Canadian Language Benchmarks and Essential Skills Comparative Framework:

Oral Communication Validation Report

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CLB-ES Comparative Framework
Oral Communication Validation Study

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Introduction

In 2002, the BC Construction Industry Skills Improvement Council (SkillPlan), in consultation with the Centre for Canadian Language Benchmarks (CCLB), conducted an investigation into the relationship between the Essential Skills (ES) and the Canadian Language Benchmarks (CLB). The result of this investigation was a Comparative Framework (CF) aligning the skills and competencies reflected in these two national standards. The framework was designed to assist English as a Second Language (ESL) practitioners in their efforts to incorporate appropriate workplace content into CLB-based language classrooms and training programs.

This report describes a small study that was conducted to investigate the validity of the CF tables aligning ES Oral Communication criteria with the CLB Speaking and Listening benchmarks. This work follows earlier research into the validity of the CF Reading and Writing alignment tables. In the Reading study, both quality and accuracy were investigated by means of surveys, panel feedback, and group task alignment activities. Because the Reading study produced a rich array of qualitative response to the overall concept of the Comparative Framework, we did not see the necessity to again investigate the value and utility of the CF when conducting the Writing and Oral Communication studies. We felt that the Reading research had

provided sufficient evidence of support for the existence and conceptual underpinnings of the Comparative Framework.

Methodology

The study was designed as follows.

1. Thirty-two workplace-oriented Oral Communication tasks were drafted by ES professionals to represent a range of complexities and a variety of occupational situations. The methodology used to create the tasks is described in Appendix A, and the relationship between the Oral Communication tasks and the National Occupational Classifications (NOCs) is outlined in Appendix B.

2. The draft tasks were examined, evaluated, and revised by a CLB expert to ensure that they could be rated on the CLB Speaking and Listening benchmark scales.

3. The draft tasks were assigned ES complexity ratings by an expert rater who has extensive background and experience in developing ES profiles. In cases where there was disagreement between the ES levels intended by the task writers and the levels assigned by the expert, revisions were made to the tasks based on the expert's feedback. Given that the tasks were written by ES specialists to represent criteria in the Oral Communication component of the ES scales, and given that these tasks were then vetted by an expert rater and revised according to this expert's specifications, the perspective taken in this report is that the resulting ES ratings are accurate. (See Appendix C)

4. Four of the thirty-two tasks, one at each of the ES Oral Communication levels, were selected for use in a calibration session by a panel of CLB experts who would later be responsible for assigning independent ratings to each of the remaining tasks.

5. The four calibration tasks (see Appendix D) were sent out to the CLB respondent group, which comprised experts with a strong working knowledge and understanding of the Canadian Language Benchmarks. The group was provided with a set of instructions (see Appendix E) for rating the tasks on the CLB Speaking and Listening Benchmarks.

6. The CLB expert group engaged in a benchmarking calibration session, which was conducted by teleconference, using the four tasks set aside for this purpose. The main objective of this benchmarking session was to ensure that all of the CLB experts would consistently follow the instructions for their task-rating assignment.

7. Each CLB expert undertook the assignment of determining an independent Speaking and Listening benchmark rating for each of the twenty-eight remaining Oral Communication tasks (see Appendix F). As stipulated in the assignment instructions, these ratings were to reflect the lowest CLB levels considered necessary to fulfil the requirements of each task in a workplace setting. Ratings were recorded on rating grids (see Appendix G), which were collected for analysis.

8. The independent ratings were analyzed with reference to Tables 1 and 2 below, which represent the concordances set out in the Comparative Framework for Speaking and Listening.

Table 1: Target Matches for Speaking

CLB	1	2	3	4	5	6	7	8	9	10	11	12
					ES Level 1							
						ES level 2						
									ES Level 3			
											ES level 4	

Table 2: Target Matches for Listening

CLB	1	2	3	4	5	6	7	8	9	10	11	12
					ES Level 1							
							ES Level 2					
									ES Level 3			
											ES Level 4	

Initial Comments on Speaking and Listening

Independent ratings were submitted by 15 CLB experts. The difference between mean Speaking and Listening ratings was calculated for each task. On average, the Speaking level of the tasks was rated 0.29 benchmarks more difficult than the Listening level. The range was from Speaking being 1.2 benchmarks more difficult than Listening for Task 17, to Speaking being 1.4 benchmarks less difficult than Listening for Task 5. A substantial correlation (0.67) exists across the 15 raters between their Listening and Speaking ratings.

In general, raters tended to be relatively consistent, compared to the group, when assigning ratings above or below target in both Listening and Speaking.   In other words, it appears that the CLB expert raters approached their work systematically, tending as individuals to be either consistently higher or consistently lower when compared to their peers.

Analysis of Speaking Data

The independent ratings for Speaking have been compiled and organized in Table 3 below. Each row in the table represents the ratings for the seven tasks at each ES level by the 15 individuals, that is, 105 ratings.

Table 3: CLB and ES ratings for Speaking

CLB Rating → ES Rating↓	2	3	4	5	6	7	8	9	10	11	12
1	1	3	19	30	19	18	10	4	1		
2			1	9	16	30	32	12	5		
3				1	3	13	16	31	27	11	3
4				1	1	4	5	23	27	27	17

Full data appear in Appendix H.

At ES level 1, 47% of the 105 ratings are at the expected level of Benchmarks 5-6, and another 35% within one benchmark. The remaining 18% of ratings are more than one benchmark from expectation, with most of these ratings higher rather than lower than expected. Task 5 was rated unusually low, and Task 6 unusually low.

At ES level 2, 74% of ratings are as expected, and another 20% are within one benchmark.   Only 6 ratings (about 6%) are higher or lower than expected by more than one benchmark, with all but one of these being higher. No tasks are noticeable outliers. Note that this accepted range is three benchmarks wide, while the others are only two benchmarks.

At ES level 3, 55% of ratings are at the expected level, and another 26% are within one benchmark. The remaining 19% are discrepant by more than one benchmark, with all but three of these 20 ratings low rather than high. These ratings seem to be spread generally across most tasks.

At ES level 4, only 42% of ratings are as expected, and another 26% within one benchmark. Because ES level 4 is at the top of the benchmark range, all the outliers, 32%, are low. These outliers are spread across most tasks.

There appear to be systematic differences in the ratings given by individuals. Figure 1 portrays the spread of average ratings given by the fifteen individuals. There was one rater with an average rating of Benchmark 7, two at 7.5, and so on, up to one just below Benchmark 9. This could indicate systematic tendencies of individuals, lack of clarity of the CLB descriptors, or difficulties in the clarity of the framework.

Figure 1: Distribution of Average Speaking Rating by Rater

```
Average          6.        7.        7.        8.        8.        9.
Rating      -------5---------0---------5---------0---------5---------0

# of Raters               1         2       3 2 2   1 2   1     1
```

Table 4 shows a more detailed breakdown of ratings by task.

Table 4: More Detailed Examination of Speaking Ratings

Accuracy/ Benchmark/ Task ID	Below target by 2 or more	Below target by 1	At Target	Above target by 1	Above target by 2 or more
ES1/BM 5-6					
#5*	0	1	6	1	7
#6	3	7	5	0	0
#14	0	1	8	3	3
#20	0	3	5	6	1
#23*	0	1	4	6	4
#27	0	2	13	0	0
#29	1	4	8	2	0
Benchmark %	4%	18%	47%	17%	14%
ES2/BM 6-7-8					
#1	0	3	10	1	1
#10	0	1	9	4	1
#15	0	1	10	2	2
#17	1	1	13	0	0
#19	0	1	13	1	0
#25	0	2	12	1	0
#26	0	0	11	3	1
Benchmark %	1%	9%	74%	11%	5%
ES3/BM 9-10					
#3*	5	1	9	0	0
#8	0	1	9	3	2
#16	0	1	12	2	0
#22	2	2	6	4	1
#28	2	4	9	0	0
#31*	7	6	2	0	0
#32	1	1	11	2	0
Benchmark %	16%	15%	55%	10%	3%
ES4/BM 11-12					
#2*	11	4	0	-	-
#7*	7	7	1	-	-
#13	2	6	7	-	-
#18*	7	3	5	-	-
#21*	6	4	5	-	-
#24	0	1	14	-	-
#30	1	2	12	-	-
Benchmark %	32%	26%	42%	-	-
Overall %	13%	17%	55%	10%	5%

The asterisks * in Table 4 indicate instances where 20% or more of judgments on Speaking are more than one benchmark from the acceptable range (20% was used

as a similar decision point for the writing validation). There are two "problem" tasks at ES 1, two at ES 3, and four at ES 4. Ratings miss the target symmetrically at ES 1. As mentioned above, there is a slight tendency to give ratings that are too high at ES 3, and a substantial tendency to give ratings too low at ES 3. Of course, it is not possible to give ratings that are too high at ES 4.

If we examine the tasks within each ES level, we notice a few outliers. Task 5 (ES 1) is generally rated as much more difficult compared to the target benchmark range. This may be because the context is aircraft assembly, which most CLB experts would consider a highly specialized and complex technical area. The ES expert rater assigned a level 1 to this task, indicating in her notes that she was torn between a level 1 and a level 2, ultimately settling on 1 based on the assumption that the nature of assembly line tasks is usually limited in detail. Tasks 3 and 31 (ES 3) are consistently rated much easier than target. Because it is not possible to discern what aspects of these tasks cause them to be viewed so discrepantly by ES and CLB experts, these outliers are excluded from the discussion which follows.

Discussion of Speaking Data

In our previous work on the Writing Comparative Framework, we found it worthwhile to examine alternate possibilities for depicting the relationship between the ES and the CLB. We investigated slightly more fluid and overlapping approaches that would acknowledge the judgements of our expert panel and capture not only the theory behind the ES-CLB relationship, but also the inevitably imprecise nature of the framework in its practical application.

We present a similar investigation for Speaking in this section of our report, but we hasten to preface our presentation with the observation that the Speaking framework seems to function quite nicely for tasks at ES levels 1, 2, and 3. The main problem lies with the interpretation of level 4 ratings, and this is most likely due to the fact that the ES criteria indicate a level 4 placement as appropriate for almost any task that appears to be persuasive in nature, emotionally charged, or associated with potential consequences or high stakes, regardless of the context or content. This is not the case with the CLB criteria, which focus more distinctively on linguistic features of a task. Because of this lack of compatibility between the two scales, it is perhaps not surprising to find that ES level 4 speaking tasks appear across the entire spectrum of the CLB stages II and III, and indeed, we observe this to be the outcome when we look at Appendix H, where the target tasks are shown to have been placed by the experts from benchmark 5 to benchmark 12.

For the purpose of investigation, Table 5 shows a proposed realignment of the ES and CLB levels.

Table 5: ES/CLB Speaking Matches, Realignment

CLB	1	2	3	4	5	6	7	8	9	10	11	12
					ES Level 1							
						ES level 2						
								ES Level 3				
									ES level 4			

Table 6 provides the detailed breakdown of placement results when this new alignment is applied to the data.

Table 6: More Detailed Examination of Speaking Ratings Using Realignment

Accuracy/ Benchmark/ Task ID	Below target by 2 or more	Below target by 1	At Target	Above target by 1	Above target by 2 or more
ES1/BM 5-6					
#5	Outlier removed				
#6	3	7	5	0	0
#14	0	1	8	3	3
#20	0	3	5	6	1
#23*	0	1	4	6	4
#27	0	2	13	0	0
#29	1	4	8	2	0
Benchmark %	4%	20%	48%	19%	9%
ES2/BM 6-7-8					
#1	0	0	13	1	1
#10	0	0	10	5	1
#15	0	0	11	2	2
#17	0	1	14	0	0
#19	0	0	14	1	0
#25	0	0	14	1	0
#26	0	0	11	3	1
Benchmark %	0%	1%	83%	12%	5%
ES3/BM 7-8-9-10					
#3	Outlier removed				
#8	0	0	10	3	2
#16	0	0	13	2	0
#22	0	0	10	4	1
#28	0	0	15	0	0
#31	Outlier removed				
#32	0	1	12	2	0
Benchmark %	0%	1%	80%	15%	4%
ES4/BM 9-10-11-12					
#2	3	1	11	-	-
#7	2	2	11	-	-
#13	0	0	15	-	-
#18	0	1	14	-	-
#21	1	1	13	-	-
#24	0	0	15	-	-
#30	0	0	15	-	-
Benchmark %	6%	5%	90%	-	-
Overall %	3%	7%	76%	11%	4%

With this realignment of the ES and CLB levels, 76% of ratings are on target, and
another 18% within one benchmark. Only 7% of ratings are more than one

benchmark away from target. Similarly, only one task (ES level 1, #23) is asterisked as having more than 20% of ratings off target by more than one benchmark.

Analysis of Listening Data

Independent Listening ratings assigned by 15 CLB experts were compiled and organized as shown in Table 7 below. Each row in the table represents the ratings for the seven tasks at each ES level by the 15 individuals, that is, 105 ratings.

Table 7: CLB and ES ratings for Listening

CLB Rating → ES Rating↓	2	3	4	5	6	7	8	9	10	11	12
1	1	5	16	33	19	16	7	2	2	4	
2			9	15	17	21	30	12	1		
3			1	2	6	17	20	33	18	7	1
4				2	1	3	11	23	31	23	11

Full data appear in Appendix I.

At ES level 1, 65% of ratings are as expected, with a further 22% within one benchmark. Some 13% of the ratings are discrepant by more than one benchmark, with a slight tendency for these ratings to be too high rather than too low. Task 5 accounts for most of the ratings that are too high. Note that the target benchmark range here is three rather than two benchmarks wide.

At ES level 2, 49% of ratings are as expected, with another 28% within one benchmark. The remaining 23% of ratings, with one exception, are lower than expected by more than one benchmark.

At ES level 3, 49% of ratings are as expected, and another 26% within one benchmark. There are 27 ratings discrepant by more than one benchmark, with 24 of these too low.

At ES level 4, 32% of ratings are as expected, with another 30% one benchmark low. The remaining ratings, 38%, are low by more than one benchmark.

Again, there appear to be systematic differences in the ratings given by individuals. Figure 2 portrays the spread of average ratings. There was one rater with an average rating below Benchmark 6.5, one just below 7.5, and so on, up to one just below Benchmark 8.4. Again, this could indicate systematic tendencies of individuals, lack of clarity in the CLB descriptors, or difficulties in the clarity of the framework.

Figure 2: Distribution of Average Listening Rating by Rater

```
Average             6.        7.        7.        8.        8.        9.
Rating      -------5---------0---------5---------0---------5---------0

# of Raters  1                      1   2 4     2 3 1 1
```

Table 8 below shows the breakdown of accuracy by task for Listening.

Table 8: More Detailed Examination of Listening Ratings

Accuracy/ Benchmark/ Task ID	Below target by 2 or more	Below target by 1	At Target	Above target by 1	Above target by 2 or more
ES1/BM 5-6-7					
#5*	0	0	5	3	7
#6*	4	5	6	0	0
#14	0	1	14	0	0
#20	0	4	11	0	0
#23	0	1	9	4	1
#27	1	2	12	0	0
#29	1	3	11	0	0
Benchmark %	6%	15%	65%	7%	8%
ES2/BM 7-8					
#1*	5	1	9	0	0
#10	1	0	9	4	1
#15	1	1	7	6	0
#17*	8	6	1	0	0
#19*	5	5	5	0	0
#25	3	2	10	0	0
#26	1	2	10	2	0
Benchmark %	23%	16%	49%	11%	1%
ES3/BM 9-10					
#3*	9	0	6	0	0
#8	0	3	9	3	0
#16	1	6	7	1	0
#22	1	4	9	0	1
#28	2	3	10	0	0
#31*	12	2	1	0	0
#32	1	2	9	3	0
Benchmark %	25%	19%	49%	7%	1%
ES4/BM 11-12					
#2*	11	4	0	-	-
#7*	7	4	4	-	-
#13*	6	6	3	-	-
#18*	5	5	5	-	-
#21	4	7	4	-	-
#24	0	1	14	-	-
#30*	7	4	4	-	-
Benchmark %	38%	30%	32%	-	-
Overall %	23%	20%	49%	6%	2%

Again, the asterisks * indicate instances where 20% or more of judgments on Listening are more than one benchmark outside of the acceptable range. There are

many more "problem" tasks as indicated by the Listening ratings compared to Speaking. There are two at each of ES 1 and ES 3, three at ES 2, and five at ES 4. There is a tendency for CLB experts to place the Listening tasks at levels lower than those posited in the Comparative Framework. As with Speaking, this trend increases consistently from ES 1 to ES 4.

If we examine the tasks within each ES level, we see the same outliers arising for Listening as with Speaking. Task 5 (ES 1) is rated as much more difficult compared to the target benchmark range, while tasks 3 and 31 (ES 3) are rated much easier than target. There may be some specific feature of each task that brings about this discrepancy between ES and CLB interpretations, and for this reason, these outliers are not included in the discussion which follows.

Discussion of Listening Data

As with Speaking, we consider here the potential benefits of investigating alternate alignments for the ES-CLB Listening relationship. Table 9 below shows one potential model.

Table 9: ES/CLB Listening Matches, Realignment

CLB	1	2	3	4	5	6	7	8	9	10	11	12
				ES Level 1								
					ES Level 2							
							ES Level 3					
									ES Level 4			

If the above concordance is substituted for the existing Listening alignment table, an improved detailed breakdown emerges, as shown in Table 10.

Table 10: More Detailed Examination of Listening Ratings Using Realignment

Accuracy/ Benchmark/ Task ID	Below target by 2 or more	Below target by 1	At Target	Above target by 1	Above target by 2 or more
ES1/BM 4-5-6-7					
#5	Outlier removed				
#6	1	3	11	0	0
#14	0	0	15	0	0
#20	0	0	15	0	0
#23	0	0	10	4	1
#27	0	1	14	0	0
#29	0	1	14	0	0
Benchmark %	1%	6%	88%	4%	1%
ES2/BM 5-6-7-8					
#1	0	2	13	0	0
#10	0	0	10	4	1
#15	0	0	9	6	0
#17	0	4	11	0	0
#19	0	1	14	0	0
#25	0	2	13	0	0
#26	0	0	13	2	0
Benchmark %	0%	9%	79%	11%	1%
ES3/BM 7-8-9-10					
#3	Outlier removed				
#8	0	0	12	3	0
#16	0	0	14	1	0
#22	0	0	14	1	0
#28	0	1	14	0	0
#31	Outlier removed				
#32	0	1	11	3	0
Benchmark %	0%	3%	87%	11%	0%
ES4/BM 9-10-11-12					
#2	3	3	9	-	-
#7	2	0	13	-	-
#13	0	2	13	-	-
#18	0	4	11	-	-
#21	1	0	14	-	-
#24	0	0	15	-	-
#30	0	2	13	-	-
Benchmark %	6%	10%	84%	-	-
Overall %	2%	7%	84%	6%	1%

With this realignment, 84% of ratings are on target, and only 3% miss the target by more than one benchmark. There are no items asterisked as having more than 20% of ratings off target by more than one benchmark.

Conclusion

The alignments in the CLB-ES Oral Communication Comparative Framework have been derived through a systematic and theoretical application of principles and criteria as set forth in the underlying scales. As is so often the case when a theoretical model is subjected to practical application, this study reveals that the relationships posited in the Comparative Framework are not as straightforward and linear as one might have hoped. A greater degree of accuracy in task placement could be achieved by adopting the models presented in the discussion sections of this paper. These models improve the quality of the framework by acknowledging the degree of error associated with rating workplace tasks on the Canadian Language Benchmarks and by better reflecting the fluidity and imprecision of the relationship between the two underlying scales.

In particular, a great deal of inconsistency has been noted in the practical application of the listening component of the CF. It is therefore suggested that serious consideration be given to a model that would introduce a greater degree of flexibility in the treatment of that skill. Of all the language skills, listening tends to be the most problematic in terms of standardization, as so many features of the discourse influence difficulty. Speed, inflection, paralinguistic variables, ambient distractions, register, tone, all have an effect on aural comprehensibility and are given consideration from an ESL perspective within the CLB framework, but these are not acknowledged within the Essential Skills paradigm. Because of this fundamental imbalance, very broad bands of relationship are probably the best outcome that could ever be expected from an effort to align CLB and ES criteria for this most enigmatic of the language skills.

We conclude with a reminder that this small validation study underscores the need to ensure that the existing CLB-ES Comparative Framework is used only in low-stakes situations, and in these cases, only for purposes such as choosing workplace tasks that are appropriate for CLB-based ESL classes.

APPENDIX A: ORAL COMMUNICATION TASK DEVELOPMENT PROCESS

In order to develop the 32 oral communication tasks, including four for training purposes and 28 for the study, the following procedure was undertaken:

Step 1: Planning
The first step was to set out a task development plan and timeline. The plan accounted for short timelines and the need for two essential skills analysts' involvement throughout the process. The plan set out that the two analysts would carry out half the development work each and review the work by the other analyst for consistency.

Step 2: Example selection
Each analyst selected occupations from each of the four National Occupational Classifications (NOC) skill-level bands (A,B,C,D) as outlined in the NOC matrix. In selecting occupations, analysts considered whether the occupations represented a range of sectors both within each of the bands and across the NOC matrix as a whole. Essential skills examples were then selected for each occupation at each of the four essential skills levels.

The limited number of examples at levels 3 and 4 of the essential skills oral communication scale presented a challenge at the example selection stage. To address this challenge, examples from other occupations were selected, while still representing all sectors where possible. It was not always possible to do so; few level 4 examples exist for C-band occupations, and no level 4 examples exist for D-band occupations. To make up the full complement of examples at each of the levels, examples were selected from other NOC bands. The level and band for the final examples selected is listed in the table below:

Number of examples by skill-level and essential skills level				
Band	ES 1	ES 2	ES 3	ES 4
Skill-level A	2	2	2	3
Skill-level B	2	2	2	4
Skill-level C	2	2	2	1
Skill-level D	2	2	2	0
TOTAL	8	8	8	8

Step 3: Pre-task development
Before the task development stage, the analysts reviewed each others' examples to ensure they were sufficiently distinct from one another. A model prompt was also developed to ensure that the tasks would follow a similar format.

Step 4: Task development

Analysts worked independently to write oral communication tasks using the essential skills examples as a basis. Listening and speaking demands were clearly set out but not separated from one another. Each task followed the model and comprised 50 to 60 words.

Essential skills examples had to be altered to create the tasks. There were several reasons for this:

1. Essential skills examples do not always describe the listening component of the oral communication task. Below is the original ES example next to the task that displays the change:

Essential Skills Example	Oral Communication Task
NOC 6672: Guest services attendants provide information to guests about various sites, including closing and opening times, and give guests directions.	You are a guest services attendant at a large hotel with extensive conference facilities. A group of conference delegates, guests of the hotel, ask you for directions to a local restaurant. They also request the hours of operation of several other local attractions. Listen to their questions in order to provide answers.

In the task above, the listening aspect was enhanced in order for CLB experts to more accurately place it along the listening scale.

2. Additional detail was added to ensure that each task clearly required oral communication skills at the essential skills level assigned to the original example. This entailed either removing conflicting details or adding more detail to clarify the complexity of the task. The furniture assembler example below will help illustrate this:

Essential Skills Example	Oral Communication Task
NOC 9492: Furniture assemblers and Inspectors receive instructions from supervisors and seek their approval for changes in design or deadlines.	You are an assembler at a furniture manufacturer that produces metal and laminate desks for schools. In working with a new desk model, you have noticed that it takes longer to assemble each desk than anticipated. Make a recommendation to your supervisor for a way to reduce assembly times. Provide evidence that your suggestion will work

	and discuss options.

In this case, the original essential skills example reads as a level 1 according to the ES oral communications complexity scale. Since it was assigned a level 2 in the profile, we added details about the recommendation to more clearly place it at level 2.

3. In some cases the essential skills example included multiple tasks. For these cases, the analysts focused on only one task and removed information pertaining to any other tasks in the example. This is demonstrated in the example and task below:

Essential Skills Example	Oral Communication Task
NOC 4142: Elementary school teachers may interact with representatives from community organizations, professional associations, provincial ministries of education and universities to share information on special projects and coordinate activities. For example, they may talk to representatives from charity organizations to coordinate fund raising activities involving students. They may also respond to university professors asking for support in research studies, such as investigations into the relationship between creativity and socio-economic level.	You are an elementary school teacher. One of your tasks is to help organize fundraising activities that involve students. For this event the school is working alongside a charity. Speak with the organizer at the charity and listen to her ideas and suggestions. Coordinate the details of this event together during your discussion.

Step 5: Task review

When all of the tasks had been drafted, the analysts reviewed each others' work to identify any details or wording that needed to be changed to more accurately and fully exemplify the level. Through this process, the analysts came to an agreement that the task contents clearly distinguish one level from the others.

At the task review stage the analysts also examined the word count of the examples to ensure there were no patterns that would inadvertently reveal the essential skills levels of the prompts. Upon comparing word counts across prompts, levels, and NOC bands, no significant differences or patterns emerged between sets of tasks.

APPENDIX B: RELATIONSHIP OF ORAL COMMUNICATION TASKS TO NOCS

Essential Skills Example	Oral Communication Task
NOC 3122: Chiropractors interact with receptionists and administrative assistants to discuss appointment scheduling and other administrative tasks. A, 1	You are a chiropractor. You work in an office with an administrative assistant. This morning, as usual, you listen to the administrative assistant tell you about the day's schedule. As you listen, you realize she has booked a patient at a time when you will be out of the office. Ask her to rebook the appointment. (56)
NOC 2134: Chemical Engineers talk to suppliers to obtain quotes and specification sheets on raw materials. A, 1	You are a chemical engineer. Part of your job is to source and select suppliers of raw materials you need. Speak to a supplier to obtain information about cost. Listen for the supplier's response, and request a specification sheet on the raw material to help you determine whether you might order the supplies from them. (55)
NOC 2152: Landscape Architects interact with project team members such as contractors, junior landscape architects and drafts people. They assign and coordinate new tasks, discuss project goals, give directions, explain procedures and enquire about the status of ongoing work. For example, they may clearly and thoroughly explain design specifications and standards for landscape construction work to contractors. A, 2	You are a landscape architect. You work as a member of a project team with junior landscape architects and draftspersons. Team members are meeting today to discuss a new project. Listen to team members' status updates on their work and provide your own brief update. Ask questions to clarify project details and timelines. (53)
NOC 4142: Elementary School Teachers may interact with representatives from community organizations, professional associations, provincial ministries of	You are an elementary school teacher. One of your tasks is to help organize fundraising activities that involve students. For this event the school is working alongside a charity.

education and universities to share information on special projects and coordinate activities. For example, they may talk to representatives from charity organizations to coordinate fund raising activities involving students. They may also respond to university professors asking for support in research studies, such as investigations into the relationship between creativity and socio-economic level. A, 2	Speak with the organizer at the charity and listen to her ideas and suggestions. Coordinate the details of this event together during your discussion. (53)
NOC 3142: Occupational Therapist present information on clients' conditions, treatments and progress at case conferences and problem solving meetings with other multi-disciplinary team members. They consider suggestions offered by other team members and may collaboratively develop client treatments. Clear communication is important to ensure all team members know what is expected of them and keep treatment plans on track. A, 3	You are an occupational therapist who works as a member of a multidisciplinary team. You are participating in a team meeting, where you discuss patients' treatment plans. You have suggested a course of care which one member of the team disagrees with. Discuss reasons why your plan is sound, and try to come to an agreement about next steps. (59)

NOC 3114: Veterinarians explain diagnoses and inspection results to clients by translating medical terminology into laypersons' terms. They recommend treatment options, discuss costs, and negotiate payment plans if required. They provide emotional support to clients when their animals are terminally ill and they have to recommend euthanasia. Under these circumstances, they must be empathetic, sensitive and tactful. A, 3	You are a veterinarian. You have just examined and diagnosed a client's pet. You need to explain what you have found to the client, translating medical terminology into laypersons' terms. Your recommendation is euthanasia. Inform your client of this, listen to their response, and react in an empathetic, sensitive and tactful manner. (52)
3152 Registered nurses may communicate information to police officers, distress centres or other authorities when faced with individuals displaying suicidal tendencies or abusive behaviours. Registered nurses follow established protocols to ensure all information required is transmitted efficiently. This communication takes place within a highly emotional context and demands a controlled response. Miscommunication in these situations can lead to serious injuries or death. A, 4	You are a registered nurse working in an emergency department. A walk-in patient with serious injuries has been has been admitted whose behaviour is violent. Follow the appropriate communication protocols. Announce the code, call the police and try to keep the other patients calm. When police arrive, interact with them to ensure everyone's safety while coordinating the patient's care. (59)
NOC 4142: Elementary School Teachers facilitate and lead extracurricular activities intended to promote students' overall development. They monitor and support students through a variety of exercises in a variety of settings to develop them physically, mentally and socially. During each activity, teachers listen to and observe students to assess their comfort levels and help them resolve conflicts. At the end of extracurricular activities, they facilitate feedback sessions to help students express their opinions and elicit suggestions for making future activities more effective and pleasurable. A, 4	You are an elementary school teacher whose duties include running after-school drama classes. As you lead the students through their warm-up exercises, you realize some children feel uncomfortable. Encourage the children to participate by soliciting the reasons for their discomfort and coaching them as they try out various exercises. Adapt your instructional methods to motivate the children. (57)
NOC 2146: Aerospace Engineers lead problem solving sessions with small and large groups of employees. The aerospace engineer's role is to monitor and support	You are an aerospace engineer. Today you are leading a problem-solving session with a large group of employees. Conduct the session; at the end of the meeting facilitate

the group, and, using a variety of exercises and settings, analyze problems and develop solutions. At the end of each session, the engineer facilitates the synthesis of information and guides the group in the development of a series of recommendations which can be presented to clients, plant managers and co-workers. The engineer's team building and management skills may be evaluated on the success of these meetings. A, 4	the synthesis of information and guide the group in developing recommendations. Your team building and management skills are evaluated on the success of these meetings. (53)

NOC 7231: Automotive Service Technicians inform supervisors and customers if jobs are going to take longer than expected. B, 1	You are an automotive service technician. You work in a mid-size garage. Today several co-workers have called in sick, making your workload heavier than usual. Inform your supervisor that you will not be able to meet the current schedule's demands. Provide your supervisor with estimates of when each repair will be completed. (52)
NOC 8262: Fishermen/women speak with customers and potential buyers. They explain how to prepare fish and answer general interest questions such as where and how different species are caught. B, 1	You are a fisher. After returning from the day's fishing, you display your catch for potential buyers. Listen to a buyer's questions to provide information about the fish. Explain how to prepare the fish and answer general interest questions such as where and how you catch different species. The questions you answer are similar from one day to the next. (60)
NOC 2223: Forestry Technologists & Technicians request services or supplies. For example, they contact suppliers to arrange for the repair of broken machinery. They must be clear and concise, as they frequently need to provide directions to sites that are unfamiliar to suppliers and contractors. B, 2	You are a forestry technician working for a conservation authority. A pickup truck you planned to use for a tree planting will not start. Phone the local garage to arrange for a repair. Describe the problem and discuss repair options, including costs and time requirements. Provide clear directions to the location, which is off main roadways. (56)
NOC 7222: Transportation Supervisors present information to drivers or operators about current events or changes that will directly affect their work. For example they share information about regulations, new procedures, work assignments and road closures during daily briefings and weekly staff meetings. B, 2	You are a transportation supervisor. At the start of each shift you have informal meetings with your drivers to share information about current events or changes that will affect their work. At today's meeting, listen as drivers provide information about accidents they have learned about. Provide information about road closures, special events and temporary changes to routes. (57)
NOC 2175: Web Designer & Developer may lead meetings with co-workers, colleagues and clients to discuss project details such as web design features, links, structures, and equipment requirements. . They present research summaries, discuss options and advise clients on web design	You are a web developer. You are meeting with a client; project team members are also in attendance. Listen carefully as project staff provide detailed status reports of their work on the client's web site. Discuss design feature options and equipment requirements. You may need to advise the

and development. B, 3	client on the best way to proceed. (55)

NOC 2234: Construction Estimators negotiate the terms of agreements with contractors and suppliers. For example, they negotiate prices and delivery timelines with suppliers; services, terms and conditions of agreements and project timelines with contractors; and contract adjustments with clients when inaccurate information and drawings create the need for additional work B, 3	You are a construction estimator. During a project, you find errors in some of the drawings. These errors create the need for additional work to complete the project. Negotiate an adjustment to the terms of the agreement with your client to account for this error. Listen to the client's concerns to effectively negotiate new terms. (55)
NOC 9213: First-line supervisors in the seafood industry mediate conflicts among employees supervised, assessing the extent to which the complaint or conflict is justified, seeking acceptable solutions, and motivating employees to work together. In plants with a largely immigrant workforce, complicating factors can include differing cultural expectations and language barriers. B, 4	You are a first-line supervisor in the seafood processing industry. You need to mediate a conflict among several employees you supervise. Listen and ask questions to assess the extent to which the conflict is justified. Try to find an acceptable solution and motivate the employees to work together. In your facility differing cultural expectations and language barriers are complicating factors. (60)
NOC 3215: Medical radiation technologists may present research findings to colleagues at conferences or training events. The information they present is technical and must be delivered concisely and comprehensively using language appropriate to an audience of subject matter specialists. B, 4	You are a radiation technologist at a cancer treatment centre. You have been asked to present at a national healthcare conference. Conduct a 90-minute seminar to other health care providers outlining the results of a research project you have been involved with. Provide audience with details on the population, methodology and outcomes. (55)
NOC 3232: Midwives may teach clients and students about natural healing at workshops. They introduce them to their disciplines' philosophies and techniques. The content, style and tone or these workshops are adapted to suit the expertise and backgrounds of the audiences. For example, midwives may facilitate workshops on preparing for labour and delivery while acupuncturists facilitate workshops on acupressure. B, 4	You are a midwife. You are leading a prenatal class with six clients and their partners. Some participants may be apprehensive about aspects of your practice. Instruct the class, providing information on labour and delivery and addressing participants' questions and concerns. Adjust your language, content and style so clients whose first language is not English can understand you. (58)
NOC 7221: Supervisors, Railway Transport Operations interview train crew operators and witnesses following railway accidents	You are a railway transport supervisor. Following railway accidents such as derailments and collisions you need to

such as derailments and collisions causing personal injuries. During the investigation process, they also consult government representatives and may answer questions from the media. At the end of each investigation, they discuss their conclusions and recommendations with transportation managers. B, 4	collect accounts. You are attending a derailment where numerous passengers have been injured. Follow the incident investigation protocols. Question the train crew operators and witnesses to obtain the details while being sensitive to their emotional state. (53)

NOC 1414: Receptionists and Switchboard Operators greet clients, determine the reason for their visit, provide them with basic information and direct them to the appropriate individual or department C, 1	You are a receptionist at a large printing company. In addition to answering the phone, your duties include welcoming visitors to the company. A visitor enters the reception area and states she has an appointment. Greet her and ask the kind of questions that will allow you to direct her appropriately. (51)
NOC 9481: Aircraft Assemblers exchange information with co-workers about parts and installation procedures. C, 1	You are an aircraft assembler. You are working on the assembly of an unfamiliar model and have some questions about the installation procedure. Ask your co-worker who has completed this assembly before to explain the procedure. Make sure to listen closely so you do not have to ask again next time. (51)
NOC 9492: Furniture Assemblers and Inspectors receive instructions from supervisors and seek their approval for changes in design or deadlines. C, 2	You are an assembler at a furniture manufacturer that produces metal and laminate desks for schools. In working with a new desk model, you have noticed that it takes longer to assemble each desk than anticipated. Make a recommendation to your supervisor for a way to reduce assembly times. Provide evidence that your suggestion will work and discuss options. (59)
NOC 1431: Accounting Clerks speak with customers to follow up on overdue accounts, arrange payments, answer customer enquiries and discuss disagreements about accounts. C, 2	You are an accounting clerk. Part of your job is to follow up on overdue accounts. Speak with a customer and listen to why she has not paid. After considering her response, answer her questions and discuss disagreements about accounts. Arrange payment terms the client will be able to meet. (50)
NOC 6481: Image, Social and Other Personal Consultants may make presentations to small or large groups at evening workshops, weekly classes, trade shows, training sessions, group consultations, fashion shows, conferences or lunch-hour meetings. C, 3	You are an image consultant. Your job is to work with executive-level employees to improve their personal and business image. You have been invited to make a presentation on your services at a local business association luncheon. Give a 30-minute information session on your services. When the session is complete, listen to participants' questions and respond to them. (58)
NOC 6463: By-Law Enforcement Officer	You are a by-law officer. You work for the

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interact with a complainant and an accused by-law violator to negotiate an acceptable solution to a conflict about a by-law. C, 3	municipal government and it is your job to enforce by-laws and regulations. You need to work with a complainant and an accused by-law violator to negotiate an acceptable solution to a conflict about a by-law. Listen to their different perspectives and discuss to help reach a satisfactory solution. (57)
NOC 1475: Radio Operators may interact with distressed boaters or pilots to clarify their location or determine what sort of aid is needed. They communicate authoritatively and calmly to soothe captains who may be in a state of panic. C, 4	You are a radio operator. Your job is to communicate with boaters. You receive a transmission from a distressed boater. Listen carefully to obtain information about their location and determine what help they need. Communicate authoritatively and calmly with the boater to provide information, and soothe the captain who is in a state of panic. (55)
NOC 6672: Guest Services Attendant provide information to guests about various sites, including closing and opening times, and give guests directions. D, 1	You are a guest services attendant at a large hotel with extensive conference facilities. A group of conference delegates, guests of the hotel, ask you for directions to a local restaurant. They also request the hours of operation of several other local attractions. Listen to their questions in order to provide answers. (52)
NOC 6641: Line cooks communicate with other food service workers to clarify orders D, 1	You are a line cook at a busy restaurant. During the dinner rush, you have been assigned to prepare the salads. Normally the salad and dressing type are indicated on the order receipt; for this order it was not. Ask your co-worker which salad, listen to their response and clarify which dressing the customer would like. (56)
NOC 8613: Primary Production Labourer (Aquaculture and Marine Harvest) interact with co-workers to discuss problems and to exchange information. For example, hatchery workers discuss equipment problems and fish-feeding schedules. D, 2	You are a hatchery worker at a salmon fishery. You need to discuss today's fish feeding schedule with your co-workers. Listen to your supervisor as she describes equipment problems which could affect the schedule. Listen to co-workers to learn their scheduling preference and provide your own suggestions to reach a suitable schedule together. (53)

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NOC 6611: Cashiers may give customers unwelcome information, such as that their cheque will not be accepted, their credit-card transaction was not approved, a requested item is out of stock or a refund will not be issued. D, 2	You are a cashier. A customer visits the store looking for an item. After listening to the customer explain what they would like, you realize that the perfect item is out of stock and there are no good alternatives you can offer. Give the customer this unwelcome information. (51)
NOC 0632 Campground Operators handle complaints, solve problems and enforce campground policies D, 3	You are a campground operator. Several campers are angry, complaining about noise coming from one campsite over the last two days. Listen to their concerns and ask questions to clarify when the noise levels were excessive and to gather other relevant details. Calm the campers and reassure them that you will investigate to resolve the situation. (56)
NOC 6623: Door-to-Door Salespeople promote their products directly to customers. D, 3	You are a door-to-door salesperson. You need to promote your products directly to customers either in their homes or in their place of business. Persuade a potential customer to purchase your goods by explaining why they would be beneficial and practical. Listen and respond to their doubts about the products. (50)

APPENDIX C: ES COMPLEXITY RATINGS FOR ORAL COMMUNICATION

TASKS

Task ID	Level assigned by Task Writer	Level assigned by External Rater	Final Rating to be used for Validation
#1	2	2	2
#2	4	4	4
#3	3	3	3
#4	Removed and used as a calibration task		
#5	1	1	1
#6	1	1	1
#7	4	3 (with feedback on how to make it a level 4)	4 (revised per external rater's feedback)
#8	3	3	3
#9	Removed and used as a calibration task		
#10	2	2	2
#11	Removed and used as a calibration task		
#12	Removed and used as a calibration task		
#13	4	3 (with feedback on how to make it a level 4)	4 (revised per external rater's feedback)
#14	1	1	1
#15	2	2	2
#16	3	3	3
#17	2	1 (with feedback on how to make it a level 2)	2 (revised per external rater's feedback)
#18	4	3 (with feedback on how to make it a level 4)	4 (revised per external rater's feedback)
#19	2	2	2
#20	1	1	1
#21	4	3 (with feedback on how to make it a level 4)	4 (revised per external rater's feedback)
#22	3	3	3
#23	1	1	1
#24	4	3 (with feedback on how to make it a level 4)	4 (revised per external rater's feedback)
#25	2	2	2
#26	2	2	2
#27	1	1	1
#28	3	3	3
#29	1	1	1

#30	4	4	4
#31	3	3	3
#32	3	3	3

4. You are an elementary school teacher whose duties include running after-school drama classes. As you lead the students through their warm-up exercises, you realize some children feel uncomfortable. Gently ask the children to share the reasons for their discomfort, and listen carefully to their feelings. Then, try to encourage and motivate them to get involved in the exercises. As you proceed, continue to adapt your approach and instructional methods to keep the children engaged.

9. You are a hatchery worker at a salmon fishery. You need to discuss today's fish-feeding schedule with your co-workers. Listen to your supervisor as she describes equipment problems which could affect the schedule. Listen to co-workers to learn their scheduling preferences and provide your own suggestions to reach a suitable schedule together.

11. You are a veterinarian. You have just examined and diagnosed a client's pet. You need to explain your findings to the client, translating medical terminology into laypersons' terms. Because of the severity of the case, your recommendation is euthanasia. Inform your client of the diagnosis and recommendation, listen to the response, and react in an empathic, sensitive and tactful manner.

12. You are an automotive service technician. You work in a mid-size garage. Today, you answer the phone and take messages from several co-workers who have the flu and are calling in sick. This makes your workload heavier than usual. Inform your supervisor that you will not be able to meet the demands of the current schedule. Listen to his response, and provide him with estimates of when each repair will be completed.

APPENDIX E: INSTRUCTIONS TO CLB EXPERT RATERS

Thank you very much for agreeing to participate in this study on the validity of a Comparative Framework that has been designed to link Essential Skills (ES) to the competencies described in the Canadian Language Benchmarks (CLB). The purpose of this research is to examine the degree of agreement on expert ratings of Essential Skills Oral Communication tasks in reference to the communicative competencies described in the Canadian Language Benchmarks for Listening and Speaking.

In order to ensure the consistency of our results, it is important that all respondents approach the study in the same way. Please follow these instructions for each task in your package.

1) Read through the task.

2) Imagine that the task is to be performed in a workplace context by a worker whose first language is not English. The worker is employed in the described context and is required to perform the task as part of her or his job.

3) Assume the worker is competent in the job and understands the task requirements.

4) Assume the worker has all of the required information. For example, if a description of a person or incident is required, imagine that the worker knows this information.

5) Assume that the worker comprehends the instructions for the task. In other words, do not consider the reading complexity of the prompt or task description.

6) Look at the task with a focus on Listening, and ask yourself the following question:

   What is the lowest CLB Listening benchmark at which a worker could successfully carry out this task?

7) Record the CLB Listening benchmark in the appropriate column of the rating grid.

8) Look at the task with a focus on Speaking, and ask yourself the following question:

What is the lowest CLB Speaking benchmark at which a worker could successfully carry out this task?

9) Record the CLB Speaking benchmark in the appropriate column of the rating grid.

When you have completed all of your ratings, please return your rating grids to Phil Nagy at pnagy@oise.utoronto.ca

Again, many thanks for your assistance with this research. Without the benefit of your expertise, this validation could not be completed.

1. You are a forestry technician working for a conservation authority. A pickup truck you planned to use for a tree planting will not start. Phone the local garage to arrange for a repair. Describe the problem and discuss repair options, including costs and time requirements. Provide clear directions to the location, which is off main roadways.

2. You are a registered nurse working in an emergency department. A walk-in patient with serious injuries has just been admitted, and her behaviour is violent. Follow the appropriate communication protocol to deal with this situation. Announce the code, call the police and try to keep the other patients calm. When police arrive, interact with them to ensure everyone's safety. Coordinate care for the walk-in patient.

3. You are a door-to-door salesperson. You need to promote your products directly to customers either in their homes or in their places of business. Persuade a potential customer to purchase your goods by explaining why the products would be beneficial and practical. Listen and respond to the customer's questions, doubts and challenges about the products.

4. removed for calibration

5. You are an aircraft assembler. You are working on the assembly of an unfamiliar model and have some questions about the installation procedure. Ask a co-worker who has completed this assembly before to explain the procedure. Listen closely and ask for any clarifications you need so you do not have to ask again next time.

6. You are a line cook at a busy restaurant. During the dinner rush, you have been assigned to prepare the salads. Normally the salad and dressing type are indicated on the order receipt; but on this order, the salad information is missing. Ask your co-worker which salad and which dressing the customer would like, and listen carefully to the response.

7. You are a radio operator. Part of your job is to communicate with boaters to get them out of dangerous situations. You receive a transmission from a distressed boater. Listen carefully for their location and determine what help they need. Communicate instructions authoritatively and calmly while soothing the captain who is in a state of panic.

8. You are a construction estimator. During a project, you find errors in some of the drawings. These errors create the need for additional work to complete the project. Negotiate an adjustment to the terms of the agreement with your client to account for this error. Listen to the client's concerns to effectively negotiate new terms.

9. removed for calibration

10. You are an elementary school teacher. One of your tasks is to help organize fundraising activities that involve students. For this event the school is working alongside a charity. Speak with the organizer at the charity and listen to her ideas and suggestions. Coordinate the details of this event together during your discussion.

11. removed for calibration

12. removed for calibration

13. You are a midwife. You are leading a prenatal class with six clients and their partners. Some participants may be apprehensive about aspects of your practice. Instruct the 3 hour class, providing information on labour and delivery and addressing participants' questions and concerns. Adjust your language, content and style so clients whose first language is not English can understand you.

14. You are a receptionist at a large printing company. In addition to answering the phone, your duties include welcoming visitors to the company. A visitor enters the reception area and states that she has an appointment. Greet her and ask the sorts of questions that will allow you to direct her appropriately.

15. You are a landscape architect. You work as a member of a project team with junior landscape architects and draftspersons. Team members are meeting today to discuss a new project. Listen to team members' status updates on their work and provide your own brief update. Ask questions to clarify project details and timelines.

16. You are an image consultant. Your job is to work with executive-level employees to improve their personal and business image. You have been invited to make a presentation on your services at a local business association luncheon. Give a 30-minute information session on your services. When the session is complete, listen to participants' questions and respond to them.

17. You are a cashier. A customer enters the store requesting an item that he was told would be available that day. You realize that the item is still out of stock and there are no good alternatives you can offer. Give the customer this unwelcome information, apologizing for the error while conveying the importance of his business.

18. You are a first-line supervisor in the seafood processing industry. You need to mediate a conflict among several experienced employees. Listen and ask questions to understand the nature of the conflict. Present an acceptable solution as the company cannot afford to lose any of the employees involved. In your facility differing cultural expectations and language barriers are complicating factors.

19. You are an assembler for a furniture manufacturer that produces metal and laminate desks for schools. In working with a new desk model, you have noticed that it takes longer than anticipated to assemble each desk. Make a recommendation to your supervisor for a way to reduce assembly time. Provide evidence that your suggestion will work and discuss options.

20. You are a guest services attendant at a large hotel with extensive conference facilities. A group of conference delegates, guests of the hotel, ask you for directions to a local restaurant. They also request the hours of operation of several other local attractions. Listen to their questions and provide appropriate answers.

21. You are a railway transport supervisor. Following railway accidents such as derailments and collisions you need to collect accounts to investigate, document and make recommendations. You are attending a derailment where numerous passengers have been injured. Question the train crew operators and witnesses to obtain the details while being sensitive to their emotional state.

22. You are a by-law officer. You work for the municipal government and it is your job to enforce by-laws and regulations. You need to work with a complainant and the alleged by-law violator to negotiate an acceptable solution to a conflict about a by-law. Listen to their differing perspectives, and discuss their viewpoints to help reach a satisfactory solution.

23. You are a chemical engineer. Part of your job is to source and select suppliers of raw materials you need. Speak to a supplier to obtain information about cost. Listen for the supplier's response, and request a specification sheet on the raw material to help you determine whether you might order the supplies from them.

24. You are an aerospace engineer. Today you are leading a full-day problem-solving session with a large multi-disciplinary group of employees about a new technology that will require a significant company investment. Conduct the session; facilitate the synthesis of information and guide the group in developing recommendations. Your team building and management skills are evaluated on the success of these meetings.

25. You are a transportation supervisor. At the start of each shift you have informal meetings with your drivers to share information about current events or changes that will affect their work. At today's meeting, listen as drivers provide information about accidents they have learned about. Provide information about road closures, special events and temporary changes to routes.

26. You are an accounting clerk. Part of your job is to follow up on overdue accounts. Speak with a customer and listen to why she has not paid her overdue bill. After considering her response, answer her questions and discuss disagreements about

accounts. Arrange payment terms that the client will be able to meet.

27. You are a fisher. After returning from the day's fishing, you display your catch for potential buyers. Listen to a buyer's questions to provide information about the fish. Explain how to prepare the fish and answer general interest questions such as where and how you catch different species. The questions you answer are similar from one day to the next.

28. You are a web developer. You are meeting with a client; project team members are also in attendance. Listen carefully as project staff provide detailed status reports of their work on the client's web site. Discuss design feature options and equipment requirements. You may need to advise the client on the best way to proceed.

29. You are a chiropractor. You work in an office with an administrative assistant. This morning, as usual, you listen to the administrative assistant tell you about the day's schedule. As you listen, you realize she has booked a patient at a time when you will be out of the office. Ask her to rebook the appointment.

30. You are a radiation technologist at a cancer treatment centre. You have been asked to present at a national healthcare conference. Conduct a 90-minute seminar to other health care providers outlining the results of a research project you have been involved with. Provide the audience with details on the research population, methodology and outcomes.

31. You are a campground operator. Several campers are angry, complaining about noise coming from one campsite over the last two days. Listen to their concerns and ask questions to clarify when the noise levels were excessive and to gather other relevant details. Calm the campers and reassure them that you will investigate to resolve the situation.

32. You are an occupational therapist who works as a member of a multidisciplinary team. You are participating in a team meeting, where you discuss patients' treatment plans. You have suggested a course of care which one member of the team disagrees with. Discuss reasons why your plan is sound, and try to come to an agreement about next steps.

APPENDIX G: CLB RATING GRID

Task Identifier	CLB Listening Benchmark	CLB Speaking Benchmark
#1		
#2		
#3		
#5		
#6		
#7		
#8		
#10		
#13		
#14		
#15		
#16		
#17		
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#23		
#24		
#25		
#26		
#27		
#28		
#29		
#30		
#31		
#32		

Name of CLB expert who assigned these ratings:

APPENDIX H: SPEAKING RATINGS FOR ORAL COMMUNICATION TASKS

Rater → Task ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	8	8	6	8	10	7	5	5	7	8	7	7	5	8
2	9	10	8	10	10	9	9	9	10	9	7	9	9	6
3	9	10	9	10	9	7	9	5	8	7	7	9	7	9
5	7	10	6	8	8	6	6	4	9	9	5	8	9	5
6	5	5	4	6	4	5	3	4	4	4	2	4	5	3
7	9	10	7	10	10	10	8	11	9	10	9	10	8	10
8	9	10	9	10	12	11	9	11	10	9	8	11	10	10
10	8	8	9	8	9	7	9	5	10	9	8	7	8	7
13	9	11	11	10	9	12	10	11	10	11	11	10	10	11
14	7	6	5	8	7	6	6	4	5	5	8	5	6	7
15	8	8	9	10	8	7	8	5	8	6	7	7	10	8
16	9	11	10	9	10	9	11	9	9	9	9	9	9	9
17	6	7	7	6	7	5	6	6	6	4	7	7	7	8
18	9	10	9	11	9	12	9	12	9	10	9	12	8	10
19	7	7	6	7	6	8	6	6	6	5	6	9	7	8
20	7	8	5	7	5	7	7	4	6	4	4	7	7	5
21	9	11	9	10	11	12	10	5	9	11	9	11	10	8
22	7	10	10	10	9	8	11	12	10	11	8	11	7	10
23	7	8	7	6	8	7	7	4	7	5	6	8	9	7
24	10	11	12	11	12	12	11	12	12	12	12	12	11	12
25	8	9	7	6	6	8	8	5	7	6	7	8	7	7
26	7	10	9	8	8	8	9	7	8	7	8	8	7	9
27	6	6	6	6	5	5	4	5	5	4	5	6	5	5
28	9	9	8	10	10	10	9	7	9	7	8	8	9	8
29	7	7	5	6	5	5	5	4	5	3	4	6	5	4
30	9	12	11	11	11	11	11	11	11	10	11	10	11	11
31	7	8	7	10	8	9	7	6	8	8	7	8	6	8
32	9	10	10	10	10	10	10	6	10	8	11	9	9	10

APPENDIX I: LISTENING RATINGS FOR ORAL COMMUNICATION TASKS

Rater → Task ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	8	7	5	7	8	6	4	5	8	7	8	7	5	7
2	9	9	9	9	10	8	10	8	10	9	8	7	10	7
3	9	10	7	9	10	7	9	4	9	6	7	7	7	7
5	8	11	8	7	11	11	8	5	10	11	5	6	10	9
6	6	5	5	5	4	5	3	4	4	3	2	4	5	3
7	9	9	7	9	11	11	9	10	10	10	11	11	9	10
8	9	9	8	9	9	11	9	10	9	8	8	9	11	9
10	8	8	9	7	9	8	10	5	9	9	8	7	8	8
13	8	10	9	9	9	11	10	11	10	10	11	9	10	8
14	7	5	6	7	7	5	7	4	5	6	6	5	6	5
15	8	8	9	9	8	8	7	5	9	6	7	8	9	9
16	9	10	8	8	9	7	11	8	8	10	8	9	9	8
17	6	5	6	5	6	4	6	4	5	4	4	6	7	6
18	8	8	8	10	10	11	9	11	10	10	11	11	8	10
19	7	6	6	6	5	6	5	5	6	4	5	8	8	7
20	7	6	5	6	5	7	7	4	6	4	4	6	7	5
21	10	11	10	9	11	11	10	5	10	11	10	10	10	9
22	7	8	10	9	9	10	10	12	9	10	8	8	8	10
23	7	8	8	5	7	6	7	4	7	6	6	8	9	8
24	10	11	12	11	12	11	12	11	12	12	12	12	12	12
25	8	8	8	5	7	6	8	4	7	6	8	7	8	7
26	8	8	9	7	8	7	9	5	7	7	8	6	7	8
27	6	5	5	5	5	5	4	4	5	3	5	5	5	5
28	10	9	8	9	10	10	10	6	10	8	8	7	9	9
29	7	6	6	5	5	4	6	4	6	3	7	5	5	5
30	9	11	9	10	10	10	11	8	9	9	9	10	12	8
31	7	8	6	9	7	6	7	5	7	7	7	7	6	8
32	9	9	9	9	10	11	9	6	10	8	11	8	9	9