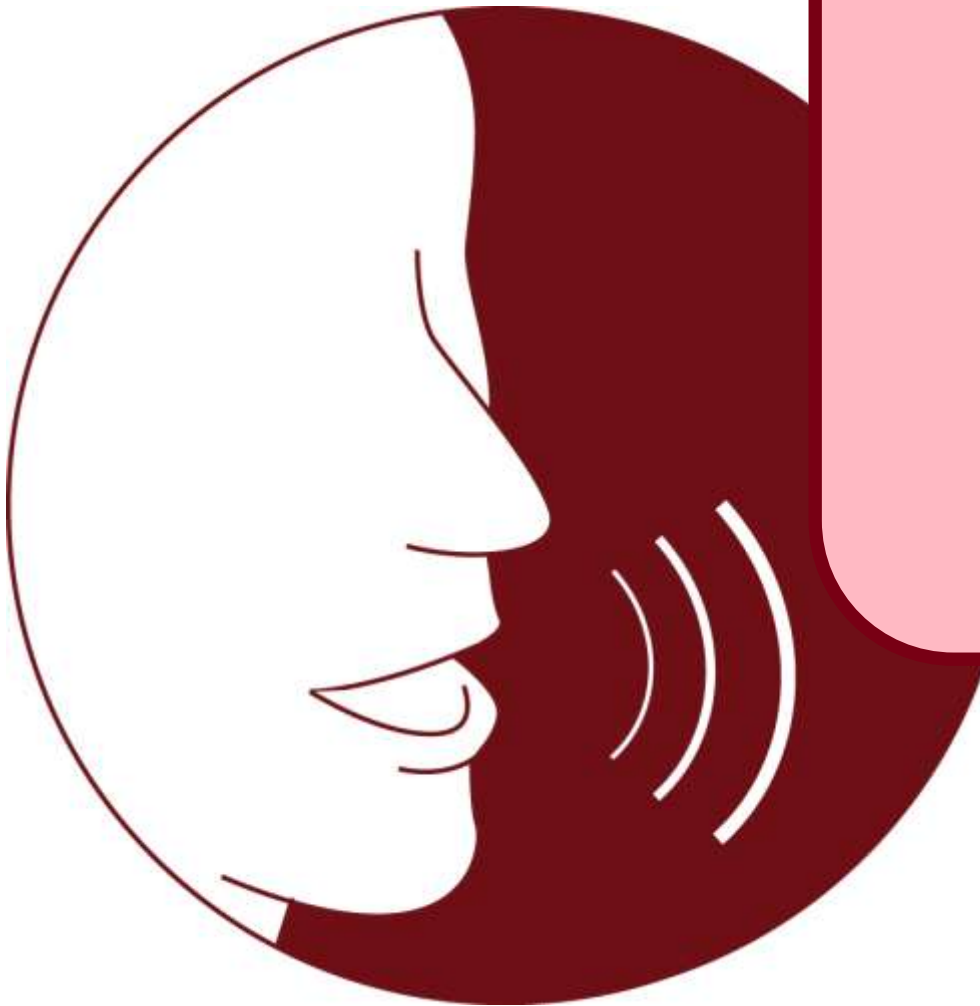| CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Understand information about familiar or relevant topics. • Understand descriptive or narrative monologues or presentations related to everyday, personally relevant topics or situations. [Presentations are informal, with the use of visuals and up to about 5 minutes in length.] – Gets the gist. – Identifies key words and phrases. – Identifies factual details and some implied meanings. – Identifies opinions. – Interprets descriptions, reports and explanations. – Demonstrates strengths and limitations typical of Listening Benchmark 5, as listed in the Profile of Ability.	• Understand short group interactions and discussions on familiar topics. • Understand descriptive or narrative monologues or presentations on generally familiar and relevant topics. [Presentations are informal, with the use of visuals and up to about 10 minutes.] – Identifies topic-specific words, phrases and expressions. – Identifies factual details, main ideas, supporting details and implied meanings. – Identifies discourse indicators for cause and effect. – Makes some inferences. – Predicts what will happen next in a narration. – Identifies some common idiomatic expressions. – Identifies signals in speech for collaboration, turn-taking and interruptions. – Identifies facts and opinions. – Interprets factual information, explanations and opinions. – Demonstrates strengths and limitations typical of Listening Benchmark 6, as listed in the Profile of Ability.	• Understand short group interactions, discussions and meetings on generally familiar topics. • Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence. [Presentations are informal, with the use of visuals and up to about 15 minutes.] – Identifies factual details, main ideas and supporting details. – Makes inferences. – Identifies rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect. – Identifies facts and opinions. – Interprets factual information, explanations and opinions. – Demonstrates strengths and limitations typical of Listening Benchmark 7, as listed in the Profile of Ability.	• Understand group interactions about abstract and complex ideas on familiar topics. • Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field. [Presentations are informal or semi-formal, extended, with the use of visuals and up to about 20 minutes long.] – Identifies the main idea (which is not explicitly stated) and detailed information. – Identifies phrases and sentences that mark topic introduction, topic development, topic shift and conclusion. – Identifies rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect. – Interprets factual information, explanations and opinions. – Identifies facts, opinions and attitudes. – Demonstrates strengths and limitations typical of Listening Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Comprehending Information – LISTENING – Stage III

Listening to learn, gain knowledge and get information and ideas from others

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Understand complex, extended discussions between several speakers. • Understand extensive lectures or presentations. [Discussions, lectures and presentations are up to about 30 minutes.] – Identifies discourse format for different purposes. – Identifies detailed factual information and implied meanings. – Identifies main ideas that are not explicitly stated. – Identifies how details support and develop main ideas. – Identifies paraphrasing, restating of points, examples and transition indicators. – Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences). – Demonstrates critical comprehension by identifying biases and by separating facts from opinions. – Identifies, summarizes and critically evaluates the development of positions. – Demonstrates strengths and limitations typical of Listening Benchmark 9, as listed in the Profile of Ability.	• Understand complex expository or argumentative exchanges or discussions between several speakers. • Understand extensive lectures or presentations. – Identifies discourse formats for different purposes. – Identifies detailed factual information and implied meanings. – Comprehends pro and con arguments. – Extracts relevant details from discourse that includes irrelevant or distracting information. – Follows the logical line of argumentation in support of a conclusion. – Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences). – Recognizes fallacies. – Separates facts from opinions in arguments to evaluate credibility/validity. – Identifies different parts of an argument and logical relationships between parts of discourse. – Demonstrates strengths and limitations typical of Listening Benchmark 10, as listed in the Profile of Ability.	• Understand complex, detailed and specialized discussions between several speakers. • Understand complex, detailed and extensive lectures or presentations. – Identifies detailed factual information and implied meanings. – Extracts multiple pieces of information as required. – Synthesizes information to reconstruct a message. – Extracts relevant details from discourse that includes irrelevant or distracting information. – Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences). – Identifies positions, biases, assumptions and motives. – Summarizes information. – Demonstrates strengths and limitations typical of Listening Benchmark 11, as listed in the Profile of Ability.	• Critically evaluate complex, detailed and specialized discussions, interviews or formal debates. • Critically evaluate complex, detailed and extensive lectures or presentations. – Identifies and critically evaluates content, organization and delivery. – Summarizes and critically evaluates relevance of examples, biases, assumptions, values, motives, and plausibility. – Suggests ways to improve content. – Analyzes and evaluates verbal and non-verbal aspects of delivery and makes suggestions for improvement. – Identifies thematic organization of sub-parts of presentations and lectures (such as patterns for narrating, reporting, describing, arguing a point, expressing results and consequences). – Identifies conversation styles (such as high involvement style and high considerateness style). – Demonstrates strengths and limitations typical of Listening Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

Competency Tables

Speaking Benchmarks 1-12

Sample competencies and indicators of ability organized by competency area

I. Interacting with Others – SPEAKING – Stage I

Speaking to maintain or change interpersonal relationships and to foster social cohesion

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Use and respond to basic courtesy formulas and greetings. [Interlocutors are familiar and supportive.] – Responds appropriately to common greetings, introductions, and leave-takings. – Uses appropriate basic courtesy formulas. – Indicates communication problems verbally or non-verbally. – Demonstrates strengths and limitations typical of Speaking Benchmark 1, as listed in the Profile of Ability.	• Use and respond to courtesy formulas and greetings. [Interlocutors are familiar and supportive.] – Initiates and responds appropriately to introductions and leave-takings using appropriate courtesy formulas. – Opens a short conversation. – Indicates communication problems verbally, if needed. – Demonstrates strengths and limitations typical of Speaking Benchmark 2, as listed in the Profile of Ability.	• Use a range of courtesy formulas and greetings in very short, casual, face-to-face interactions. [Interlocutors are familiar and supportive.] – Opens a conversation. – Initiates and responds appropriately to introductions and leave-takings. – Initiates and responds appropriately in short routine exchanges about self and another person. – Uses an expanding range of courtesy formulas and small talk phrases. – Uses simple questions to ask about another person. – Indicates comprehension and communication problems verbally, if needed. – Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.	• Use a range of courtesy formulas and some casual small talk in short, one-on-one or small group interactions. [Interlocutors are familiar and supportive.] – Opens and closes a short conversation. – Introduces 2 known people. – Asks and responds to questions about common, everyday routines. – Uses non-verbal communication (such as eye contact and nodding) to show interest and encourage conversation. – Uses a range of small talk phrases and expressions. – Indicates comprehension and communication problems verbally, if needed. • Participate in very short, simple phone calls. [Phone interactions are very brief.] – Initiates simple phone calls. – Uses appropriate greetings. – Leaves a short, simple message with a person or on voice mail. – Uses appropriate closing remarks to end phone calls. – Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

I. Interacting with Others – SPEAKING – Stage II *(CLB 7, 8 on next page)*

Speaking to maintain or change interpersonal relationships and to foster social cohesion

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability
• Participate in basic social conversations for some everyday purposes (such as expressing feelings; making, accepting or declining invitations; and engaging in small talk). [Limited support from interlocutors.] – Opens and maintains a conversation. – Responds to small talk. – Extends, accepts or declines invitations. – Takes turns by giving non-verbal and verbal signals. – Encourages conversations by using eye contact, nodding, showing interest, etc. – Indicates non-comprehension. • Participate in very short phone calls. [Communicating on the phone may be difficult.] – Answers the phone, greets a caller, and closes a conversation using appropriate conventions and expressions. – Provides simple personal information. – Demonstrates strengths and limitations typical of Speaking Benchmark 5, as listed in the Profile of Ability.	• Participate in routine social conversations for some everyday purposes (such as apologies, excuses, expressing opinions and making suggestions or arrangements). [Limited support from interlocutors.] – Opens, maintains and closes a conversation. – Introduces someone to a small familiar group in a way that is appropriate to the situation and audience. – Uses and responds to small talk. – Encourages conversation by adding supportive comments. – Provides appropriate apologies and explanations. – Takes turns by interrupting appropriately. – Indicates partial comprehension by asking clarifying questions. • Participate in short phone calls. [Communicating with strangers on the phone may be challenging.] – Answers the phone, greets the caller, and closes a conversation using appropriate conventions and expressions. – Provides information or leaves a message with 3 to 5 details. – Clarifies and confirms information. – Demonstrates strengths and limitations typical of Speaking Benchmark 6, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

I. Interacting with Others – SPEAKING – Stage II *(cont.)*

Speaking to maintain or change interpersonal relationships and to foster social cohesion

CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope). [Limited support from interlocutors.] – Opens and maintains a short formal conversation, closing with 3 customary steps (pre-closing, closing, leave-taking). – Introduces a person formally to a group in a way that is appropriate to the situation and audience. – Asks follow-up questions to keep the conversation going. – Shows developing ability to hold the floor and to resume after an interruption. – Changes the topic appropriately. – Confirms own comprehension by repeating or paraphrasing. • Participate in routine phone calls. [Communicating on the phone is about familiar routine matters; clarifying unknown details may cause communication problems.] – Answers the phone, greets a caller, and closes a conversation using appropriate conventions and expressions. – Provides information or leaves accurate messages in some detail. – Clarifies and confirms information. – Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.	• Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance). [Little support from interlocutors; communication may be related to situations where tone and register may have an impact on the outcome.] – Introduces guests or speakers appropriately. – Expresses and responds to sympathy. – Expresses and responds to formal toasts or welcomes. – Responds to minor conflicts or complaints, or comforts others in distress. – Asks follow-up questions to keep conversations going. – Encourages others to participate. – Holds the floor, interrupts appropriately, and resumes after an interruption. – Uses appropriate levels of formality with increased ability. • Participate in brief professional phone calls. [Communicating on the phone can involve less familiar and some non-routine matters.] – Opens, maintains and closes a phone conversation in a professional manner. – Provides information in a professional manner. – Clarifies and confirms information. – Uses appropriate levels of formality with increased ability. – Demonstrates strengths and limitations typical of Speaking Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

I. Interacting with Others – SPEAKING – Stage III *(CLB 11, 12 on next page)*

Speaking to maintain or change interpersonal relationships and to foster social cohesion

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability

• Manage a range of personal and business interactions that involve needs, feelings and attitudes (such as respect and indifference).
 	
  [Communication may be related to high-stakes situations where tone and register have an impact on the outcome.]
 	
  – Uses a range of polite expressions to show or respond to respect and friendliness.
  – Uses expressions and registers appropriate for the level of formality, occasions, intents and social situations.
  – Considers boundaries and degrees of distance to interact appropriately.
  – Uses appropriate assertive communication strategies to deal with distance and indifference.
  – Uses appropriate non-verbal behaviours.
• Co-facilitate or contribute to discussions or debates in small formal groups.
 	
  [Topics may be abstract or conceptual.]
 	
  – Opens, maintains and closes the discussion.
  – Negotiates discussion points.
  – Manages the direction of the conversation. Facilitates turns.
  – Holds the floor, shares the floor, and encourages others to participate.
  – Asks others to give, confirm and clarify information as needed.
  – Uses a variety of strategies to keep the discussion on track and on topic.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 9, as listed in the Profile of Ability.
	• Manage an expanding range of personal and business interactions that involve needs, feelings and attitudes (such as perceived hostility, blame, sarcasm or condescension).
	
	  [Communication may be related to high-stakes situations where tone and register have an impact on the outcome.]
	
	  – Uses effective verbal communication strategies to diffuse or de-escalate hostility.
	  – Uses expressions and registers appropriate for occasions, intents and social situations.
	  – Uses appropriate assertive communication strategies to respond to blame, sarcasm, etc.
	  – Uses expressions and registers appropriate to the level of formality of situations.
	  – Uses non-aggressive, non-challenging body language.
	• Co-facilitate or contribute to discussions or debates in large formal groups.
	
	  [Topics may be abstract or conceptual.]
	
	  – Opens, maintains and closes discussions.
	  – Negotiates discussion points.
	  – Manages the direction of conversations. Facilitates turns.
	  – Holds the floor, shares the floor, and encourages others to participate.
	  – Clarifies information as needed.
	  – Uses a variety of strategies to keep the discussion going and on topic.
	  – Includes others in discussions.
	  – Demonstrates strengths and limitations typical of Speaking Benchmark 10, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

I. Interacting with Others – SPEAKING – Stage III *(cont.)*

Speaking to maintain or change interpersonal relationships and to foster social cohesion

CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Manage an expanded range of personal and business interactions to appropriately respond to needs, feelings and attitudes (such as criticism and value judgements).	• Manage a broad range of personal and business interactions, in both formal and informal situations, to appropriately and effectively negotiate needs, feelings and attitudes (such as recognition, validation, acknowledgement and conflict).
[Communication may be related to high-stakes situations where tone and register have an impact on the outcome.]	[Situation may be public; communication may be related to high-stakes situations where tone and register have an impact on the outcome.]
– Uses a range of polite and diplomatic expressions to provide constructive criticism.	– Uses a range of polite expressions to welcome, acknowledge or encourage individuals or groups.
– Uses expressions and registers appropriate for occasions, intents and social contexts.	– Uses appropriate intonation, pitch, volume, tone of voice and non-verbal behaviours for greater impact.
– Asks clarifying questions when receiving criticism.	• Facilitate or chair formal meetings, discussions, symposia or debates for a variety of groups.
– Uses appropriate intonation, pitch and tone of voice to express desired meanings.	[Topics may be abstract or conceptual.]
• Facilitate or chair formal meetings, discussions or debates.	– Calls meetings to order, handles motions and voting, and adjourns meetings (i.e., for formal meetings).
[Topics may be abstract or conceptual.]	– Manages speakers' turns.
– Opens, maintains and closes discussions.	– Motivates others to contribute.
– Controls speakers and manages the agenda.	– Diffuses conflicts by reframing negative statements.
– Negotiates discussion points.	– Establishes a climate of collaboration.
– Diffuses conflicts by reframing negative statements.	– Repairs communication problems.
– Adjusts conversational and turn-taking style to that of others.	– Demonstrates strengths and limitations typical of Speaking Benchmark 12, as listed in the Profile of Ability.
– Uses a variety of strategies to stay on topic.	
– Repairs communication problems.	
– Demonstrates strengths and limitations typical of Speaking Benchmark 11, as listed in the Profile of Ability.	

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Giving Instructions – SPEAKING – Stage I

Giving instructions to get things done in community, work or study settings

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Give brief, simple, common, routine instructions to a familiar person. [Instructions are a few words or a short phrase.] – Uses imperative forms and memorized stock expressions. – Uses appropriate courtesy words (such as p*lease, thank you*). – Demonstrates strengths and limitations typical of Speaking Benchmark 1, as listed in the Profile of Ability.	• Give short, simple, common, routine instructions to a familiar person. [Instructions are short phrases or imperative sentences.] – Uses imperative forms, memorized stock expressions, and appropriate courtesy words (such as *please*). – Gives both positive and negative commands. – Demonstrates strengths and limitations typical of Speaking Benchmark 2, as listed in the Profile of Ability.	• Give simple, common, routine instructions and directions to a familiar person. [Instructions are 2 to 3 steps.] – Uses appropriate courtesy forms and structures. – Expresses movement and location. – Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.	• Give a set of simple, common, routine instructions and directions to a familiar person. [Instructions are about 4 to 5 steps.] – Uses appropriate courtesy forms and structures. – Expresses movement and location. – Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Giving Instructions – SPEAKING – Stage II

Giving instructions to get things done in community, work or study settings

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability

• Give instructions and directions for everyday activities and processes.
  – Uses appropriate courtesy forms and structures.
  – Uses appropriate expressions to sequence instructions.
  – Demonstrates strengths and limitations typical of Speaking Benchmark 5, as listed in the Profile of Ability.
	• Give sequential instructions and directions for everyday activities and processes.
	  – Uses correct sequence of steps.
	  – Uses clear references.
	  – Uses sequencing intonation so that the listener can follow.
	  – Checks to confirm understanding.
	  – Demonstrates strengths and limitations typical of Speaking Benchmark 6, as listed in the Profile of Ability.
		• Give instructions and directions for technical and non-technical tasks, procedures and processes.
		  – Uses correct sequence of steps.
		  – Uses clear references and provides necessary details.
		  – Uses sequencing intonation so that listener can follow.
		  – Checks to confirm understanding.
		  – Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.
			• Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.
			  – Uses correct sequence of steps.
			  – Uses clear references and provides necessary details.
			  – Uses appropriate intonation so that listener can follow.
			  – Checks to confirm understanding.
			  – Demonstrates strengths and limitations typical of Speaking Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Giving Instructions – SPEAKING – Stage III

Giving instructions to get things done in community, work or study settings

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Give complex instructions for some technical and non-technical tasks, procedures and processes. – Gives detailed information to carry out instructions. – Uses accurate language forms and structures to convey a sequence of steps. – Checks to confirm understanding. – Demonstrates strengths and limitations typical of Speaking Benchmark 9, as listed in the Profile of Ability.	• Give complex instructions for some technical and non-technical tasks, procedures and processes in somewhat demanding situations. – Gives detailed information to carry out instructions. – Uses accurate language forms and structures to convey a sequence of steps. – Checks to confirm understanding. – Demonstrates strengths and limitations typical of Speaking Benchmark 10, as listed in the Profile of Ability.	• Give complex instructions for technical and non-technical tasks, procedures and processes in many demanding situations. – Gives detailed information to carry out instructions. – Uses accurate language forms and structures to convey a sequence of steps. – Checks to confirm understanding. – Demonstrates strengths and limitations typical of Speaking Benchmark 11, as listed in the Profile of Ability.	• Give complex instructions on technical and non-technical tasks, procedures and processes in most demanding situations. – Gives detailed information to carry out instructions. – Uses accurate language forms and structures to convey details and the sequence of steps. – Checks to confirm understanding. – Demonstrates strengths and limitations typical of Speaking Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – SPEAKING – Stage I

Speaking to get things done, influence or persuade, to obtain services or induce action in community, work or study settings

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Make and respond to simple requests related to immediate personal needs (such as asking for assistance, or for the time, a price or an amount). – Uses appropriate single words, phrases, memorized expressions and courtesy formulas. – Uses simple expressions of time. – Uses expressions for money, prices and amounts. – Uses acceptable gestures and body language when making requests. – Demonstrates strengths and limitations typical of Speaking Benchmark 1, as listed in the Profile of Ability.	• Make and respond to simple requests related to common everyday activities. – Uses appropriate memorized expressions, simple sentences, and courtesy formulas for requests. • Give very simple warnings and cautions. – Uses appropriate memorized expressions, simple sentences, and courtesy formulas for simple warnings and cautions. – Demonstrates strengths and limitations typical of Speaking Benchmark 2, as listed in the Profile of Ability.	• Make and respond to an expanding range of simple requests related to everyday activities. • Give an expanding range of simple warnings, apologies and cautions. – Uses appropriate polite expressions. – Uses simple sentences and question formations. – Repeats and attempts to explain when necessary. – Uses appropriate simple expressions. – Provides some basic details. – Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.	• Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services.) – Asks questions and makes requests and suggestions politely and appropriately. – Uses modals with some accuracy. – Facilitates the listener's comprehension by repeating and explaining. – Elicits or provides details as needed. – Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – SPEAKING – Stage II

Speaking to get things done, to influence or persuade, to obtain services or induce action in community, work or study settings

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Give and respond to informal requests, permission, suggestions and advice. – Provides details and gives reasons. – Uses modals with the appropriate level of politeness. – Demonstrates strengths and limitations typical of Speaking Benchmark 5, as listed in the Profile of Ability.	• Give and respond to informal and somewhat formal suggestions and indirect requests. – Gives reasons and predicts consequences of not following through. – Uses modals with the appropriate level of politeness. – Conveys a developing ability to make indirect requests appropriately. – Demonstrates strengths and limitations typical of Speaking Benchmark 6, as listed in the Profile of Ability.	• Give extended warnings, suggestions, recommendations or advice. – Uses appropriate persuasive arguments. – Uses modals with the appropriate level of politeness. – Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.	• Propose or recommend solutions to problems in a familiar area. [Communication may sometimes be related to situations where clarity and diplomacy have an impact on the outcome.] – Describes problems and clarifies details. – Indicates possible solutions, recommends the best ones, and gives reasons. – Demonstrates strengths and limitations typical of Speaking Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – SPEAKING – Stage III

Speaking to get things done, to influence or persuade, to obtain services or induce action in community, work or study settings

CLB 9	CLB 10	CLB 11	CLB 12
Initial Advanced Ability	Developing Advanced Ability	Adequate Advanced Ability	Fluent Advanced Ability
• Present formal proposals to address concerns or deal with problems. [Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.] – Presents a formal proposal on how to deal with a concern to an individual or a group in authority. – Provides required details. – Provides persuasive arguments on how the concern should be addressed. – Requests agreement/commitment in a sensitive manner. – Demonstrates strengths and limitations typical of Speaking Benchmark 9, as listed in the Profile of Ability.	• Persuade persons in authority to grant approvals or accept/reject proposals. [Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.] – Presents a formal proposal to an individual or a group in authority. – Provides required details. – Provides persuasive arguments to gain acceptance or approval of the proposal. – Requests agreement/commitment in a sensitive manner. – Uses appropriate verbal and non-verbal communication strategies. – Demonstrates strengths and limitations typical of Speaking Benchmark 10, as listed in the Profile of Ability.	• Negotiate mutually agreeable solutions to problems. [Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.] – Negotiates concessions or solutions. – Provides required details. – Uses a variety of persuasive techniques to obtain agreement (such as evidence, logical arguments and ethical and emotional appeals). – Demonstrates strengths and limitations typical of Speaking Benchmark 11, as listed in the Profile of Ability.	• Negotiate detailed contracts or agreements. • Manage and mediate conflicts or disputes. [Communication may be related to high-stakes situations where clarity and diplomacy have an impact on the outcome.] – Provides required details. – Uses persuasive techniques to obtain agreement or acceptance for ideas. – Mediates conflicts in a variety of situations to get things done. – Uses appropriate verbal and non-verbal communication strategies to negotiate agreements or mediate conflicts. – Demonstrates strengths and limitations typical of Speaking Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Sharing Information – SPEAKING – Stage I

Speaking to inform others, to request, share or present information and ideas in community, work or study settings

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Give basic personal information in response to direct questions from a supportive listener. – Answers simple questions about personal information. – Uses alphabet to spell out words, such as own name. • Ask for basic personal information. – Asks simple questions using memorized stock phrases. – Demonstrates strengths and limitations typical of Speaking Benchmark 1, as listed in the Profile of Ability.	• Give expanded basic personal information to a supportive listener. – Answers simple questions about personal information. – Uses alphabet to spell out words, such as own name. – Expresses likes and dislikes. – Expresses basic ability or inability. • Ask for basic personal information. – Asks simple questions using memorized stock phrases. • Give basic descriptions of concrete familiar objects in a few short words or phrases. [Descriptions are in response to questions.] – Describes concrete objects, likes and dislikes. – Describes sizes, colours and numbers. – Demonstrates strengths and limitations typical of Speaking Benchmark 2, as listed in the Profile of Ability.	• Ask for and give information about immediate needs and some feelings related to common everyday activities. – Asks and answers simple, factual questions. – Follows conventions for providing personal information such as addresses and phone numbers. – Expresses some feelings. – Expresses very simple immediate and future needs, wants and plans. • Give simple descriptions of concrete objects, people or experiences in a few short sentences. [Descriptions are an attempt at taking a longer turn within an interaction with one person at a time.] – Sustains about 4 or 5 sentences, which may not be adequately connected as discourse. – Demonstrates strengths and limitations typical of Speaking Benchmark 3, as listed in the Profile of Ability.	• Ask for and give information about needs and feelings related to common everyday activities. – Asks and answers simple, factual questions. – Expresses feelings, needs, preferences, satisfaction and dissatisfaction. • Give brief descriptions of personal experiences, situations or simple processes, such as getting goods or services. [Descriptions are an attempt at taking a longer turn within an interaction with one person or a familiar supportive group.] – Sustains about 5 to 7 sentences, which are adequately connected as discourse. – Gives descriptions in coherent narratives. – Demonstrates strengths and limitations typical of Speaking Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Sharing Information – SPEAKING – Stage II *(CLB 7, 8 on next page)*

Speaking to inform others, to request, share or present information and ideas in community, work or study settings

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability
• Ask for and give information related to routine daily activities in one-on-one interactions. • Agree, disagree and give opinions in small group discussions or meetings. [Discussions or meetings are in groups of 3 to 5 people.] – Provides necessary information. – Asks relevant questions. – Repeats information and ideas to confirm understanding. – Expresses opinions and feelings. – Agrees and disagrees appropriately. – Thanks others for their contributions and information. – Participates adequately in interactions with some degree of support from others. • Give presentations about sequences of events; incidents in the past, present or future; or to describe scenes, pictures or daily routines. [Presentations are up to about 5 minutes long; topics are familiar and concrete.] – Presents information using connected discourse. – Uses an introduction, some development, and a conclusion. – Uses connective words and phrases. – Sequences events in a comprehensible order. – Provides adequate descriptions. – Shows some awareness of appropriate eye contact and body language. – Demonstrates strengths and limitations typical of Speaking Benchmark 5, as listed in the Profile of Ability.	• Ask for and give information in some detail; express opinions, feelings, obligation, ability, and certainty one-on-one and in small group discussions or meetings. – Provides necessary information. – Asks relevant questions. – Summarizes information and ideas to confirm understanding. – Agrees and disagrees appropriately, when necessary. – Thanks others for their contributions and information. – Participates effectively in interactions with some degree of support from others. • Give detailed presentations about sequences of events; incidents in the past, present or future; simple processes, or descriptions or comparisons of people, places etc. [Presentations are up to about 7 minutes long; topics are familiar and concrete.] – Presents information using connected discourse. – Uses an introduction, development and conclusion. – Uses connective words and phrases appropriately. – Provides adequate detailed descriptions. – Shows some awareness of appropriate eye contact, body language, volume and rate. – Demonstrates strengths and limitations typical of Speaking Benchmark 6, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Sharing Information – SPEAKING – Stage II *(cont.)*

Speaking to inform others, to request, share or present information and ideas in community, work or study settings

CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings. – Provides necessary information. – Asks and addresses relevant questions. – Summarizes information and ideas to clarify and confirm understanding. – Holds the floor, shares the floor, and thanks others for their contributions and information. – Gives a summary or report about the main points of a contribution by someone else. – Participates effectively in interactions with little support from others. • Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures. [Presentations are up to about 10 minutes long; topics are familiar and concrete.] – Presents information using connected discourse. – Uses an introduction, development and conclusion. – Uses connective words and phrases appropriately. – Provides clear and detailed descriptions and comparisons. – Shows developing awareness of appropriate eye contact, body language, volume and rate. – Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.	• Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings. – Provides detailed information and presents options as needed. – Asks relevant questions to gather, share, analyze and compare information. – Summarizes information and ideas to clarify and expand understanding. – Expresses and qualifies opinions, feelings, doubts and concerns. – Appropriately opposes or supports a stand or solution. – Holds the floor, shares the floor, draws others out, and thanks them for their contribution and information. – Participates effectively in interactions. • Give presentations to describe and explain structures, systems or processes based on research. [Presentations are up to about 20 minutes long; topics are familiar, concrete, or abstract.] – Presents information using connected discourse. – Expresses main ideas and supports them with details. – Provides an introduction, development and conclusion. – Narrates coherently so that agents, actions, circumstance, process and sequence are clear. – Shows developing awareness of style and formality. – Provides accurate and somewhat detailed descriptions, explanations or accounts. – Shows awareness of appropriate eye contact, body language, volume and rate. – Demonstrates strengths and limitations typical of Speaking Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Sharing Information – SPEAKING – Stage III *(CLB 11, 12 on next page)*

Speaking to inform others, to request, share or present information and ideas in community, work or study settings

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability
• Ask for, give and discuss detailed information and opinions to coordinate teamwork assignments, one-on-one and in business meetings, discussions or debates. – Provides detailed information as needed. – Asks relevant questions to gather, share, analyze and compare information. – Expresses and qualifies opinions, feelings and doubts. – Summarizes information and ideas to clarify and expand understanding. – Argues persuasively when required. – Summarizes positions. – Supports, opposes, accepts or rejects ideas and opinions. – Adjusts language for clarity and uses appropriate non-verbal cues and signals. • Give demonstrations, briefings, oral reports or position papers on familiar or researched topics. [Presentations are up to about 30 minutes in length.] – Organizes, supports, sequences and connects information and ideas. – Describes, classifies, defines, generalizes, explains, illustrates, exemplifies and summarizes. – Uses appropriate organization and discourse markers to help listeners to follow. – Adjusts the presentation according to the audience. – Responds to comments and questions. – Demonstrates adequate control, flexibility and a range of linguistic forms. – Demonstrates strengths and limitations typical of Speaking Benchmark 9, as listed in the Profile of Ability.	• Ask for, give and discuss detailed complex information and opinions to coordinate teamwork assignments, train others, delegate, solve problems, resolve conflicts or make decisions in meetings and business discussions. • Participate in a formal debate. – Provides detailed information as needed. – Asks relevant questions to gather, share, analyze and compare information. – Expresses and qualifies opinions, feelings and doubts. – Summarizes information and ideas to clarify and expand understanding. – Argues persuasively when required. – Summarizes positions. – Supports, opposes, accepts or rejects ideas and opinions. – Adjusts language for clarity and uses appropriate non-verbal cues and signals. – Inquires about and discusses implications and consequences. – Comments on perceived strengths, gaps or weaknesses in concepts. • Give seminar-style presentations to explain complex concepts and ideas on familiar or researched topics. [Presentations are up to about 40 minutes.] – Organizes, supports, sequences and connects information and ideas. – Analyzes and evaluates concepts and problems. – Explains by using analogy, examples, anecdotes and diagrams. – Uses appropriate organization and discourse markers to help listeners to follow. – Adjusts the presentation according to the audience. – Responds to comments, questions and objections; adds information and elaborates. – Demonstrates good control, flexibility and a range of linguistic forms. – Demonstrates strengths and limitations typical of Speaking Benchmark 10, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Sharing Information – SPEAKING – Stage III *(cont.)*

Speaking to inform others, to request, share or present information and ideas in community, work or study settings

CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Ask for, give and discuss detailed complex information to solve problems, make decisions, supervise, motivate or discipline someone or evaluate performance. – Provides detailed information as needed. – Obtains, synthesizes, organizes and presents information as needed. – Expresses and qualifies opinions, feelings and doubts. – Clarifies issues of discussions. – Helps brainstorm or reach consensuses, decisions and solutions to problems. – Sums up consensuses, decisions and solutions reached or not reached. – Adjusts language for clarity and uses appropriate non-verbal cues and signals. – Inquires about and discusses implications and consequences. – Comments on perceived strengths, gaps and weaknesses in concepts. • Give expository or argumentative presentations at symposia or conferences to explain complex concepts on known (through areas of expertise) or researched non-personal, abstract topics. [Length of presentation is dictated by the requirements of the task.] – States the thesis and proposition, and develops a logical line of argumentation. – Organizes, supports, sequences and connects complex information and ideas. – Explains by using details, scenarios, statistics, reasons, causes and effects, statistics, testimonies, illustrations, graphs, etc. – Presents pro and con arguments. – Demonstrates logical relationships between parts of the discourse. – Meets the needs of diverse audiences. – Responds to comments, questions and objections; adds information and elaborates. – Demonstrates very good control, flexibility and a range of linguistic forms. – Demonstrates strengths and limitations typical of Speaking Benchmark 11, as listed in the Profile of Ability.	• Ask for, give and discuss detailed complex information to advise, counsel or collaborate on complex projects. – Provides detailed information as needed. – Obtains, synthesizes, organizes and presents information as needed. – Elicits information, views and opinions. – Communicates, discusses and clarifies complex ideas. – Comments on perceived strengths, gaps and weaknesses in concepts. – Helps brainstorm or reach a consensus, decision and solution to a problem. – Adjusts language for clarity and uses appropriate non-verbal cues and signals. – Motivates others to contribute or collaborate. • Give lecture-style presentations to explain and hypothesize about causal or logical relationships, or to evaluate and critique demands, recommendations or appeals. [Length of presentation is dictated by the requirements of the task.] – States the thesis or proposition, and develops a logical line or argumentation. – Uses appropriate expository discourse; makes explicit the logical relationships between parts of the discourse. – Meets the needs of diverse audiences. – Responds to comments, questions and objections; adds information and elaborates. – Explores causal and logical relationships between facts, phenomena and events; explores pro and con arguments, hypothesizes and draws conclusions. – Presents an evaluation, critique, recommendation or appeal. – Demonstrates excellent control, flexibility and range of linguistic forms. – Demonstrates strengths and limitations typical of Speaking Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark page

Competency Tables

Reading Benchmarks 1-12

Sample competencies and indicators of ability organized by competency area

I. Interacting with Others – READING – Stage I

Reading messages intended to maintain or change interpersonal relationships and foster social cohesion

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Understand short greetings and simple goodwill messages. [Texts consist of a simple phrase to a few sentences, and are related to routine social interactions.] – Identifies specific goodwill expressions and their meanings. – Locates specific words and phrases. – Locates dates, times, addresses and phone numbers. – Demonstrates strengths and limitations typical of Reading Benchmark 1, as listed in the Profile of Ability.	• Understand short greetings and other goodwill messages. [Texts are up to a few short sentences and related to routine social interactions.] – Gets the gist. – Identifies specific goodwill expressions and their meanings. – Identifies where and when. – Finds a few simple details. – Locates specific words and phrases. – Demonstrates strengths and limitations typical of Reading Benchmark 2, as listed in the Profile of Ability.	• Understand short personal social messages (such as invitations, thanks, apologies, quick updates and arrangements) within predictable contexts of daily experience. – Gets the gist. – Identifies some specific details and information (such as sender, date and response required). – Demonstrates strengths and limitations typical of Reading Benchmark 3, as listed in the Profile of Ability.	• Understand simple personal social messages (such as invitations, thanks, apologies, quick updates and arrangements) within predictable contexts of daily experience. – Gets the gist. – Identifies specific important details (such as sender, date and response required). – Identifies words that indicate politeness and tone. – Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

I. Interacting with Others – READING – Stage II

Reading messages intended to maintain or change interpersonal relationships and foster social cohesion

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Understand simple to moderately complex personal and public social messages (such as those conveying compliments, invitations, likes, dislikes and preferences) related to a familiar context. – Identifies specific factual details and implied meanings. – Identifies purpose of the message. – Identifies reader/writer relationship. – Identifies mood and attitude of the writer. – Identifies context, register and style. – Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.	• Understand moderately complex social messages (such as those conveying announcements, cancellations of arrangements and apologies) related to a personal experience or a familiar context. – Identifies specific factual details and implied meanings. – Identifies the purpose. – Identifies reader/writer relationship. – Identifies mood and attitude of the writer. – Identifies the context. – Demonstrates strengths and limitations typical of Reading Benchmark 6, as listed in the Profile of Ability.	• Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction). – Identifies specific factual details and implied meanings. – Identifies the purpose of the message. – Identifies the reader/writer relationship. – Identifies the mood and attitude of the writer. – Identifies context, register and style. – Demonstrates strengths and limitations typical of Reading Benchmark 7, as listed in the Profile of Ability.	• Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy). – Identifies specific factual details and implied meanings. – Identifies the purpose of the message. – Identifies the reader/writer relationship. – Identifies the mood and attitude of the writer. – Identifies context and situation. – Identifies register and style. – Demonstrates strengths and limitations typical of Reading Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

I. Interacting with Others – READING – Stage III

Reading messages intended to maintain or change interpersonal relationships and foster social cohesion

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Understand complex written communication (such as editorials, letters to the editor, personal essays and fiction) conveying general opinions and points of view. [Texts may contain stated and implied expressions of opinions and personal perspectives.] – Identifies and explains the author's point of view. – Identifies or infers mood and attitude. – Identifies the purpose of the text and its parts. – Draws inferences about the author's implied meanings in different sections of the text. – Identifies the context and the situation. – Identifies register, style and language variety. – Demonstrates strengths and limitations typical of Reading Benchmark 9, as listed in the Profile of Ability.	• Understand complex written communication (such as editorials, letters to the editor, personal essays and fiction) conveying stated and unstated values and assumptions. – Identifies and explains values and assumptions. – Identifies or infers mood and attitude. – Identifies the purpose of the text and its parts. – Draws inferences about the author's implied meanings in sections of the text. – Identifies context and situation. – Differentiates between facts and opinions. – Identifies register, style and language variety. – Demonstrates strengths and limitations typical of Reading Benchmark 10, as listed in the Profile of Ability.	• Understand complex communication conveying disagreement or conflict in social and non-social correspondence related to community, academic and business contexts. [Texts may contain stated and implied expressions of disagreement or conflict.] – Draws conclusions based on stated and implied information. – Identifies or infers mood and attitude. – Identifies the purpose of the text and its parts. – Identifies and interprets context and situation. – Identifies and interprets claims, denials of claims, clarifications and restatements of information. – Identifies politeness conventions and their violations. – Demonstrates strengths and limitations typical of Reading Benchmark 11, as listed in the Profile of Ability.	• Understand complex communication conveying social politeness and cooperation, or their violations, in social and non-social correspondence. [Texts may be dense and require high-level inference.] – Identifies or infers mood and attitude. – Identifies the purpose of the text and its parts. – Identifies and evaluates expressions of social politeness and cooperation by linguistic clues, face-saving expressions (messages that convey respect and value for self and others). – Identifies and evaluates instances of violations of social politeness and cooperation, face threatening talk (messages that convey disapproval, disrespect, challenges to criticism, assumptions about the other, demands). – Demonstrates strengths and limitations typical of Reading Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Comprehending Instructions – READING – Stage I

Reading instructions to learn or get things done in community, work or study settings

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Understand very short, simple instructions for common, familiar everyday situations. [Instructions have only 1 step and are accompanied by illustrations.] – Recognizes individual words (simple imperative verbs and common nouns). – Follows instruction by responding with action. – Demonstrates strengths and limitations typical of Reading Benchmark 1, as listed in the Profile of Ability.	• Understand short, simple, clearly sequenced instructions for common, familiar everyday situations. [Instructions are up to about 4 steps, in point or bullet form, and are accompanied by illustrations.] – Recognizes individual words, phrases and symbols commonly used in instructions. – Follows instructions in the proper sequence. – Demonstrates strengths and limitations typical of Reading Benchmark 2, as listed in the Profile of Ability.	• Understand short, simple, clearly sequenced instructions for familiar everyday situations. [Instructions are up to about 5 steps, in point form or prose, and are often accompanied by illustrations.] – Identifies sequence and location signals (such as *first, second, next).* – Recognizes individual words, phrases and symbols commonly used in instructions. – Follows instructions in the appropriate sequenced order. – Demonstrates strengths and limitations typical of Reading Benchmark 3, as listed in the Profile of Ability.	• Understand short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations. [Instructions are up to 6 steps, in point form or as a short, continuous text that may include a visual to support comprehension.] – Identifies sequence and location signals (such as *first, next* and *before*). – Recognizes common sentence patterns, phrases and symbols commonly used in instructions. – Follows instructions in the appropriate sequenced order. – Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Comprehending Instructions – READING – Stage II

Reading instructions to learn or get things done in community, work or study settings

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	Developing Intermediate Ability	Adequate Intermediate Ability	Fluent Intermediate Ability
• Understand simple to moderately complex, step-by-step instructions and instructional texts for multistep procedures related to everyday situations. [Instructions are about 7 to 10 steps, presented in point form or in a text of about 2 or 3 paragraphs with some visual clues to support comprehension.] – Interprets sequence and location signals (such *as first, next* and *before*). – Follows instructions and directions by responding with actions as required to complete task. – Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.	• Understand moderately complex instructions and instructional texts for multistep procedures related to everyday situations, where the sequence must be inferred. [Instructions are up to 10 steps, presented partially in point form or in a text of about 3 to 5 paragraphs; not always step by step; some visual clues may support comprehension.] – Interprets sequence and location signals and implied meanings to infer the correct sequence. – Follows instructions as required to complete the task. – Demonstrates strengths and limitations typical of Reading Benchmark 6, as listed in the Profile of Ability.	• Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical. [Instructions are about 10 to 13 steps in a clear and explicit text of about 5 to 10 paragraphs, not always presented step by step.] – Interprets sequence and location signals and implied meanings to infer the correct sequence. – Follows instructions as required to complete the task. – Demonstrates strengths and limitations typical of Reading Benchmark 7, as listed in the Profile of Ability.	• Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks. [Instructions are about 10 to 13 steps in a clear and explicit text of about 8 to 15 paragraphs, not always presented step by step.] – Interprets sequence and location signals and implied meanings. – Infers the correct sequence. – Follows instructions as required to complete a task. – Demonstrates strengths and limitations typical of Reading Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Comprehending Instructions – READING – Stage III

Reading instructions to learn or get things done in community, work or study settings

CLB 9	CLB 10	CLB 11	CLB 12
Initial Advanced Ability	Developing Advanced Ability	Adequate Advanced Ability	Fluent Advanced Ability
• Understand formal instructions for familiar procedures in complex texts containing advisories, recommendations, policies and regulations. [Comprehending the instructions requires integrating several pieces of information; instructions are clear and explicit but not always presented step by step.] – Locates and integrates several pieces of information in texts to accurately explain and follow instructions accurately. – Paraphrases instructions accurately. – Demonstrates strengths and limitations typical of Reading Benchmark 9, as listed in the Profile of Ability.	• Understand and summarize complex instructional texts about familiar procedures. [Comprehending and summarizing the text requires integrating several detailed pieces of information; instructions are clear and explicit, but not presented step by step.] – Summarizes the information from the text into clear, comprehensive multistep instructions. – Locates and integrates several pieces of information to interpret and follow instructions correctly. – Extracts important details and presents instructions in point form. – Demonstrates strengths and limitations typical of Reading Benchmark 10, as listed in the Profile of Ability.	• Understand extensive specialized instructions for unfamiliar, complex procedures. [Comprehending the instructions requires integrating several detailed pieces of information.] – Follows extensive specialized instructions. – Integrates several detailed, extensive pieces of information to complete the procedure. – Demonstrates strengths and limitations typical of Reading Benchmark 11, as listed in the Profile of Ability.	• Understand complex instructional texts and evaluate and revise them for clarity. – Follows instructions. – Evaluates instructional texts for accuracy, consistency and clarity. – Evaluates the effectiveness of instructions by using external criteria, such as field testing with users. – Demonstrates strengths and limitations typical of Reading Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – READING – Stage I

Reading texts to get things done, to obtain services, to inform decisions or to learn what others want us to do

CLB 1	CLB 2	CLB 3	CLB 4
Initial Basic Ability	Developing Basic Ability	Adequate Basic Ability	Fluent Basic Ability
• Get information from very short, simple, common formatted texts (such as simple sections of forms, maps, diagrams, sales receipts, or common universal traffic signs and civic symbols). – Identifies numbers (amounts, dates) and familiar words (name, address, city names). – Finds total amount and date on receipts. – Identifies an address. – Identifies where to write personal data on forms. – Demonstrates strengths and limitations typical of Reading Benchmark 1, as listed in the Profile of Ability.	• Get information from simple formatted texts (such as simple forms, maps, diagrams, signs, labels, tables and schedules). – Recognizes layout. – Identifies where to write personal data. • Get basic information from short, simple business or service notices. – Scans text to find specific details. – Demonstrates strengths and limitations typical of Reading Benchmark 2, as listed in the Profile of Ability.	• Get information from simple formatted texts (such as forms, tables, charts, schedules and directories). – Identifies layout and specific information. – Scans formatted text (such as a directory) to find specific information. • Get information from short business or service texts (such as brochures, notices, form letters and flyers). – Gets overall meaning. – Interprets simple graphics. – Demonstrates strengths and limitations typical of Reading Benchmark 3, as listed in the Profile of Ability.	• Get information from simple formatted texts (such as forms, tables, schedules and directories). – Identifies layout and specific information. – Identifies type and purpose. • Get information from short business or service texts (such as brochures, notices, form letters and flyers). – Identifies type and purpose. – Finds main ideas, specific information and key details. – Compares facts and information to make choices. – Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – READING – Stage II

Reading texts to get things done, to obtain services, to inform decisions or to learn what others want us to do

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Locate and use 1 or 2 pieces of information from moderately complex formatted texts (such as standard, maps, charts, forms, tables, schedules, directories or website navigation menus). – Identifies layout and organization of text to find the information needed. – Finds and uses 1 or 2 pieces of information. • Get information from simple to moderately complex business or service texts (such as public announcements, brochures, notices, business letters and flyers). – Gets the gist. – Identifies key information and finds specific details. – Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.	• Locate and use 2 or 3 pieces of information from moderately complex formatted texts (such as maps, course calendars, directories or website navigation menus). – Identifies layout and organization of text to find the information needed. – Finds 2 or 3 pieces of information by scanning the text. • Get information from moderately complex business/service texts containing advice, requests or detailed specifications. – Identifies main ideas, factual details and some implied meanings. – Identifies the writer's purpose, intent, mood and attitude in sections of text. – Demonstrates strengths and limitations typical of Reading Benchmark 6, as listed in the Profile of Ability.	• Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus). [Formatted texts can contain multiple pieces of information organized in sections with subsections.] – Identifies layout and organization of text to find the information needed. – Finds and uses 3 or 4 pieces of information by scanning the text. • Get information from moderately complex business/service texts containing assessments, evaluations and advice. – Identifies main ideas, key details and some implied meanings. – Identifies the writer's purpose, intent, mood and attitude in sections of text. – Scans text and makes inferences to select relevant information. – Demonstrates strengths and limitations typical of Reading Benchmark 7, as listed in the Profile of Ability.	• Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts. [Formatted texts can be visually complex and contain multiple pieces of information organized in sections with subsections.] – Identifies layout and organization of text to find the information needed. – Finds and integrates 3 or 4 pieces of information for comprehension and use. • Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies. – Identifies main ideas, key details and implied meanings. – Identifies the writer's purpose, intent, mood and attitude in sections of text. – Scans text and makes inferences to select the relevant information. – Demonstrates strengths and limitations typical of Reading Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – READING – Stage III

Reading texts to get things done, to obtain services, to inform decisions or to learn what others want us to do

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Obtain and accurately interpret information from complex texts to inform significant decisions. – Locates and integrates several pieces of stated and implied information. – Reads carefully to locate and interpret detailed information, including fine print. – Demonstrates strengths and limitations typical of Reading Benchmark 9, as listed in the Profile of Ability.	• Obtain and accurately interpret information from multiple complex texts to inform significant decisions. [Texts are continuous or formatted.] – Integrates several pieces of stated and implied information. – Interprets information in legal documents and other texts. – Identifies the writer's purpose and attitude in business letters. – Summarizes information and ideas from multiple texts. – Demonstrates strengths and limitations typical of Reading Benchmark 10, as listed in the Profile of Ability.	• Obtain and accurately interpret, analyze and evaluate information from multiple complex texts to inform significant decisions and tasks. [Texts are continuous or formatted.] – Integrates several pieces of stated and implied information in legal documents and other texts. – Analyzes and evaluates persuasiveness of business/service texts. – Identifies persuasive writing techniques and strategies, such as the use of evidence, and how reasons, examples, logical arguments, and ethical and emotional appeals are used. – Identifies rhetorical devices (such as emotive language and repetition) used in persuasive writing. – Evaluates appropriateness of persuasive strategies for audiences and purposes. – Demonstrates strengths and limitations typical of Reading Benchmark 11, as listed in the Profile of Ability.	• Obtain and accurately interpret, summarize, analyze and evaluate information in multiple complex public and semi-public business texts in relation to their purpose and audience. – Evaluates the relevance, validity and appropriateness of content, form, tone and style of texts in relation to text purpose. – Evaluates the position and intent of the writer. – Identifies stated and implied facts, opinions, mood and attitudes relating to the text. – Interprets and evaluates information in complex legal contracts and other documents. – Summarizes or presents, in an alternate form, the information and ideas presented in formatted texts. – Demonstrates strengths and limitations typical of Reading Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Comprehending Information – READING – Stage I

Reading texts to learn, gain knowledge and get information and ideas

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Recognize names, numbers and some basic details in very simple, short texts related to everyday situations and immediate needs. – Identifies numbers, letters a few key words and short expressions. – Demonstrates strengths and limitations typical of Reading Benchmark 1, as listed in the Profile of Ability.	• Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics. – Identifies purpose. – Identifies numbers, a few key words and short, common expressions. – Demonstrates strengths and limitations typical of Reading Benchmark 2, as listed in the Profile of Ability.	• Understand the purpose, main idea, key information and some details in simple short texts related to everyday familiar and personally relevant situations and topics. [Texts may be supported by simple formatted graphs, tables and diagrams.] – Gets the gist. – Identifies key information and main idea. – Identifies key events, people, places, things, (who, what, where and when). • Access simple standard reference texts (such as print or online bilingual dictionaries and encyclopedias). – Finds individual words. – Identifies relevant details. – Demonstrates strengths and limitations typical of Reading Benchmark 3, as listed in the Profile of Ability.	• Understand the purpose, main idea, key information and specific details in simple short texts related to everyday familiar and personally relevant situations and topics. [Texts may be supported by graphics, charts, tables, illustrations or diagrams.] – Gets the overall meaning. – Identifies type and purpose of the text. – Finds key information and specific details. – Compares simple information. – Identifies meanings of connective words between sentences in narrative sequence. • Access simple standard reference texts (such as dictionaries and encyclopedias). – Finds relevant information. – Identifies overall meaning. – Demonstrates strengths and limitations typical of Reading Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Comprehending Information – READING – Stage II

Reading texts to learn, gain knowledge and get information and ideas

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	Developing Intermediate Ability	Adequate Intermediate Ability	Fluent Intermediate Ability

• Understand simple to moderately complex descriptive or narrative texts on familiar topics.
  – Identifies organization of text and links between paragraphs.
• Interpret information contained in formatted texts (such as diagrams, tables, graphs, or website navigation menus).
• Access and locate basic information from reference sources.
  – Scans to locate relevant terms to access the information needed.
  – Accesses relevant information through a navigational source (Internet search engine, website, table of contents, index, glossary).
  – Locates 2 relevant pieces of information in reference sources.
  – Demonstrates strengths and limitations typical of Reading Benchmark 5, as listed in the Profile of Ability.
	• Understand moderately complex descriptive or narrative texts on familiar topics.
	  – Distinguishes facts from opinions.
	  – Retells or summarizes.
	  – Identifies organization of text and links between paragraphs.
	• Interpret information contained in formatted texts (such as diagrams, tables, graphs or website navigation menus).
	  – Identifies purpose, main ideas and key details in prose or formatted texts.
	  – Compares facts to make choices.
	• Access, locate and compare 2 or 3 pieces of information from online reference sources.
	  – Accesses relevant information using effective search strategies.
	  – Demonstrates strengths and limitations typical of Reading Benchmark 6, as listed in the Profile of Ability.
		• Understand moderately complex extended descriptions, reports and narrations on familiar topics.
		  – Distinguishes facts from opinions.
		  – Evaluates ideas in text to draw conclusions.
		  – Identifies organization of text and links between paragraphs.
		• Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).
		  – Follows the sequence of a narration or process.
		• Access, locate and integrate information from online reference sources.
		  – Accesses relevant information using effective search strategies.
		  – Compares 3 or 4 pieces of information from different reference sources.
		  – Demonstrates strengths and limitations typical of Reading Benchmark 7, as listed in the Profile of Ability.
			• Understand moderately complex extended descriptions, feature articles, reports and narrations.
			  – Identifies organization of text and links between paragraphs.
			  – Follows sequences of narrations or processes.
			  – Locates and integrates relevant information across paragraphs/sections of the text.
			  – Evaluates ideas in text, draws conclusions, compares with own opinion.
			• Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).
			  – Presents the information contained in charts, diagrams and graphs in an alternate form.
			  – Analyzes information, supporting details, implied meanings, and writer's point of view.
			• Access, locate and integrate several pieces of information from relevant online reference sources.
			  – Accesses information using effective search strategies.
			  – Demonstrates strengths and limitations typical of Reading Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Comprehending Information – READING – Stage III

Reading texts to learn, gain knowledge and get information and ideas

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Understand the organization, underlying structure and development of ideas in complex texts. – Identifies the main idea and describes how it is developed and supported. – Identifies specific details, facts, concepts and ideas. – Reorganizes the text components into a chart or other visual display that clearly shows how they are developed through the supporting details. – Identifies organization of text, topic sentences, logical relationship connections between paragraphs and thematic patterns. • Interpret information contained in complex formatted texts (such as charts, graphs and diagrams). – Presents, in an alternate form, information contained in complex formatted texts. • Conduct a complex search of online reference sources to research a defined topic that is limited in scope. – Accesses appropriate information sources. – Uses effective search strategies. – Obtains relevant and current information. – Demonstrates strengths and limitations typical of Reading Benchmark 9, as listed in the Profile of Ability.	• Understand, summarize and evaluate the development of arguments in complex texts (such as lengthy research papers, problem-solution essays or persuasive articles). – Identifies fallacies in arguments. – Distinguishes a proposition from its argument. – Identifies the logical line of argumentation in support of a conclusion. – Identifies connective words and phrases that convey causal relationships of manner, purpose, concession and condition. • Interpret and summarize information and ideas contained in complex formatted texts. – Presents, in an alternate form, information contained in complex formatted texts. • Conduct a complex search of relevant online reference sources to research a topic. – Accesses appropriate information sources. – Uses effective search strategies and tools. – Obtains relevant and current information. – Demonstrates strengths and limitations typical of Reading Benchmark 10, as listed in the Profile of Ability.	• Understand, summarize and outline the message, position, assumptions, bias, values and motives from fragments of different texts; support conclusions with evidence. [Analysis requires selecting relevant from distracting information, and posing conclusions despite competing interpretations.] – Evaluates ideas, draws conclusions and expresses own opinion. – Summarizes information into a coherent whole. – Evaluates multiple pieces of information. – Infers bias, positions, assumptions, values and motives. – Identifies attitudinal meanings. • Analyze, summarize and synthesize information and ideas contained in complex formatted texts. – Presents, in an alternate form, information contained in multiple complex formatted texts. • Conduct a complex and comprehensive search of multiple online sources of information related to a specialized topic. – Accesses appropriate information sources. – Uses effective search strategies and tools. – Obtains relevant and current information. – References sources correctly. – Determines suitability for purpose. – Demonstrates strengths and limitations typical of Reading Benchmark 11, as listed in the Profile of Ability.	• Understand the content, organization, language, tone and style of complex continuous and formatted texts, and evaluate them for validity, appropriateness and relevance. – Evaluates appropriateness of information. – Evaluates for logical accuracy, clarity and consistency. – Interprets information to draw conclusions. – Presents, in alternate forms, information contained in multiple complex formatted texts; includes a synthesis and evaluation. – Evaluates by established external criteria and standards. • Conduct a complex and comprehensive search of relevant online reference sources related to a specialized topic. – Accesses appropriate information sources. – Uses various research strategies. – Obtains comprehensive, relevant, current information from primary and secondary sources. – Evaluates and determines quality and suitability for purpose. – Uses effective search tools, research strategies, reading strategies and research/data collection methods. – Demonstrates strengths and limitations typical of Reading Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

Competency
Tables

Writing
Benchmarks 1-12

Sample competencies and
indicators of ability organized
by competency area

I. Interacting with Others – WRITING – Stage I

Writing to maintain or change interpersonal relationships and to foster social cohesion

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Convey greetings or other goodwill messages by completing cards or other very short, simple standard texts. [Messages are a few words in length, addressed to a familiar person and related to a personally relevant situation.] – Completes a standard greeting card or message with simple and minimum information. – Completes a message with an appropriate salutation (such as *hi*, *hello*, *dear*, *to*) and closing (such as *from*, *regards*, *love*). – Addresses message for sending. – Demonstrates strengths and limitations typical of Writing Benchmark 1, as listed in the Profile of Ability.	• Convey an expanding range of goodwill messages (such as thanks, apologies, congratulations, get well wishes, goodbyes, and sympathy) by means of standard cards or guided notes. [Messages are a few words or short phrases, addressed to a familiar person and related to personally relevant situations.] – Completes a standard greeting card or message with simple information. – Uses adequate spelling and punctuation. – Demonstrates strengths and limitations typical of Writing Benchmark 2, as listed in the Profile of Ability.	• Convey short, personal and informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations, and apologies). [Messages are a few short sentences addressed to a familiar person and related to personally relevant situations.] – Conveys the message; reader may have to guess or make inferences to follow completely. – Uses language and content that are appropriate to the intent of the message and the social context. – Describes time and location (where needed). – Describes some feelings appropriate to the occasion. – Demonstrates strengths and limitations typical of Writing Benchmark 3, as listed in the Profile of Ability.	• Convey short, personal, informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations, and apologies). [Message is a few sentences or a short paragraph addressed to a familiar person and related to a personally relevant situation.] – Conveys the message so that a reader can follow it. – Uses language and content that are appropriate to the intent and the social context. – Conveys main ideas and supports them with some detail in a basic paragraph structure. – Conveys feelings in a manner that is appropriate to the context. – Demonstrates strengths and limitations typical of Writing Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

I. Interacting with Others – WRITING – Stage II

Writing to maintain or change interpersonal relationships and to foster social cohesion

CLB 5	CLB 6	CLB 7	CLB 8
Initial Intermediate Ability	Developing Intermediate Ability	Adequate Intermediate Ability	Fluent Intermediate Ability
• Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (such as expressing or responding to invitations and feelings, or providing quick updates). [Message is about 1 paragraph related to everyday experience.] – Conveys the intended meaning. – Uses language and content appropriate and relevant to the situation. – Expresses main ideas and supports them in some detail. – Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.	• Convey personal messages in short, formal and informal correspondence for an expanding range of everyday social purposes (such as expressing congratulations, thanks, apologies, or offering assistance). [Message is about 1 or 2 paragraphs, for a familiar audience, and related to everyday experience.] – Conveys the intended meaning. – Uses language and content appropriate and relevant to the situation. – Expresses main ideas and supports them with some detail. – Demonstrates strengths and limitations typical of Writing Benchmark 6, as listed in the Profile of Ability.	• Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction, or hope). [Message is about 2 to 3 paragraphs, for a familiar audience, and may require some degree of diplomacy or tact.] – Conveys the intended meaning. – Uses language, format and content appropriate and relevant to the situation and audience. – Expresses main ideas and supports them with details. – Uses some complex structures and vocabulary with some difficulty. – Demonstrates strengths and limitations typical of Writing Benchmark 7, as listed in the Profile of Ability.	• Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance). [Message is about 3 paragraphs, for a familiar audience, often requiring diplomacy, tact and some precision.] – Conveys the intended explicit and implied meanings. – Uses language, format and content appropriate and relevant to the situation and audience. – Expresses main ideas and supports them with details. – Uses complex structures with only occasional difficulties. – Demonstrates strengths and limitations typical of Writing Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

I. Interacting with Others – WRITING – Stage III

Writing to maintain or change interpersonal relationships and to foster social cohesion

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Convey a range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context. [Length is dictated by the requirements of the task.] – Conveys the message with an appropriate sense of audience, formality and genre. – Writes with consideration for the needs and feelings of the audience. – Conveys intended tone. – Uses language, format and content appropriate to occasion, intent and social context. – Demonstrates strengths and limitations typical of Writing Benchmark 9, as listed in the Profile of Ability.	• Convey an expanding range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context. – Conveys the message with an appropriate sense of audience, formality and genre. – Writes with consideration for the needs and feelings of the audience. – Conveys intended tone. – Uses language, format and content appropriate and relevant to occasion, intent and social context. – Demonstrates strengths and limitations typical of Writing Benchmark 10, as listed in the Profile of Ability.	• Convey an expanded range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality and language appropriate to the occasion, intent and context. – Conveys the message with an appropriate sense of audience, formality and genre. – Writes with consideration for the needs and feelings of the audience. – Conveys intended tone. – Uses language, format and content appropriate and relevant to occasion, intent and social context. – Demonstrates strengths and limitations typical of Writing Benchmark 11, as listed in the Profile of Ability.	• Convey, in a quality, tone and style suitable for publication, a range of communication that synthesizes complex propositions to foster goodwill toward a company, initiative, campaign, or political or social entity. – Conveys a clear message with a strong sense of audience, formality and genre. – Uses language, format and content appropriate to the occasion, intent and audience. – Conveys intended tone. – Demonstrates strengths and limitations typical of Writing Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Reproducing Information – WRITING – Stage I

Writing to reduce or reproduce information to summarize, learn, record or remember

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks. [Texts to copy are 2 to 3 sentences in length, have clear layout and basic everyday information; lists have about 5 to 10 items.] – Copies letters, numbers, words and short sentences, including capitalization and punctuation. – Follows standard Canadian conventions and styles when copying addresses and phone numbers. – Copies text legibly; reader may still have difficulties decoding some letters and numbers. – Demonstrates strengths and limitations typical of Writing Benchmark 1, as listed in the Profile of Ability.	• Copy a range of information, from simple lists or very short passages, for personal use or to complete short tasks. [Texts to copy are 3 to 5 sentences, have clear layout, and basic everyday information; lists have about 10 to 15 items.] – Copies letters, numbers, words, and sentences with correct capitalization and punctuation. – Follows standard Canadian conventions and styles when copying addresses and phone numbers. – Copies text legibly; reader may still have difficulties decoding some letters and numbers. – Copies text with no major omissions and only occasional copying mistakes. – Demonstrates strengths and limitations typical of Writing Benchmark 2, as listed in the Profile of Ability.	• Copy or record a range of information from short texts for personal use. [Texts to copy are up to about 1 paragraph and have a clear layout; can include passages, directories, schedules, instructions, and dictionaries.] – Copies or records letters, numbers, words and sentences with correct capitalization and punctuation. – Follows standard Canadian conventions for capitalization, punctuation and other requirements of the genre. – Copies text legibly, causing only slight uncertainty in decoding for the reader. – Copies text with no major omissions and only occasional copying mistakes. – Demonstrates strengths and limitations typical of Writing Benchmark 3, as listed in the Profile of Ability.	• Copy or record an expanded range of information from short texts for personal use. [Texts to copy are up to about 2 paragraphs and have a clear layout; can include passages, directories, schedules, instructions, directions, dictionaries and manuals; and may come from more than one source.] – Follows standard conventions for capitalization and punctuation; accurately copies other elements of formatting. – Copies text legibly, causing only slight uncertainty in decoding for the reader. – Copies text with no major omissions and only occasional copying mistakes. – Demonstrates strengths and limitations typical of Writing Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Reproducing Information – WRITING – Stage II

Writing to reduce or reproduce information to summarize, learn, record or remember

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Reduce short, factual, oral discourse (such as live or recorded phone messages or pre-recorded public information lines) to notes or messages. [Oral discourse is short, with about 5 to 7 details.] • Reduce a page of information to a list of important details. [Information is personally relevant; clear layout.] – Includes important points with accurate details. – Conveys a clear message. – Records details (such as names, addresses, numbers, dates, times and directions) legibly, with correct spelling and other standard conventions of capitalization and punctuation. – Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.	• Reduce short, factual oral discourse (such as live or recorded phone messages, pre-recorded public information lines, podcasts and short presentations) to notes or messages. [Phone messages have about 7 or 8 details and presentations are about 10 minutes, about personally relevant topics.] • Reduce a page of information to an outline or summary. [Topic is of personal relevance and may be related to a specialized field.] – Takes notes and reduces written or oral information to important points with accurate details. – Writes messages with accurate details for others. – Uses common conventions such as point form. – Records details (such as names, addresses, dates, times and directions) legibly and with correct spelling, capitalization and punctuation. – Demonstrates strengths and limitations typical of Writing Benchmark 6, as listed in the Profile of Ability.	• Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes. [Phone messages have about 10 details; presentations are up to about 15 minutes.] • Reduce a text of up to about 2 pages to an outline or summary. [Topic is of personal relevance; may be related to a specialized field.] – Reduces information to important points with accurate details and no major omissions. – Takes notes in point form from an oral presentation. – Writes messages with accurate and legible details. – Records main ideas or key details in point form. – Conveys the essential information. – Records details such as names, addresses, dates and directions with correct spelling. – Demonstrates strengths and limitations typical of Writing Benchmark 7, as listed in the Profile of Ability.	• Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions. [Oral discourse is up to about 20 minutes.] • Reduce a text of up to about 2 pages to an outline or summary. [Topic is of personal relevance and may be related to a specialized field.] – Reduces information to main points with accurate supporting details and no major omissions. – Conveys essential information. – Conveys a sense of audience in language format and content. – Demonstrates strengths and limitations typical of Writing Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

II. Reproducing Information – WRITING – Stage III

Writing to reduce or reproduce information to summarize, learn, record or remember

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Reduce complex information and ideas from multiple sources as functional notes, outlines or summaries for personal use or for defined audiences. [Sources can include continuous or formatted texts of up to about 5 pages, or oral discourse of up to about 30 minutes.] – Conveys essential information (such as conclusions, decisions, actions to be taken, and policy statements in meeting minutes). – Reduces information to main points with accurate supporting details, with no major factual omissions or errors. – Presents information with only minor errors in grammar, vocabulary, spelling, punctuation and document layout or format. – Demonstrates strengths and limitations typical of Writing Benchmark 9, as listed in the Profile of Ability.	• Reduce complex, extensive information and ideas from multiple sources as an accurate outline, summary or abstract, suitable for other people's use. [Sources can include lengthy continuous or formatted texts, or oral discourse of up to about 1 hour.] – Conveys essential information. – Identifies, sorts, synthesizes and summarizes relevant information. – Analyzes and reproduces content and organization of text as an accurate, concise outline. – Reduces information to main points with accurate supporting details and no major factual omissions. – Presents information with customary document layout or format. – Demonstrates strengths and limitations typical of Writing Benchmark 10, as listed in the Profile of Ability.	• Reduce and synthesize very complex and extensive information from multiple sources into a variety of formats (such as point-form notes, minutes, outlines, summaries, reports, abstracts or charts). [Sources can include lengthy continuous or formatted texts, or oral discourse.] – Conveys essential information. – Reduces and synthesizes information to main points with accurate supporting details, with no major factual omissions or errors. – Presents information with customary document layout or format. – Demonstrates strengths and limitations typical of Writing Benchmark 11, as listed in the Profile of Ability.	• Reduce and synthesize very complex and extensive information from multiple sources into a variety of formats (such as point-form notes, minutes, outlines, summaries, reports, abstracts or charts). • Evaluate, revise and edit summaries and other reduced forms of very complex and extensive information by other writers (such as point-form notes, minutes, outlines, précis, reports, abstracts, or charts). [Sources can include lengthy continuous or formatted texts or oral discourse.] – Conveys essential information. – Reduces and synthesizes information to main points with accurate supporting details and no major factual omissions or errors. – Edits and revises own or other's texts for format, clarity and accuracy. – Edits document so it contains no errors and is presented in a customary layout or format. – Demonstrates strengths and limitations typical of Writing Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – WRITING – Stage I

Writing to get things done, influence or persuade, obtain services or induce action in community, work or study settings

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Complete very short, simple or simplified forms that require only basic personal identification information. [Forms contain up to about 5 personal identification items and have clear labels and areas in which to write.] – Includes the required basic information. – Writes basic personal information in appropriate sections. – Follows some conventions for addresses, telephone numbers, etc. – Writes legibly. – Demonstrates strengths and limitations typical of Writing Benchmark 1, as listed in the Profile of Ability.	• Complete short, simple or simplified forms that require only basic personal identification or familiar information. [Forms contain up to about 10 personal identification items, and have clear labels and areas in which to write.] – Includes the required basic information. – Writes basic personal information in appropriate sections. – Follows some conventions for addresses, telephone numbers, etc. – Follows some basic spelling conventions. – Writes legibly. – Demonstrates strengths and limitations typical of Writing Benchmark 2, as listed in the Profile of Ability.	• Complete short, simple forms that require basic personal or familiar information and some responses to simple questions. [Forms contain about 12 to 15 items, and have clear labels and areas in which to write.] – Includes the required basic information with no major omissions. – Follows appropriate conventions for addresses, telephone numbers, etc. – Follows most spelling conventions. – Writes legibly. • Write short, simple business or service messages. [Messages are about 5 sentences.] – Conveys the message, although a reader might have some difficulty following. – Uses language and content that are appropriate to the intent and social context. – Demonstrates strengths and limitations typical of Writing Benchmark 3, as listed in the Profile of Ability.	• Complete simple forms that require basic personal or familiar information and some responses to simple questions. [Forms contain about 15 to 20 items and have clear labels and areas in which to write.] – Includes the required basic information with no major omissions. – Follows appropriate conventions for addresses, telephone numbers, etc. – Follows most spelling conventions. – Writes legibly. • Write simple business or service messages. [Messages are about 7 sentences.] – Conveys main ideas and supports them with some detail in a basic paragraph structure. – Uses language and content that are appropriate to the purpose, intent, and social context. – Demonstrates strengths and limitations typical of Writing Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – WRITING – Stage II

Writing to get things done, influence or persuade, obtain services or induce action in community, work or study settings

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Write short business or service correspondence for routine personal needs. [Writing is about 1 paragraph.] – Conveys a sense of audience in language and format. – Conveys the message clearly. • Complete forms requiring detailed personal information. [Forms have about 20 to 30 items.] – Identifies purpose of the form and completes it with all the required information. – Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly. – Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.	• Write short business or service correspondence for routine purposes. [Writing is about 1 paragraph.] – Conveys a sense of audience in language and format. – Conveys the intended message. • Complete forms requiring detailed personal information. [Forms have about 30 to 40 items.] – Identifies purpose of form and completes it with all the required information. – Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly. – Demonstrates strengths and limitations typical of Writing Benchmark 6, as listed in the Profile of Ability.	• Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings). [Writing is up to about 2 paragraphs.] – Conveys a clear message. – Conveys a sense of audience in language and format. • Complete extended forms requiring detailed personal information. [Forms have about 40 items and may require brief written responses to questions.] – Identifies the purpose of the form and completes it with all the required information. – Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly. – Demonstrates strengths and limitations typical of Writing Benchmark 7, as listed in the Profile of Ability.	• Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information). [Writing is up to about 3 paragraphs.] – Conveys a clear message to the reader. – Conveys a sense of audience in language and format. • Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats. [Forms have over 40 items; text responses on forms are up to 1 paragraph.] – Identifies purpose of form and its sections and completes it with required information, including one-paragraph written responses, if required. – Spells and uses punctuation, capitalization, dates, and numbers (and their abbreviations) correctly. – Demonstrates strengths and limitations typical of Writing Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

III. Getting Things Done – WRITING – Stage III

Writing to get things done, influence or persuade, obtain services or induce action in community, work or study settings

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Write business or service correspondence for a broad range of purposes (such as making and responding to requests for information, services or products). [Writing may require diplomacy.] • Write short reports and memos to convey suggestions, recommendations, requests and updates. [Reports and memos may have pre-set formats.] – Conveys main ideas clearly and provides sufficient detail. – Conveys the message with adequate sense of audience, formality and genre. – Conveys intended tone. – Uses language, format and content appropriate to occasion and relationship to audience. • Complete extensive complex forms and documents with pre-set formats. – Completes complex forms and pre-set form reports. – Demonstrates strengths and limitations typical of Writing Benchmark 9, as listed in the Profile of Ability.	• Write business or service correspondence for a broad range of purposes (such as giving instructions, or expressing and responding to complaints, claims or adjustments). [Writing may require diplomacy.] • Write semi-formal reports and proposals. – Conveys main ideas clearly and provides sufficient detail. – Conveys intended tone. – Conveys the message with a sense of audience, formality and genre. – Uses language, format and content appropriate and relevant to the occasion, intent and social context/relationship. • Complete complex forms and documents with pre-set formats. – Completes forms with required information. – Demonstrates strengths and limitations typical of Writing Benchmark 10, as listed in the Profile of Ability.	• Write business or service correspondence for a broad range of purposes and for external use (such as sales and marketing letters). • Write formal business reports, requests for proposals and formal proposals. [The tone of the message may have significant consequences.] – Conveys main ideas clearly and provides sufficient detail. – Conveys intended tone. – Conveys the persuasive message with adequate sense of audience, formality, tone and genre. – Presents information in a customary format, with a coherent organizational structure. – Uses language, format and content appropriate and relevant to occasion, intent and social context/relationship. • Create forms and other materials with preset formats to collect and record complex information. [Writing or forms may be for a broad and diverse audience.] – Creates an effective formatted document. – Presents information in a customary layout or format, with a coherent organizational structure. – Demonstrates strengths and limitations typical of Writing Benchmark 11, as listed in the Profile of Ability.	• Write highly specialized, complex formal correspondence and documents (such as external correspondence, formal proposals, procedures, training materials or public reports). [Writing may be for a broad and diverse audience. The tone of the message may have significant consequences.] – Conveys main ideas clearly and provides sufficient detail. – Conveys the message with a sense of audience, formality and genre. – Evaluates, revises and edits own and others' written texts. – Uses language, format and content of documents appropriate to occasion. – Presents information in a customary format, with a coherent organizational structure, and free of errors. – Demonstrates strengths and limitations typical of Writing Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Sharing Information – WRITING – Stage I

Writing to inform others or to share or present information and ideas in community, work or study settings

CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
• Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. [Text to complete is about 3 to 5 sentences.] – Writes a few personal and familiar details. – Writes legibly. – Demonstrates strengths and limitations typical of Writing Benchmark 1, as listed in the Profile of Ability.	• Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. [Texts to complete are about 5 to 7 sentences.] – Writes personal details in response to a few short questions. – Follows some spelling and punctuation conventions. – Writes legibly. – Demonstrates strengths and limitations typical of Writing Benchmark 2, as listed in the Profile of Ability.	• Write a few sentences to describe a familiar person, object, place, situation or event. [Writing is up to about 5 sentences.] – Uses a few connected sentences. – Follows most spelling and punctuation conventions. – Provides adequate descriptions, though a reader may have some difficulty following the message. – Describes likes and dislikes relevant to the topic. – Demonstrates strengths and limitations typical of Writing Benchmark 3, as listed in the Profile of Ability.	• Write a short paragraph to describe a familiar situation, event, personal experience or future plan. [Writing is about 1 paragraph.] – Uses basic paragraph structure. – Follows most spelling and punctuation conventions. – Conveys main ideas and supports them with some detail. – Describes the situation adequately so that a reader can follow. – Expresses preferences relevant to the content and with some supporting explanation. – Demonstrates strengths and limitations typical of Writing Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Sharing Information – WRITING – Stage II

Writing to inform others or to share or present information and ideas in community, work or study settings

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
• Write a paragraph to relate a familiar sequence of events, description of a person, object or routine. – Addresses the purpose of the task. – Expresses a main idea and supports it with details. – Provides introduction, development, and conclusion in an adequate paragraph structure. – Provides accurate descriptions or accounts of events. – Provides adequate explanations where necessary. – Uses appropriate connective words. – Demonstrates strengths and limitations typical of Writing Benchmark 5, as listed in the Profile of Ability.	• Write 1 or 2 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines or simple procedures. – Addresses the purpose of the task. – Expresses main ideas and supports them with details. – Provides introduction, development, and conclusion in adequate paragraph structure. – Provides accurate descriptions, comparisons or accounts of events in a clear sequence. – Uses appropriate connective words and phrases. – Demonstrates strengths and limitations typical of Writing Benchmark 6, as listed in the Profile of Ability.	• Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure. – Addresses the purpose of the task. – Expresses main ideas and supports them with details. – Presents text as a coherent connected whole with good use of appropriate connective words and phrases. – Provides accurate and detailed descriptions, explanations or accounts of events, in a clear sequence. – Demonstrates strengths and limitations typical of Writing Benchmark 7, as listed in the Profile of Ability.	• Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic. • Write a paragraph to explain information in a table, graph, flow chart or diagram. – Addresses the purpose of the task. – Provides accurate and detailed descriptions, explanations and accounts of events in a clear sequence. – Presents text as a coherent connected whole with good use of appropriate connective words and phrases. – Demonstrates strengths and limitations typical of Writing Benchmark 8, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

IV. Sharing Information – WRITING – Stage III

Writing to inform others or to share or present information and ideas in community, work or study settings

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
• Write coherent texts (such as essays, reports or narratives) to relate events from the past to describe and compare complex ideas, phenomena or processes, or to express and analyze opinions. – Addresses the purpose of the task with an appropriate sense of audience. – Conveys main ideas and supports them with sufficient detail; conveys detailed descriptions. – Presents text as a coherent whole, with all the parts required by the genre. – Uses discourse patterns and structures, such as definition, classification, exemplification, cause and effect. – Uses an effective range of connective words and phrases. – Demonstrates strengths and limitations typical of Writing Benchmark 9, as listed in the Profile of Ability.	• Write effective, stylistically complex, and lengthy texts (such as expository or argument essays, symbolic stories, inquiry papers, problem-solution papers, or analytic reports) on previously researched topics. – Addresses the purpose of the task with an appropriate sense of audience. – Conveys main ideas and supports them with sufficient detail. – Presents text as a coherent whole, with all the parts required by the genre. – Uses discourse patterns and functions of definition, contrast, cause and effect, etc. – Establishes argumentative and logical connections among textual ideas; develops logical line of argumentation in support of conclusion. – States a proposition, presents substantiation. – Demonstrates strengths and limitations typical of Writing Benchmark 10, as listed in the Profile of Ability.	• Write effective, stylistically complex texts (such as expository or argument essays, inquiry papers, problem-solution papers or analytic reports) on previously researched topics. – Addresses the purpose of task with an appropriate sense of audience. – Conveys main ideas and supports them with sufficient detail. – Presents text as a coherent whole, with all the parts required by the genre. – Uses discourse patterns and functions of definition, contrast, cause and effect, etc. – Establishes argumentative and logical connections among textual ideas; develops a logical line of argumentation in support of a conclusion. – States a proposition and presents substantiation. – Demonstrates strengths and limitations typical of Writing Benchmark 11, as listed in the Profile of Ability.	• Write effective and stylistically polished texts (such as essays, reports, articles or theses) to inform, convince and persuade others. • Evaluate, revise and edit information texts for public use. – Addresses the purpose of the task with an appropriate sense of audience. – Writing contains complex, detailed ideas, which successfully inform and persuade. – Conveys main ideas and supports them with sufficient detail. – Presents text as a coherent whole, with all the parts required by the genre. – Demonstrates fluent, error-free command of grammar, vocabulary, idioms, structure of information, style and mechanics. – Evaluates, revises and edits information texts for public use. – Demonstrates strengths and limitations typical of Writing Benchmark 12, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

GLOSSARY

The definitions included in this glossary are provided to support the use of the CLB document.

Abstract language	Language that refers to ideas or concepts; things that cannot be experienced by the senses.
Benchmark	A reference point; a statement describing what a person can do at a given level of ability.
Business/service messages	Messages to get something done or to obtain services in community, workplace or study contexts.
Coherence	The logical connectedness of ideas, arguments and exchanges to make the purpose and intended meaning of the discourse clear to the audience and participants.
Cohesion	The use of specific words or phrases to hold a text together and give it meaning.
Communicative competence	*See Language ability*
Competencies	Statements of intended outcomes of learning applicable to a variety of specific contexts: observable, measureable behaviours, usually evaluated against specifically stated objectives, conditions, or standards of performance.
Competency areas	Competency areas refer to a broad, universally relevant purpose of language use. The competency areas in this document include: Interacting with others; Comprehending or giving instructions; Getting things done; Reproducing information (in writing only), and Comprehending or sharing information.
Complex structures	Grammatical structures in sentences that typically include: • one main clause and one or more dependent clauses • various expansions of noun groups, e.g., noun clauses • subordinate adverbial clauses and subordinating conjunctions • structures such as past perfect passive (*had been reminded*), future perfect passive (*will have been achieved*), perfect or past infinitives (*to have resigned*) *Also see Simple structures.*
Complex texts	Texts that include: • several ideas connected together or consisting of parts connected together in a logical inter-relationship • sentences with subordinate clauses, i.e., those that show logical relations of time, reason, contrast, cause and effect, conditions, etc. • long, complex sentences with polysyllabic or technical words • dense information • abstract ideas • references to specialized fields of knowledge or cultural traditions • presuppositions and implications • complex grammatical structures *Also see Complex structures, Moderately complex texts and Simple texts.*

Compound sentences	Sentences with two or more independent clauses, linked together by a coordinating conjunction (e.g., *The day was warm, the breeze was mild, and everyone had a good time.*).
Conceptual language	Language related to concepts, opinions and ideas formed in the mind (i.e., conceptualized); language that involves complex intellectual processing.
Concrete language	Language that refers to things that have a physical existence and can be experienced by the senses.
Connected discourse	Meaningful, purposeful chunks of connected language that are cohesive, logical and functionally coherent.
Content words	Nouns, verbs, adjectives or adverbs (as opposed to function words such as conjunctions, articles, prepositions and pronouns).
Context	The physical and socio-cultural world that surrounds and interacts with text in the creation of discourse; may include the physical situation in which a message occurs, such as in the workplace, at school, or in a doctor's office; may also include the participants (including their status and roles) and background knowledge needed to interpret or create meaning in discourse.
Contextual clues	Hints in a text and in the physical and socio-cultural elements surrounding an interaction that help a person to comprehend meaning; may appear within the same sentence as the word to which they refer, or may be in a preceding or subsequent sentence; may also include physical cues like body language and tone or visual clues such as pictures. *Also see Linguistic cues and Visual clues.*
Continuous texts	Texts written in the form of sentences (as opposed to formatted texts). *Also see Formatted texts.*
Conversation styles	The approach that a speaker uses when communicating (e.g., circular, direct, argumentative, questioning).
Correspondence	In the CLB, correspondence refers to written communication between two or more people (e.g., letters, emails, notes).
Defined audience	Communication directed at a specific person or organization, or a limited group of people (as opposed to a broader, more general audience).
Demanding contexts of language use	Refers to using language within high-stakes or high-risk social, educational and work-related contexts, such as in situations in which features of the communication (e.g., diplomacy, tact, precision) have significant positive or negative consequences. Situations may include managing, supervising, and advising others, or may involve influencing or challenging others, including authority figures.
Discourse	Ideas combined into a series of utterances or written sentences, cohesive in form, coherent in thought, carrying a specific intent, produced in a specific context, and for a specific audience and purpose.
ESL	English as a Second Language: English used by non-native speakers in an environment where English is the dominant language. In some Canadian jurisdictions (such as Manitoba), ESL is referred to as EAL (English as an Additional Language).
Fluency	Ability to express ideas or thoughts with little or no hesitation.

Formatted texts	Words, numbers or sentences displayed in graphical formats (e.g., within a table, chart, graph, form, or list).
	Simple formatted texts: feature information used for common and everyday basic personal and social needs; everyday vocabulary; visually clear and uncomplicated, with clear labels and information that requires little inference, if any; contain white space and a limited amount of information.
	Moderately complex formatted texts: feature information and vocabulary used for common and everyday needs related to daily personal, social and work situations; can be visually complex or lengthy.
	Complex formatted texts: feature information related to specialized fields of knowledge or activities; can be visually complex and lengthy.
Formulaic expressions	Set words and phrases used in everyday language.
Functional knowledge	The ability to convey and interpret the communicative intent (or function) of a sentence, utterance or text. Functional knowledge encompasses macro-functions of language use (e.g., transmission of information, social interaction, and getting things done/persuading others, learning and thinking) and micro-functions, or speech acts (e.g., requests, threats, warnings, pleas, etc.) and the conventions of use.
Functional value of an utterance	The intended purpose or intent of speech (e.g., to thank, to persuade, to invite).
Grammatical knowledge	Knowledge of grammar and vocabulary at the sentence level that enables the recognition and formation of well-formed, grammatically accurate utterances, according to the rules of syntax, semantics, morphology, phonology and graphology.
Guided writing	Writing tasks that involve some sort of scaffolding to support the writer. Scaffolding can include providing a partially completed text with blanks to fill in, a bank of words or phrases, or a supportive individual giving prompts or assistance in completing a writing task.
High-stakes situations	Situations where communicating effectively (or not doing so) can affect the desired outcome or a significant decision (e.g., entrance tests for college or university, immigration interviews, job interviews).
Language ability	There are various theories and definitions of language ability but, simply defined, it is the ability to understand and communicate effectively and appropriately in a given community. The *Canadian Language Benchmarks* represent one schema of describing language ability at 12 different levels, but there are other ways to describe, define, and operationalize language ability.
Linguistic cues	Hints in a text that help a person to comprehend meaning; may appear within the same sentence as the word to which they refer, or may be in a preceding or subsequent sentence.
	Also see Contextual clues.
Linguistically complex	Communication that includes complex grammatical structures and may include idiomatic and figurative language to express meaning.
	Also see Propositionally complex.
Linguistically sophisticated	Communication that includes complex grammatical structures as well as a broad range of technical and non-technical, specialized, occupation-specific, idiosyncratic and genre-governed language (such as "legalese").
Moderately complex texts	Texts that feature: • simple, compound, and some complex sentence structures • clauses containing up to about seven content words • topics and vocabulary related to everyday needs and universal interests in daily personal, social or work situations • language that is mostly factual and concrete, familiar and predictable

Moderately demanding contexts of language use	In the CLB, this refers to using language in familiar situations of daily social, educational and work-related life experience, in less predictable contexts (i.e., other than everyday, routine situations).
Non-demanding contexts of language use	Refers to using language to communicate in common, predictable, routine, everyday activities that may relate to immediate needs.
Plain language texts	Clear, straightforward expression of language, including the avoidance of jargon and wordiness; designed to help the audience understand the message easily. Features of plain language texts typically include the use of short sentences, common everyday words, clear and logical organization of necessary information, and design features (such as white space, headings and sub-headings, and bulleted lists) that help readers understand the message easily.
Pragmatics	Relating to the intended meaning in discourse beyond the semantic meaning of the words.
Predictable contexts	*Context* refers to all the elements that surround written text or spoken discourse. A text is said to be *predictable* if the occasion and/or situation that prompts it (e.g., birthday, graduation, dinner party) is familiar and the form of the text or discourse (e.g., greeting card or typical expressions for congratulating and thanking) is known. Elements of a predictable context can include: • words and pictures surrounding a written text. For example, *This is a fish*, accompanied by a picture of a fish, has a highly predictable context and can be said to strongly support the text (which is an important text feature in CLB 1). • the relationship and circumstances between the writer/speaker and receiver (e.g., a letter that arrives with flowers after a quarrel between friends). • familiarity, or lack of familiarity, with the socio-cultural norms of behaviour and communication (e.g., a handshake is preferable to a hug and kiss when greeting an acquaintance). *Also see Contextual clues.*
Profile of ability	Provides an overall picture of a person's language ability in one skill (i.e., Listening, Speaking, Reading or Writing) at a benchmark level. It includes an overall statement of ability, some characteristic features of the text or communication, and sample behaviour a person typically exhibits when proficient at that level.
Propositionally complex	Complexity of the *ideas* expressed in statements containing propositions or assertions (rather than in the *language* used to express the propositions). *Also see Linguistically complex.*
Register	A form of language customarily used in particular social situations or with particular content matter (e.g., literary, colloquial, slang, professional, highly formal, official); can include specific uses of grammatical features or words. For example, in the register of denturists, phrases/words such as *invest the case*, *articulator*, and *soft liner* have specific technical meaning.
Routine	Simple, repetitive and predictable.
Sample indicators of ability	Sample indicators of ability appear under CLB competency statements and provide examples of behaviours and skills that a person typically exhibits to demonstrate proficiency of a competency statement. These are termed *sample* because actual indicators of proficiency will depend on the communication task and its purpose.
Sample tasks	Sample tasks are offered to illustrate a competency statement in an authentic real-life task in work, community or study contexts. Additional sample tasks can be found in supplementary CLB resources available through the Centre for Canadian Language Benchmarks.
Settings	The physical environment in which language occurs (e.g., in the community, at work, in the classroom, etc.).

Simple sentences	Expressing a complete thought usually with only one clause.
Simple structures	Grammatical structures in short sentences that are typically limited to: • basic single clause sentence construction • basic verb tenses (such as simple present, past or future) and used with the continuous aspect • simple word order sequences (e.g., *The boy wiped the dirty table*.)
Simple texts	Texts that are short, clear and not difficult. They feature: • mostly simple structures • short, simple and compound sentences • everyday vocabulary within familiar and predictable topics about basic personal and social needs • factual, concrete and explicit information • limited reference to outside contexts or cultural traditions *Also see Simple structures.*
Simplified texts	Authentic texts that have been adapted to make them easier to read; can involve adapting a range of text elements, such as reducing text length, sentence length or complexity, or limiting language to familiar and simple terms.
Situations	Environment in which communication takes place; situational factors (e.g., who a learner is talking to, at what locale, for what purpose, and about what topic) influence the level of difficulty and the choice of linguistic forms used in communication.
Sociolinguistic knowledge	The ability to produce and understand utterances appropriate to a given social context: includes rules of politeness; sensitivity to register, dialect or variety; norms of stylistic appropriateness; sensitivity to "naturalness"; knowledge of idioms and figurative language; knowledge of culture, customs and institutions; knowledge of cultural references; and uses of language through interactional skills to establish and maintain social relationships.
Sound-symbol relationship	The relationship between the letters of the alphabet and their corresponding sounds.
Specialized (vocabulary)	Technical, occupation-specific and academic terms or jargon.
Strategic competence	The ability to manage the integration and application of all other language competence components to the specific context and situation of language use; involves planning and assessing communication; avoiding potential or repairing actual difficulties in communication; coping with communication breakdown; and using effective devices to ensure the effectiveness of communication.
Tasks	Practical applications and demonstrations of language abilities; practical activities or actions that result from using language.
Textual knowledge	The knowledge and application of cohesion and coherence rules and devices in building larger texts/discourse; refers to the connection of utterances and sentences into cohesive, logical and functionally coherent texts and/or discourses.
Turns	Opportunities or invitations to speak at some point in a conversation; everything that one speaker says before another speaker begins to speak in an exchange is a turn.
Visual clues	Pictures, tables and text (in Reading), and gestures, tone, situation, etc. (in Listening) that provide support for comprehending a text or discourse. *Also see Contextual clues.*