



Canadian Language
Benchmarks/
Essential Skills

Niveaux de compétence
linguistique canadiens/
Compétences essentielles

Canadian Language Benchmarks-Essential Skills Comparative Framework



Funded by the Government of Canada's
Adult Learning, Literacy and Essential Skills Program
Part of the LINC Works project



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Canadian Language Benchmarks-Essential Skills

Comparative Framework



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Acknowledgements

NorQuest College and the Centre for Canadian Language Benchmarks (CCLB) express appreciation to Employment and Social Development Canada (ESDC), which made possible the updating of the *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*.

NorQuest and CCLB would like to acknowledge inQUIRE consulting for its dedication in completing this revision, and are also grateful to the LINC Works team and Advisory Committee, CLB experts, ESL and Essential Skills practitioners and those who have been involved with the LINC Works project. Our appreciation to the reviewers at the various stages of the project who shared their expertise and knowledge.

NorQuest and CCLB also thank The Learning Exchange (<https://tleliteracy.com/>) for granting permission to use its Essential Skills icons.

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Contents

Introduction to the Framework	1
Using the Comparative Framework.....	6
Organization of this Document	6
Overview of the CLB-ES Relationship.....	9
Section One: CLB-ES Relationship from the CLB Perspective.....	11
Listening	13
Speaking.....	25
Reading	37
Writing	49
Section Two: CLB-ES Relationship from the ES Perspective	61
Essential Skills - Oral Communication	63
Essential Skills - Reading	67
Essential Skills - Writing	68
Essential Skills - Document Use.....	69
References	73

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Introduction to the Framework

The *Canadian Language Benchmarks-Essential Skills Comparative Framework* (CF) brings together two important standards that relate to communication. The CF is intended to inform initiatives that support the efforts of immigrants to Canada to develop their language ability for employment purposes. As the Canadian workforce employs an ever-increasing number of individuals for whom English is a second or alternate language, the demand is high for training initiatives that integrate language learning with workplace skills. The CF can support these initiatives by illustrating the relationship between two key standards, both of which are relevant to immigrants who want to develop skills for employment.

One of the standards represented in the CF is the Canadian Language Benchmarks (CLB), which describe the communicative ability of individuals who use English as a Second Language (ESL). The other standard is the Essential Skills (ES), which are the foundational skills required at work, at home and in the community. Essential Skills research provides thousands of illustrative examples of the ways in which workers apply their skills on the job. The Comparative Framework situates Essential Skills' extensive information about work demands within the context of language development.

This edition of the CF has been produced as part of a project undertaken by NorQuest College to bring employment-focused content into Language Instruction for Newcomers to Canada (LINC) programs. This document is applicable to a variety of contexts that involve the integration of language learning and skills for the workplace.

The relationship between CLB and ES was established in 2005.

The relationship between CLB and ES was originally established in a project undertaken by the Centre for Canadian Language Benchmarks (CCLB) in 2005. Findings from the study were summarized in the original Comparative Framework (CF) document, which was titled *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework* (Centre for Canadian Language Benchmarks, 2005).

Because the original CF document addressed only those CLB levels associated with Essential Skills (ES), and did not include the lower language levels, a second resource was developed. Titled the *Essential Skills Primer: CLB Stage I* (Centre for Canadian Language Benchmarks, 2009), that additional resource included suggestions for activities that could help lower-level learners work toward developing the skills, strategies and abilities required to eventually accomplish ES tasks.

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This edition of the CF combines two previous resources into one user-friendly document.

Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework and *Essential Skills Primer: CLB Stage I* have been combined and updated. The approach taken in this edition of the CF follows recommendations from ESL professionals, CLB experts and ES practitioners on how to make the information clear and accessible. The relationship between the CLB and ES remains unchanged, and the content in this document is based on the findings from the 2005 research study. At the same time, the layout and format have been improved for accessibility and ease of use. In addition, the wording has been updated to reflect changes that were made to the *Canadian Language Benchmarks: English as Second Language for Adults* document when it was revised in 2012.

Canadian Language Benchmarks focus on the communicative ability of individuals.

The Canadian Language Benchmarks are based on research conducted in the field of English as a Second Language (ESL). The benchmarks are points along a scale of ESL communicative ability in each of four separate language skills, with 12 benchmarks identified for each skill. The lowest CLB levels are associated with characteristics typical of beginning ESL learners, and the highest levels are associated with advanced language abilities. All of the levels are described in *Canadian Language Benchmarks: English as a Second Language for Adults* (Citizenship and Immigration Canada, 2012).

Essential Skills focus on characteristics of tasks.

Essential Skills have emerged from research conducted by the Canadian government. There are nine skills, and each is elaborated through a complexity continuum that describes the characteristics of tasks. For most skills, there are five complexity levels. The skills and levels are described in *Readers' Guide to Essential Skills Profiles* (Employment and Social Development Canada, n.d.).

CLB and ES provide complementary information about the skills adults require at work.

Both CLB and ES support initiatives that help individuals to develop abilities required for employment. The CLB describe communicative competence in a second language, and the descriptors capture elements of language ability, such as fluency, vocabulary, discourse patterns, structure and organization, across a range of levels. Essential Skills (ES) describe enabling skills, and the descriptors capture characteristics of tasks, such as genre, format and content, across a range of levels. The two scales can be related because an individual's level of ability to use English has a direct impact on the ability to accomplish tasks.

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Individually, the CLB and ES scales provide insights and support for practitioners whose focus is to address the needs of job seekers and workers. The CLB document provides sample tasks for each skill and level to illustrate what individuals can do with language. The Essential Skills research offers Essential Skills Profiles, which provide illustrative examples of tasks that workers are expected to complete on the job. Together, the CLB and ES can be used to analyze the language requirements of workplace tasks, and to develop task-based instructional content that reflects real-life workplace demands.

There are similarities and differences between the CLB and ES.

The CLB are competency-based, with the focus on abilities that language users require in order to communicate successfully. Tasks are an integral part of successful communication, and it is through the accomplishment of real-life tasks that language users are able to demonstrate their competency. For this reason, there is a logical fit between the CLB scale of language ability and the ES scale of task complexity. However, when relating the two scales, it is important to keep in mind that the CLB and ES were developed for different purposes and applications. In general, the CLB describe characteristics of individuals as they apply their language ability to real-life tasks, while the ES describe characteristics of tasks that need to be completed in specific occupations. Not all of the ES skills are directly related to language ability, as can be seen in the following comparison of the skills represented on each scale.

Canadian Language Benchmarks	Essential Skills
Listening	Oral Communication
Speaking	
Reading	Reading Text
	Document Use
Writing	Writing
	Numeracy
	Thinking Skills
	Working with Others
	Computer Use
	Continuous Learning

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The “Computer Use” skill does have some relationship to language ability, but it cannot be clearly related to the levels of the CLB. While the ability to manage digital interfaces is required for successful completion of many language tasks, that ability does not necessarily progress along a continuum in tandem with language skills. For this reason, “Computer Use” has not been included as a separate skill in the Comparative Framework (CF). Users of the CF should keep in mind that the ability to use computer technology is an integral part of an ever-increasing number of communicative tasks. As such, “Computer Use” must be considered in reference to the tasks presented in the CF, since for many of the sample tasks, a digital modality is feasible.

The following table shows some comparisons between the CLB and ES.

	Canadian Language Benchmarks	Essential Skills
Purpose	<p>The CLB describe communicative ability in English as a Second Language based on competencies that apply in community, workplace and academic contexts.</p> <p>The CLB are the national standards for English language ability for immigrants in Canada whose first language is not English.</p>	<p>Essential Skills are considered transferable skills needed for work, learning and life.</p> <p>Essential Skills describe the complexity of tasks. Essential Skills Profiles provide illustrative examples of the ways workers use skills on the job.</p>
Skills	<p>There are four CLB language skills:</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<p>There are nine Essential Skills:</p> <ul style="list-style-type: none"> • Reading • Writing • Document Use • Numeracy • Computer Use/Digital skills • Thinking • Oral Communication • Working with Others • Continuous Learning
Levels	<p>The CLB describe the communicative competence of individuals at 12 levels of ability, and features of tasks are also provided to illustrate how those abilities are applied.</p>	<p>ES describe the complexity of tasks along a four- or five-point scale, depending on the skill.</p>
For more information	<p>See http://www.language.ca/resources/expertise/on-clb/</p>	<p>See http://www.language.ca/resources/expertise/essential-skills/</p>

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The CLB and ES use similar terminology, but the meanings are often different.

The language used in the Comparative Framework (CF) is drawn from the CLB and ES with as few modifications as possible. Where modifications have been made, the purpose is to provide greater clarity and to enhance the usability of the CF.

Some fundamental differences exist in the way that terminology is applied to each of the scales. For example, the term “simple” is interpreted differently as it applies to the CLB and to ES because the two scales have different ranges. The CLB scale begins at the very lowest level of English language ability, so the term “simple” in the CLB describes content suitable for Stage I (CLB levels 1 to 4). When the term “simple” is used for ES, it refers to tasks at ES level 1, which are relatively simple within the ES range because they fall at the lowest end of the ES scale. However, these “simple” ES tasks would in many cases be beyond the capability of Stage I CLB learners; therefore, on the CLB scale, many of these tasks would be referred to as “moderately complex.”

Differences between the two scales also exist for descriptors that refer to length. For example, a “short” text may not be exactly the same length in CLB and ES terminology. There are other examples of terms that have different interpretations in the CLB and ES, and users will notice these differences when working with the CF document. It is important to approach these differences with the understanding that each scale has a different range and its descriptors therefore fall along a different continuum. For this reason, differences in terminology should not be viewed as inconsistencies because they accurately reflect the relative difficulties of each scale.

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Using the Comparative Framework

The Comparative Framework (CF) offers educators, researchers and other practitioners an insight into the relationship between two descriptive scales. These two scales provide complementary approaches to understanding the skills required in the workplace. The CF supports a variety of activities aimed at helping newcomers and immigrants to develop the skills they need to find work and succeed on the job.

The CF has a variety of applications.

The CF can be used for the following purposes:

- Assist in identifying skills that immigrants with English as their second language need to acquire in order to achieve workplace success
- Help CLB practitioners understand how ES tasks relate to CLB ability levels
- Help ES practitioners understand the role that language plays in accomplishing workplace tasks
- Facilitate the integration of workplace-related learning into language classes
- Support practitioners in identifying authentic workplace tasks and selecting ES resources that are appropriate for specific CLB levels in workplace-related language programs
- Guide the development of workplace-related classroom tasks and instructional content
- Inform the work of professionals who develop programs and design curricula with an employment preparation orientation
- Support research for the development of occupational language analyses
- Facilitate occupational benchmarking studies

Organization of this Document

This document presents the relationship between the CLB and ES in three ways. Readers can choose the perspective that suits their needs.

The Overview offers a snapshot of the CLB-ES relationship.

A summary of the relationship between CLB and ES skills and levels is presented in a series of tables. Column and row headings identify the skills, and shading indicates how the levels intersect.

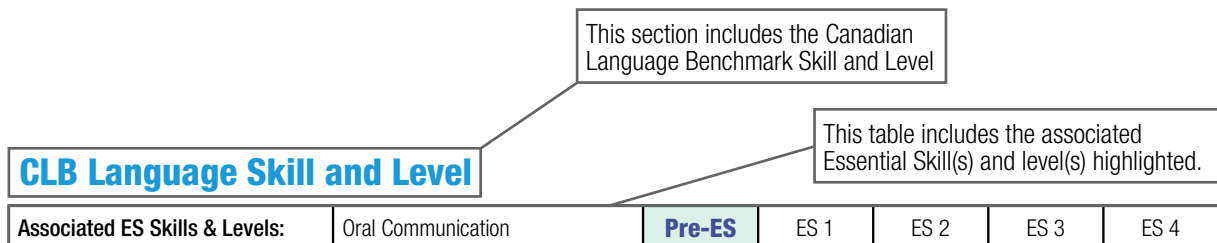
Section One presents the relationship from the CLB perspective.

Section One presents detailed information from the perspective of the Canadian Language

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Benchmarks (CLB). In Section One, the four language skills are ordered and colour-coded as they are in the CLB document. This approach is intended to provide a familiar way for CLB practitioners to access the content. There is a page for each CLB level within each language skill, and each page includes the CLB profile of ability, task features and sample tasks.

The following illustration shows how each page in Section One is laid out, and provides information about how the content has been sourced and organized.



CLB Profile of Ability

A key component in the CLB document, the Profile of Ability describes what a person is able to do when using English for communication at each CLB level. The profile for each CLB level has been reproduced in the Comparative Framework with the same wording and order used in the CLB document. It is intended to serve as a constant reminder of the strengths and limitations that a person at a particular benchmark brings to the performance of the communication tasks that appear on the page.

(Pre-)Essential Skills Task Features

Task Features provide an indication of the complexity, genre and characteristics of tasks that can be associated with a particular CLB level.

The descriptors are drawn from two different sources, as follows:

Pre-Essential Skills

When the heading indicates “Pre-Essential Skills Task Features”, this means that the CLB level falls below the ES scale and the features have been extrapolated from the CLB with the intent to present characteristics of tasks that can help ESL learners to build toward abilities needed to eventually accomplish ES tasks.

Essential Skills

When the heading of this column indicates “Essential Skills Task Features”, this means that the CLB level has an association to an ES level and the features have been extrapolated from complexity scale descriptors in the Essential Skills Readers’ Guide, edited to improve accessibility for users of the framework.

(Pre-)Essential Skills Sample Tasks

Sample Tasks are examples of employment-focused tasks that individuals at a particular CLB level may be able to do. These tasks are illustrative in nature, meaning that they do not define the CLB level, and the ability to perform them is based on many factors, including background knowledge and life experience.

Tasks shown in this column are drawn from two different sources, as follows:

Pre-Essential Skills

When the heading indicates “Pre-Essential Skills Sample Tasks”, this means that the CLB level falls below the ES scale and the tasks have been extrapolated from information that appears in the CLB document.

Essential Skills

When the heading of the column indicates “Essential Skills Sample Tasks”, this means that the CLB level has an association to an ES level and the tasks have been extrapolated from the Essential Skills Profiles to illustrate the qualities and features of ES tasks for the given ES skill and level.

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Section Two presents the relationship from the ES perspective.

Section Two presents the same ES information as Section One, but it is shown from the perspective of the Essential Skills. There is a table for each Essential Skill, which includes descriptors, sample tasks and an indication of the associated CLB skills and levels. The layout shows progression within the ES scale for each skill and indicates the relationship to corresponding CLB skills and levels.

The following illustration shows how each page in Section Two is organized. For information on how this information has been sourced, refer to the illustration provided for Section One.

The heading at the top of the page indicates the Essential Skill that is summarized in the tables.

Essential Skill

ES Level	Essential Skills Task Features	Essential Skills Sample Tasks	Associated CLB Skill(s) & Level(s)
Essential Skills levels are listed here.	Task Features appear here exactly as they are presented in Section One of the document. These are characteristics of ES tasks based on descriptors from the Essential Skills Readers' Guide.	Sample Tasks appear here exactly as they are presented in Section One of the document. These are examples of employment-oriented tasks at the associated Essential Skills level.	CLB skills and levels are listed in relation to the Essential Skills levels.

The Comparative Framework is not intended for high-stakes applications.

Keep in mind that the relationship between the CLB and ES is not a perfect alignment. Users of this document should not view the comparisons as equivalencies, but rather as illustrations of how Essential Skills tasks can be situated within the CLB context.

The Comparative Framework (CF) document is a tool to facilitate the integration of employment-related ES content into the ESL learning experience. This CF is not intended for assessment or for any other purposes that involve high stakes or consequential decisions that affect language learners.

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Overview of the CLB-ES Relationship

Essential Skills		CLB Listening Stage 1				CLB Listening Stage 2				CLB Listening Stage 3			
		1	2	3	4	5	6	7	8	9	10	11	12
Oral Communication	Pre-ES												
	ES 1												
	ES 2												
	ES 3												
	ES 4												
Essential Skills		CLB Speaking Stage 1				CLB Speaking Stage 2				CLB Speaking Stage 3			
		1	2	3	4	5	6	7	8	9	10	11	12
Oral Communication	Pre-ES												
	ES 1												
	ES 2												
	ES 3												
	ES 4												
Essential Skills		CLB Reading Stage 1				CLB Reading Stage 2				CLB Reading Stage 3			
		1	2	3	4	5	6	7	8	9	10	11	12
Reading	Pre-ES												
	ES 1												
	ES 2												
	ES 3												
	ES 4												
	ES 5												
Essential Skills		CLB Writing Stage 1				CLB Writing Stage 2				CLB Writing Stage 3			
		1	2	3	4	5	6	7	8	9	10	11	12
Writing	Pre-ES												
	ES 1												
	ES 2												
	ES 3												
	ES 4												
	ES 5												
Essential Skills		CLB Reading & Writing Stage 1				CLB Reading & Writing Stage 2				CLB Reading & Writing Stage 3			
		1	2	3	4	5	6	7	8	9	10	11	12
Document Use	Pre-ES												
	ES 1												
	ES 2												
	ES 3												
	ES 4												
	ES 5												

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Section One: CLB-ES Relationship from the CLB Perspective



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Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Pre-Essential Skills Task Features

Pre-ES Oral Communication:

Very short
 Individual high-frequency words and short phrases
 Spoken at a slow rate
 Face-to-face with a highly supportive speaker
 Highly supported by visual and contextual clues
 Highly familiar topics related to immediate needs
 Extensive repetition and speech modification

Pre-Essential Skills Sample Tasks

Pre-ES Oral Communication:

Identify a learned formulaic phrase or fixed expression in a short greeting from a co-worker.
 Understand a colleague's introduction, when repeated.
 Follow a simple imperative instruction, such as, "Please sit down."
 Follow a very short direction when a gesture is used to support it.
 Recognize a request for attention, such as, "Excuse me."
 Recognize a request for the time.
 Understand the spelling of a short, simple name.
 Recognize own phone number when spoken.
 Understand a request for repetition.
 Recognize a very simple question that has been learned as a fixed expression, such as, "What is your name?"

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Listening - CLB 2

ES - Oral Communication

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Pre-Essential Skills Task Features

Pre-ES Oral Communication:

Very short
 Simple phrases and very simple sentences with familiar everyday words
 Spoken at a slow rate
 Face-to-face with a highly supportive speaker
 Supported by visual and contextual clues
 Highly familiar topics related to immediate needs
 Considerable repetition and speech modification

Pre-Essential Skills Sample Tasks

Pre-ES Oral Communication:

Understand a short goodwill expression from a co-worker.
 Recognize a short request, such as, "How do you spell your name?"
 Understand a request to borrow an office supply.
 Understand a request to work overtime, when repeated.
 Understand a short, simple safety warning, such as, "Do not use the stairs."
 Recognize the name of an associate in spoken discourse.
 Follow simple spoken instructions for filling out a form or completing a document, such as, "Sign on this line.", "Put the date here."
 Listen to a customer placing an order and pick out words and phrases that indicate what the person wants to buy.
 Listen to a colleague identify people in a family photo, such as, "This is my daughter. She's ten years old."

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Listening - CLB 3

ES - Oral Communication

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Pre-Essential Skills Task Features

Pre-ES Oral Communication:

Short
Simple phrases and simple sentences with familiar everyday language
Spoken at a slow to normal rate
Face-to-face with a supportive speaker
Supported by visual and contextual clues
Topics related to familiar everyday situations
Some repetition and speech modification

Pre-Essential Skills Sample Tasks

Pre-ES Oral Communication:

Get the gist of a new supervisor's formal introduction.
Understand a simple leave-taking exchange between two colleagues.
Understand a co-worker's apology for mistakenly taking an office supply.
Follow instructions to go to a specific department or floor of a building.
Recognize a colleague's request for a day off or a change of shift.
Understand a manager giving permission to leave work early.
Understand a short description of work tasks when accompanied by a simple list of the same tasks.
Get the gist of a short, simple announcement about a company event.

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Listening - CLB 4

ES - Oral Communication

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Pre-Essential Skills Task Features

Pre-ES Oral Communication:

Relatively short
 Mostly simple and some compound sentences with common everyday language
 Spoken at a slow to normal rate
 Face-to-face or very briefly on the phone
 Sometimes supported by visual and contextual clues
 Topics related to familiar everyday situations
 Some repetition and speech modification

Pre-Essential Skills Sample Tasks

Pre-ES Oral Communication:

Understand a co-worker's account of plans for the weekend.
 Follow an exchange about who will do which basic work tasks.
 Follow directions to locate a supply or resource in a room.
 Follow instructions for a basic task such as making a photocopy.
 Listen to a short, simple promotion with visuals in order to consider whether a product should be purchased.
 Follow a brief overview of topics to be covered in a training session, when accompanied by a visual aid.
 Listen to an automated phone recording to get a business location and hours.
 Follow instructions to find a location using a workplace diagram or to locate a business on a city map.
 Understand a supervisor's brief outline of work to be accomplished.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 1 Oral Communication:

Context is non-demanding and highly predictable
 Narrow range of subject matter, familiar topics, one main issue
 Language is factual, literal, concrete; limited context-specific or technical vocabulary
 Communication is usually face-to-face and involves one other person
 Visual cues and setting support the listener
 Exchange is brief (10 minutes or less)
 Risks associated with failed communication are low

Essential Skills Sample Tasks

ES 1 Oral Communication:

Listen to questions from a customer about a product in order to provide information.
 Listen to an announcement with instructions for evacuating a building.
 Receive a customer's orders for food and drinks.
 Receive instructions and updates on daily activities from a supervisor.
 Listen to a supplier's response to a question about a product's availability.
 Follow driving directions from a voice navigation system.
 Listen to a brief two-way radio transmission to receive directions from a supervisor.
 Listen to a brief work status update from a co-worker during a shift change.

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Listening - CLB 6

ES - Oral Communication

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 1 Oral Communication:

Context is non-demanding and highly predictable

Narrow range of subject matter, familiar topics, one main issue

Language is factual, literal, concrete; limited context-specific or technical vocabulary

Communication is usually face-to-face and involves one other person

Visual cues and setting support the listener

Exchange is brief (10 minutes or less)

Risks associated with failed communication are low

Essential Skills Sample Tasks

ES 1 Oral Communication:

Listen to questions from a customer about a product in order to provide information.

Listen to an announcement with instructions for evacuating a building.

Receive a customer's orders for food and drinks.

Receive instructions and updates on daily activities from a supervisor.

Listen to a supplier's response to a question about a product's availability.

Follow driving directions from a voice navigation system.

Listen to a brief two-way radio transmission to receive directions from a supervisor.

Listen to a brief work status update from a co-worker during a shift change.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 1 Oral Communication:

Context is non-demanding and highly predictable
 Narrow range of subject matter, familiar topics, one main issue
 Language is factual, literal, concrete; limited context-specific or technical vocabulary
 Communication is usually face-to-face and involves one other person
 Visual cues and setting support the listener
 Exchange is brief (10 minutes or less)
 Risks associated with failed communication are low

ES 2 Oral Communication:

Context is moderately demanding and less predictable
 Moderate range of subject matter, mostly familiar topics, usually one main issue
 Language is factual, concrete or abstract; some context-specific or technical vocabulary and idioms
 Deals mostly with facts but may also deal with emotions and opinions
 Communication is face-to-face or on the phone, and may involve more than one person
 Mostly familiar situations and settings
 Visual cues and setting support the listener
 Exchange is of brief to medium duration (10-30 minutes)
 Physical conditions (e.g., noise) may impede communication
 Risks associated with failed communication are moderate

Essential Skills Sample Tasks

ES 1 Oral Communication:

Listen to questions from a customer about a product in order to provide information.
 Listen to an announcement with instructions for evacuating a building.
 Receive a customer's orders for food and drinks.
 Receive instructions and updates on daily activities from a supervisor.
 Listen to a supplier's response to a question about a product's availability.
 Follow driving directions from a voice navigation system.
 Listen to a brief two-way radio transmission to receive directions from a supervisor.
 Listen to a brief work status update from a co-worker during a shift change.

ES 2 Oral Communication:

Listen to advice from a manager about how to deal with a difficult client.
 Take detailed directions from a supervisor in order to manage a production delay.
 Listen to a discussion about problems related to a new procedure in order to form an opinion.
 Listen to a brief presentation about new equipment during a staff meeting.
 Listen to a customer describe his needs in order to make suggestions about services that can be offered.
 Listen to a customer's opinions and suggestions about a new menu item.
 Listen to a co-worker's suggestions for carrying out an unfamiliar task.
 Listen to a brief presentation to identify the ways in which a new procedure differs from a previous one.
 Listen to a voicemail message from a dissatisfied client to understand concerns and identify a way to address them.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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, as well as 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

Essential Skills Task Features

ES 2 Oral Communication:

Context is moderately demanding and less predictable

Moderate range of subject matter, mostly familiar topics, usually one main issue

Language is factual, concrete or abstract; some context-specific or technical vocabulary and idioms

Deals mostly with facts but may also deal with emotions and opinions

Communication is face-to-face or on the phone, and may involve more than one person

Mostly familiar situations and settings

Visual cues and setting support the listener

Exchange is of brief to medium duration (10-30 minutes)

Physical conditions (e.g., noise) may impede communication

Risks associated with failed communication are moderate

Essential Skills Sample Tasks

ES 2 Oral Communication:

Listen to advice from a manager about how to deal with a difficult client.

Take detailed directions from a supervisor in order to manage a production delay.

Listen to a discussion about problems related to a new procedure in order to form an opinion.

Listen to a brief presentation about new equipment during a staff meeting.

Listen to a customer describe his needs in order to make suggestions about services that can be offered.

Listen to a customer's opinions and suggestions about a new menu item.

Listen to a co-worker's suggestions for carrying out an unfamiliar task.

Listen to a brief presentation to identify the ways in which a new procedure differs from a previous one.

Listen to a voicemail message from a dissatisfied client to understand concerns and identify a way to address them.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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
 Sometimes may 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

Essential Skills Task Features

ES 3 Oral Communication:

Context is demanding and can be unpredictable
 Significant range of subject matter
 Language can be abstract and conceptual; extensive technical vocabulary and idioms
 Deals with facts, opinions, emotions
 Requires ability to interpret ideas
 Communication is face-to-face or on the phone, and may involve a group
 Situation and setting may be new and unfamiliar
 Exchange can be of medium to extended duration (30 minutes or more)
 Physical conditions (e.g., noise) may impede communication
 Risks associated with failed communication are significant

Essential Skills Sample Tasks

ES 3 Oral Communication:

Listen to a candidate's responses to interview questions for a senior-level position to evaluate suitability for the job.
 Listen to a panel discussion to gain insight into ways of modifying the work environment to meet the needs of individuals with disabilities.
 Listen to an audio recording from a web-based meeting to prepare meeting minutes.
 Listen to a client's responses to questions about any previous treatments for a similar condition.
 Listen to detailed descriptions of equipment failures extending over a period of time, as part of a problem-solving process with supervisory staff and equipment manufacturers.
 Attend a presentation delivered by a potential consultant outlining how they propose to solve a procedural issue.
 Listen to instructions and requests for information from police, fire department and medical staff during a workplace incident.
 Listen to extended discussions between co-workers and business partners during a strategic planning session.
 Listen to a webinar to learn about the results of a study and implications for the field.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 3 Oral Communication:

Context is demanding and can be unpredictable
 Significant range of subject matter
 Language can be abstract and conceptual; extensive technical vocabulary and idioms
 Deals with facts, opinions, emotions
 Requires ability to interpret ideas
 Communication is face-to-face or on the phone, and may involve a group
 Situation and setting may be new and unfamiliar
 Exchange can be of medium to extended duration (30 minutes or more)
 Physical conditions (e.g., noise) may impede communication
 Risks associated with failed communication are significant

Essential Skills Sample Tasks

ES 3 Oral Communication:

Listen to a candidate's responses to interview questions for a senior-level position to evaluate suitability for the job.
 Listen to a panel discussion to gain insight into ways of modifying the work environment to meet the needs of individuals with disabilities.
 Listen to an audio recording from a web-based meeting to prepare meeting minutes.
 Listen to a client's responses to questions about any previous treatments for a similar condition.
 Listen to detailed descriptions of equipment failures extending over a period of time, as part of a problem-solving process with supervisory staff and equipment manufacturers.
 Attend a presentation delivered by a potential consultant outlining how they propose to solve a procedural issue.
 Listen to instructions and requests for information from police, fire department and medical staff during a workplace incident.
 Listen to extended discussions between co-workers and business partners during a strategic planning session.
 Listen to a webinar to learn about the results of a study and implications for the field.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 4 Oral Communication:

Context is demanding and complex, and may be unpredictable
 Wide range and depth of subject matter
 Language can be highly abstract, conceptual and technical
 Deals with facts, opinions, values, emotions and controversy
 Requires high level of inference and interpretation
 Communication is face-to-face or on the phone, and may involve a group
 Situation and setting may be new and unfamiliar
 Exchange can be of extended duration (an hour or more)
 Physical conditions (e.g., noise) may seriously impede communication
 Risks associated with failed communication are very significant

Essential Skills Sample Tasks

ES 4 Oral Communication:

Listen to project results and recommendations regarding proposed market positioning, growth, promotional and operational strategies in order to decide on future direction of a company.
 Listen to legal arguments and witness testimony in order to rule on a case.
 Listen to focus group participants' responses to understand and analyze views on a complex social issue and identify ways to probe for additional insights.
 Attend a public consultation to understand citizens' views on a contentious matter.
 Listen to a variety of professionals giving assessments of a proposed large-scale equipment purchase, including a cost-benefit analysis and projected impacts on the workforce in order to decide whether to proceed.
 Listen to an extended lecture presenting research findings at a professional conference.
 Listen to pilots, co-workers, supervisors and first responders during emergencies to determine the nature of the problem and identify an appropriate course of action.
 Actively listen to clients during a group therapy session as they describe their feelings and thoughts, cuing in to signs of anxiety, depression, anger and other extreme emotions, to validate clients' feelings and identify signs of serious emotional distress.
 Listen carefully to witnesses' accounts to gather information and details about cases and to inform the line of questioning.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 4 Oral Communication:

Context is demanding and complex, and may be unpredictable
 Wide range and depth of subject matter
 Language can be highly abstract, conceptual and technical
 Deals with facts, opinions, values, emotions and controversy
 Requires high level of inference and interpretation
 Communication is face-to-face or on the phone, and may involve a group
 Situation and setting may be new and unfamiliar
 Exchange can be of extended duration (an hour or more)
 Physical conditions (e.g., noise) may seriously impede communication
 Risks associated with failed communication are very significant

Essential Skills Sample Tasks

ES 4 Oral Communication:

Listen to project results and recommendations regarding proposed market positioning, growth, promotional and operational strategies in order to decide on future direction of a company.
 Listen to legal arguments and witness testimony in order to rule on a case.
 Listen to focus group participants' responses to understand and analyze views on a complex social issue and identify ways to probe for additional insights.
 Attend a public consultation to understand citizens' views on a contentious matter.
 Listen to a variety of professionals giving assessments of a proposed large-scale equipment purchase, including a cost-benefit analysis and projected impacts on the workforce in order to decide whether to proceed.
 Listen to an extended lecture presenting research findings at a professional conference.
 Listen to pilots, co-workers, supervisors and first responders during emergencies to determine the nature of the problem and identify an appropriate course of action.
 Actively listen to clients during a group therapy session as they describe their feelings and thoughts, cuing in to signs of anxiety, depression, anger and other extreme emotions, to validate clients' feelings and identify signs of serious emotional distress.
 Listen carefully to witnesses' accounts to gather information and details about cases and to inform the line of questioning.

WORKING DOCUMENT

Speaking - CLB 1

ES - Oral Communication

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Pre-Essential Skills Task Features

Pre-ES Oral Communication:

Requires individual words or simple memorized stock expressions
 Very simple, basic everyday vocabulary
 Face-to-face with one person at a time
 Usually in response to direct questions from a listener
 Often guided and directed by listener
 Listener is highly supportive and encouraging
 On topics that are highly familiar and personal

Pre-Essential Skills Sample Tasks

Pre-ES Oral Communication:

Introduce self to a colleague.
 Greet a client with, "Hello. How are you?"
 Use appropriate leave-taking expressions.
 Give a short imperative instruction, such as, "Open the door."
 Interrupt politely by saying, "Excuse me."
 Make a simple lunch request, such as, "Salad please."
 Ask a colleague for the time.
 Ask for assistance with a task by saying, "Please help me."
 Give a very simple response, such as "Two children," to a direct question about family.
 Provide personal information, such as name and address, and spell some of the words orally.

WORKING DOCUMENT

Speaking - CLB 2

ES - Oral Communication

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Pre-Essential Skills Task Features

Pre-ES Oral Communication:

Requires very short simple sentences and memorized stock expressions
Simple, basic everyday vocabulary
Face-to-face with one person at a time
Usually in response to direct questions from a listener
Often guided and directed by listener
Listener is highly supportive and encouraging
On topics that are highly familiar and personal

Pre-Essential Skills Sample Tasks

Pre-ES Oral Communication:

Indicate non-understanding and request clarification or speech modification.
Give a very simple negative instruction to a co-worker, such as, "Please don't answer the phone."
Make a simple snack request, such as, "Coffee with milk please."
Request to borrow an item from a co-worker.
Warn a co-worker by saying, "Be careful."
Give a short statement of ability, such as, "I can use a computer."
Express simple likes and dislikes.
Describe the size and colour of common workplace objects.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Pre-Essential Skills Task Features

Pre-ES Oral Communication:

Requires responses to direct questions, short simple phrases and sentences
 Simple everyday vocabulary
 Face-to-face with one person at time
 Often in response to questions from a listener
 May be guided by listener
 Listener is supportive and encouraging
 Topics are familiar and personal

Pre-Essential Skills Sample Tasks

Pre-ES Oral Communication:

Participate in a very short informal conversation with a supportive colleague.
 Tell a colleague where to find something in a room.
 Ask an employer for permission to leave early.
 Ask a colleague for help performing a basic task.
 Advise a colleague of a wet floor or broken equipment.
 Give a very simple description of the workplace.
 Tell a colleague about a plan for the weekend.
 Ask simple questions to learn about a new colleague.
 Tell in a few short, simple sentences what happened yesterday at work.

WORKING DOCUMENT

Speaking - CLB 4

ES - Oral Communication

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Pre-Essential Skills Task Features

Pre-ES Oral Communication:

Requires simple connected discourse

Everyday routine vocabulary

Face-to-face with one person, briefly on the phone, or in a small supportive group

May be somewhat guided by listeners

Listeners are supportive and encouraging

Topics are familiar and personal

Pre-Essential Skills Sample Tasks

Pre-ES Oral Communication:

Inquire about a colleague's health and family.

Introduce a family member to the supervisor.

Leave a simple voice mail for a co-worker with two concrete details.

Give a short instruction on how to print a computer file.

Give directions to a new colleague to get to the lunch room.

Give a short excuse for an assignment being late or a task not being completed.

Ask about the number of hours to be worked in the coming week.

Tell a short story about finding a job.

Give a brief description of the daily workplace routine.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 1 Oral Communication:

Context is non-demanding and highly predictable
 Narrow range of subject matter, familiar topics, one main issue
 Language is factual, literal, concrete; limited context-specific or technical vocabulary
 Communication is usually face-to-face and involves one other person
 Speaker may use gestures and visual cues
 Exchange is brief (10 minutes or less)
 Risks associated with failed communication are low

Essential Skills Sample Tasks

ES 1 Oral Communication:

Place an order for goods with a supplier.
 Ask for clarification about an invoice amount.
 Indicate to a supervisor which assigned tasks have been accomplished.
 Point out a minor safety hazard to a co-worker.
 Respond to a routine request from a customer on the phone.
 Ask a supplier for the cost of a product.
 Assign a work task to an apprentice.
 Respond to a question about a business's hours of operations.
 Greet a customer and ask whether assistance is required.
 Interact with support staff to schedule a meeting.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 1 Oral Communication:

Context is non-demanding and highly predictable
 Narrow range of subject matter, familiar topics, one main issue
 Language is factual, literal, concrete; limited context-specific or technical vocabulary
 Communication is usually face-to-face and involves one other person
 Speaker may use gestures and visual cues
 Exchange is brief (10 minutes or less)
 Risks associated with failed communication are low

ES 2 Oral Communication:

Context is moderately demanding and less predictable
 Moderate range of subject matter, mostly familiar topics, usually one main issue
 Language is factual, concrete or abstract; some context-specific or technical vocabulary and idioms
 Deals mostly with facts but may also deal with emotions and opinions
 Communication is face-to-face or on the phone, and may involve more than one person
 Mostly familiar situations and settings
 Speaker may use gestures and visual cues
 Audience is usually co-operative
 Exchange is of brief to medium duration (10-30 minutes)
 Physical conditions (e.g., noise) may impede communication
 Risks associated with failed communication are moderate

Essential Skills Sample Tasks

ES 1 Oral Communication:

Place an order for goods with a supplier.
 Ask for clarification about an invoice amount.
 Indicate to a supervisor which assigned tasks have been accomplished.
 Point out a minor safety hazard to a co-worker.
 Respond to a routine request from a customer on the phone.
 Ask a supplier for the cost of a product.
 Assign a work task to an apprentice.
 Respond to a question about a business's hours of operations.
 Greet a customer and ask whether assistance is required.
 Interact with support staff to schedule a meeting.

ES 2 Oral Communication:

Coordinate tasks and discuss delays with a co-worker.
 Inform the manager of a problem and suggest how it can be resolved.
 Mentor a junior engineer by offering constructive criticism and building on her technical knowledge.
 Exchange information with a supervisor to clarify information and co-ordinate work.
 Participate in a staff meeting to discuss how to improve work processes.
 Give reassurance to a student about classroom performance.
 Offer suggestions for improving a new menu item.
 Coordinate the use of equipment with co-workers.
 Lead a brief weekly staff meeting to provide information about goals and priorities.
 Discuss options with a supplier to identify the most suitable option.

WORKING DOCUMENT

Speaking - CLB 7

ES - Oral Communication

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 2 Oral Communication:

Context is moderately demanding and less predictable
 Moderate range of subject matter, mostly familiar topics, usually one main issue
 Language is factual, concrete or abstract; some context-specific or technical vocabulary and idioms
 Deals mostly with facts but may also deal with emotions and opinions
 Communication is face-to-face or on the phone, and may involve more than one person
 Mostly familiar situations and settings
 Speaker may use gestures and visual cues
 Audience is usually co-operative
 Exchange is of brief to medium duration (10-30 minutes)
 Physical conditions (e.g., noise) may impede communication
 Risks associated with failed communication are moderate

Essential Skills Sample Tasks

ES 2 Oral Communication:

Coordinate tasks and discuss delays with a co-worker.
 Inform the manager of a problem and suggest how it can be resolved.
 Mentor a junior engineer by offering constructive criticism and building on her technical knowledge.
 Exchange information with a supervisor to clarify information and co-ordinate work.
 Participate in a staff meeting to discuss how to improve work processes.
 Give reassurance to a student about classroom performance.
 Offer suggestions for improving a new menu item.
 Coordinate the use of equipment with co-workers.
 Lead a brief weekly staff meeting to provide information about goals and priorities.
 Discuss options with a supplier to identify the most suitable option.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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 different audiences and situations

Essential Skills Task Features

ES 2 Oral Communication:

Context is moderately demanding and less predictable
 Moderate range of subject matter, mostly familiar topics, usually one main issue
 Language is factual, concrete or abstract; some context-specific or technical vocabulary and idioms
 Deals mostly with facts but may also deal with emotions and opinions
 Communication is face-to-face or on the phone, and may involve more than one person
 Mostly familiar situations and settings
 Speaker may use gestures and visual cues
 Audience is usually co-operative
 Exchange is of brief to medium duration (10-30 minutes)
 Physical conditions (e.g., noise) may impede communication
 Risks associated with failed communication are moderate

Essential Skills Sample Tasks

ES 2 Oral Communication:

Coordinate tasks and discuss delays with a co-worker.
 Inform the manager of a problem and suggest how it can be resolved.
 Mentor a junior engineer by offering constructive criticism and building on her technical knowledge.
 Exchange information with a supervisor to clarify information and co-ordinate work.
 Participate in a staff meeting to discuss how to improve work processes.
 Give reassurance to a student about classroom performance.
 Offer suggestions for improving a new menu item.
 Coordinate the use of equipment with co-workers.
 Lead a brief weekly staff meeting to provide information about goals and priorities.
 Discuss options with a supplier to identify the most suitable option.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 3 Oral Communication:

Context is demanding and can be unpredictable
 Significant range of subject matter
 Language can be abstract and conceptual; extensive technical vocabulary and idioms
 Deals with facts, opinions, emotions
 Requires ability to organize and present ideas coherently
 Communication is face-to-face or on the phone, and may involve a group
 Situation and setting may be new and unfamiliar
 Audience can be unfamiliar and occasionally uncooperative or hostile
 Exchange can be of medium to extended duration (30 minutes or more)
 Physical conditions (e.g., noise) may impede communication
 Risks associated with failed communication are significant

Essential Skills Sample Tasks

ES 3 Oral Communication:

Provide training on new equipment and advise workers on its safe operation and maintenance.
 Give detailed feedback to an employee during a performance review.
 Advise clients on collective bargaining matters in order to influence decisions.
 Offer counselling and emotional support to a client.
 Participate in an in-depth discussion about a conflict between staff members to understand differing perspectives and to offer potential solutions.
 Discuss a patient's treatment options with colleagues during a weekly team meeting.
 Negotiate a contract with a supplier in order to receive favourable terms and conditions.
 Propose a solution to a client who is upset about an error made to an account.
 Make a presentation to managers and co-workers to share the results of a survey and provide evidence to support a set of recommendations.
 Raise concerns with a supervisor about current workload, using tact to frame the argument.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 3 Oral Communication:

Context is demanding and can be unpredictable
 Significant range of subject matter
 Language can be abstract and conceptual; extensive technical vocabulary and idioms
 Deals with facts, opinions, emotions
 Requires ability to organize and present ideas coherently
 Communication is face-to-face or on the phone, and may involve a group
 Situation and setting may be new and unfamiliar
 Audience can be unfamiliar and occasionally uncooperative or hostile
 Exchange can be of medium to extended duration (30 minutes or more)
 Physical conditions (e.g., noise) may impede communication
 Risks associated with failed communication are significant

Essential Skills Sample Tasks

ES 3 Oral Communication:

Provide training on new equipment and advise workers on its safe operation and maintenance.
 Give detailed feedback to an employee during a performance review.
 Advise clients on collective bargaining matters in order to influence decisions.
 Offer counselling and emotional support to a client.
 Participate in an in-depth discussion about a conflict between staff members to understand differing perspectives and to offer potential solutions.
 Discuss a patient's treatment options with colleagues during a weekly team meeting.
 Negotiate a contract with a supplier in order to receive favourable terms and conditions.
 Propose a solution to a client who is upset about an error made to an account.
 Make a presentation to managers and co-workers to share the results of a survey and provide evidence to support a set of recommendations.
 Raise concerns with a supervisor about current workload, using tact to frame the argument.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 4 Oral Communication:

Context is demanding and complex, and may be unpredictable
 Wide range and depth of subject matter
 Language can be highly abstract, conceptual and technical
 Deals with facts, opinions, values, emotions and controversy
 Requires ability to organize and present ideas coherently for analysis, synthesis, decision-making and evaluation
 Communication is face-to-face or on the phone, and may involve a group
 Situation and setting may be new and unfamiliar
 Audience can be unfamiliar, uncooperative or hostile
 Exchange can be of extended duration (an hour or more)
 Physical conditions (e.g., noise) may seriously impede communication
 Risks associated with failed communication are very significant

Essential Skills Sample Tasks

ES 4 Oral Communication:

Make an extended, formal presentation to a board of directors to propose a major change in an organization's direction. Build a case using evidence from financial and human resources, specifying the advantages of the proposed change and the risks associated with the status quo.
 Negotiate a long-term, multi-million dollar agreement with a vendor.
 Mediate a dispute between management and a bargaining unit.
 Answer questions posed by the media during a live television interview, in a situation where responses must be carefully worded to avoid potential controversy.
 Present and defend research findings about a new treatment at a professional conference, where attendees are likely to offer their own critiques.
 Make a presentation and respond to objections raised during a public consultation on a contentious matter. Respond to questions from individuals who may be hostile to the ideas presented.
 Lead a problem-solving session with an interdisciplinary team of professionals who bring diverse perspectives. Synthesize information to guide the group in developing recommendations.
 Facilitate discussions between land developers, funding partners and government representatives for jointly-funded projects.

Associated ES Skills & Levels:	Oral Communication	Pre-ES	ES 1	ES 2	ES 3	ES 4
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CLB 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

Essential Skills Task Features

ES 4 Oral Communication:

Context is demanding and complex, and may be unpredictable
 Wide range and depth of subject matter
 Language can be highly abstract, conceptual and technical
 Deals with facts, opinions, values, emotions and controversy
 Requires ability to organize and present ideas coherently for analysis, synthesis, decision-making and evaluation
 Communication is face-to-face or on the phone, and may involve a group
 Situation and setting may be new and unfamiliar
 Audience can be unfamiliar, uncooperative or hostile
 Exchange can be of extended duration (an hour or more)
 Physical conditions (e.g., noise) may seriously impede communication
 Risks associated with failed communication are very significant

Essential Skills Sample Tasks

ES 4 Oral Communication:

Make an extended, formal presentation to a board of directors to propose a major change in an organization's direction. Build a case using evidence from financial and human resources, specifying the advantages of the proposed change and the risks associated with the status quo.

Negotiate a long-term, multi-million dollar agreement with a vendor.

Mediate a dispute between management and a bargaining unit.

Answer questions posed by the media during a live television interview, in a situation where responses must be carefully worded to avoid potential controversy.

Present and defend research findings about a new treatment at a professional conference, where attendees are likely to offer their own critiques.

Make a presentation and respond to objections raised during a public consultation on a contentious matter. Respond to questions from individuals who may be hostile to the ideas presented.

Lead a problem-solving session with an interdisciplinary team of professionals who bring diverse perspectives. Synthesize information to guide the group in developing recommendations.

Facilitate discussions between land developers, funding partners and government representatives for jointly-funded projects.

WORKING DOCUMENT

Reading - CLB 1

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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 communication 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

Pre-Essential Skills Task Features

Pre-ES Reading & Document Use:

Very short
 Individual words to short simple phrases
 Clear font or very legible printing
 Very simple sparse layout
 Clear organization
 Supported by common familiar visuals
 Very simple, concrete, factual language
 Familiar topics related to immediate needs

Pre-Essential Skills Sample Tasks

Pre-ES Reading & Document Use:

Follow a short simple instruction, such as, "Close the door."
 Follow a very simple single instruction on a worksheet, such as, "Please circle." or "Please print."
 Identify where to write name and address on a simplified form.
 Identify price, tax and total on a receipt for supplies.
 Locate the name of a familiar room on a building map.
 Check the expiration date on milk in the staffroom fridge.
 Read a simple warning sign, such as, "No smoking."
 Choose words from a list to match illustrations of common familiar objects.
 Identify the date and time on an appointment card.

WORKING DOCUMENT

Reading - CLB 2

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB Profile of Ability

The reader can:

Understand individual words, simple learned phrases and some very short, simple sentences related to immediate needs.

When the communication 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

Pre-Essential Skills Task Features

Pre-ES Reading & Document Use:

- Very short
- Short simple phrases to very short simple sentences
- Clear font or very legible printing
- Very simple sparse layout
- Clear organization
- Often supported by common familiar visuals
- Very simple, concrete, factual language
- Familiar topics related to immediate needs

Pre-Essential Skills Sample Tasks

Pre-ES Reading & Document Use:

- Read a very short email message from a colleague, such as, "Thank you for the lunch."
- Read a two-sentence email from a colleague with a simple invitation to lunch.
- Read on-screen instructions for taking money out of an ATM.
- Read a simple two-step instruction for a work task, such as, "Make 10 copies. Mail to client."
- Locate a facility on a company map.
- Locate a specific short piece of information on a simple invoice.
- Get the gist of the message in a farewell card from a co-worker.
- Read a simple customer comment and identify whether it is positive or negative.
- Read a short reminder from a colleague about an agreed-upon task.

WORKING DOCUMENT

Reading - CLB 3

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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 communication 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

Essential Skills Task Features

ES 1 Reading:

Involves locating a single piece of information in one brief text
 May require following simple written directions

ES 1 Document Use:

Involves one document
 Have a very simple format
 Displays a very limited amount of information, usually brief text, symbols or both
 Include familiar and concrete content
 Requires a simple search
 Requires minimal inference
 Requires no analysis

Essential Skills Sample Tasks

ES 1 Reading:

Read a product label to identify precautions.
 Read a brief description of an item in an online catalogue.
 Read a suggestion entered on a comment card.
 Read a reminder note from a supervisor or a co-worker.
 Read a brief email from a co-worker to identify the location of a meeting.

ES 1 Document Use:

Read a list of event attendees.
 Interpret Workplace Hazardous Materials Information System (WHMIS) symbols.
 Read a warning on a workplace sign.
 Read a label to identify a product name or a list of ingredients.
 Scan a shipping label to identify the recipient of a package.

WORKING DOCUMENT

Reading - CLB 4

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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 communication 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

Essential Skills Task Features

ES 1 Reading:

Involves locating a single piece of information in one brief text
 May require following simple written directions

ES 1 Document Use:

Involves one document
 Has a very simple format
 Displays a very limited amount of information, usually brief text, symbols or both
 Includes familiar and concrete content
 Requires a simple search
 Requires minimal inference
 Requires no analysis

Essential Skills Sample Tasks

ES 1 Reading:

Read a product label to identify precautions.
 Read a brief description of an item in an online catalogue.
 Read a suggestion entered on a comment card.
 Read a reminder note from a supervisor or a co-worker.
 Read a brief email from a co-worker to identify the location of a meeting.

ES 1 Document Use:

Read a list of event attendees.
 Interpret Workplace Hazardous Materials Information System (WHMIS) symbols.
 Read a warning on a workplace sign.
 Read a label to identify a product name or a list of ingredients.
 Scan a shipping label to identify the recipient of a package.

WORKING DOCUMENT

Reading - CLB 5

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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 communication 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

Essential Skills Task Features

ES 1 Reading:

Involves locating a single piece of information in one brief text
 May require following simple written directions

ES 1 Document Use:

Involves one document
 Has a very simple format
 Displays a very limited amount of information, usually brief text, symbols or both
 Includes familiar and concrete content
 Requires a simple search
 Requires minimal inference
 Requires no analysis

ES 2 Document Use:

Involves one document or multiple documents of the same type
 Has a simple format
 Displays a limited amount of information
 May include unfamiliar elements (e.g., vocabulary, context, topic)
 Requires locating one or more pieces of information using one or two search criteria
 Requires low-level inferences
 Requires limited analysis

Essential Skills Sample Tasks

ES 1 Reading:

Read a product label to identify precautions.
 Read a brief description of an item in an online catalogue.
 Read a suggestion entered on a comment card.
 Read a reminder note from a supervisor or a co-worker.
 Read a brief email from a co-worker to identify the location of a meeting.

ES 1 Document Use:

Read a list of event attendees.
 Interpret Workplace Hazardous Materials Information System (WHMIS) symbols.
 Read a warning on a workplace sign.
 Read a label to identify a product name or a list of ingredients.
 Scan a shipping label to identify the recipient of a package.

ES 2 Document Use:

Read a schedule to identify work shifts.
 Use a simple floor plan to direct guests to a location in the building.
 Read a completed inspection checklist to verify that equipment is safe to operate.
 Read a table that displays patients' names and care requirements.
 Read a completed form to locate client contact details and preferences.

WORKING DOCUMENT

Reading - CLB 6

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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 communication 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

Essential Skills Task Features

ES 2 Reading:

Involves locating several pieces of information from one simple text or one piece of information from a more complex text
 May require low-level inferences

ES 2 Document Use:

Involves one document or multiple documents of the same type
 Has a simple format
 Displays a limited amount of information
 May include unfamiliar elements (e.g., vocabulary, context, topic)
 Requires locating one or more pieces of information using one or two search criteria
 Requires low-level inferences
 Requires limited analysis

Essential Skills Sample Tasks

ES 2 Reading:

Read an email to identify a co-worker's concerns about new administrative procedures.
 Read a pamphlet to identify product features and uses.
 Read a health and safety notice to identify safe working practices.
 Read an announcement that describes a training session.
 Follow instructions in a recipe to prepare a menu item.

ES 2 Document Use:

Read a schedule to identify work shifts.
 Use a simple floor plan to direct guests to a location in the building.
 Read a completed inspection checklist to verify that equipment is safe to operate.
 Read a table that displays patients' names and care requirements.
 Read a completed form to locate client contact details and preferences.

WORKING DOCUMENT

Reading - CLB 7

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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 communication 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

Essential Skills Task Features

ES 3 Reading:

Involves integrating information from more than one text or from multiple parts of the same text
 May require low-level inferences
 Requires identifying relevant and irrelevant information

ES 3 Document Use:

May involve more than one document and document type
 Has a somewhat complex format
 Displays many categories of information
 May include unfamiliar elements (e.g., vocabulary, context, topic) and require some background knowledge
 Requires locating one or more pieces of information using multiple search criteria
 Requires a moderate degree of inference
 Requires some analysis, such as selecting and integrating information

Essential Skills Sample Tasks

ES 3 Reading:

Refer to a manual to learn how to use a piece of equipment.
 Read a magazine or newsletter article to stay current on industry trends.
 Refer to a company policy to understand workplace expectations.
 Read a detailed incident report to infer probable causes.
 Read a procedure to learn how to handle a customer request.

ES 3 Document Use:

Locate data in a detailed specification table to determine manufacturing requirements.
 Read an assembly drawing to put together a product.
 Interpret a line graph to learn about sales trends.
 Consult a schematic drawing to diagnose and repair an equipment malfunction.
 Read and interpret survey responses to summarize findings.

WORKING DOCUMENT

Reading - CLB 8

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB Profile of Ability

The reader can:

Understand most moderately complex texts in less predictable but relevant social, educational and work-related situations.

When the communication 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

Essential Skills Task Features

ES 3 Reading:

Involve integrating information from more than one text or from multiple parts of the same text

May require low-level inferences

Require identifying relevant and irrelevant information

ES 3 Document Use:

May involve more than one document and document type

Has a somewhat complex format

Displays many categories of information

May include unfamiliar elements (e.g., vocabulary, context, topic) and require some background knowledge

Requires locating one or more pieces of information using multiple search criteria

Requires a moderate degree of inference

Requires some analysis, such as selecting and integrating information

Essential Skills Sample Tasks

ES 3 Reading:

Refer to a manual to learn how to use a piece of equipment.

Read a magazine or newsletter article to stay current on industry trends.

Refer to a company policy to understand workplace expectations.

Read a detailed incident report to infer probable causes.

Read a procedure to learn how to handle a customer request.

ES 3 Document Use:

Locate data in a detailed specification table to determine manufacturing requirements.

Read an assembly drawing to put together a product.

Interpret a line graph to learn about sales trends.

Consult a schematic drawing to diagnose and repair an equipment malfunction.

Read and interpret survey responses to summarize findings.

WORKING DOCUMENT

Reading - CLB 9

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB Profile of Ability

The reader can:

Understand an adequate range of complex texts in some unpredictable contexts and on some unfamiliar topics.

When the communication 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

Essential Skills Task Features

ES 3 Reading:

Involves integrating information from more than one text or from multiple parts of the same text

May require low-level inferences

Requires identifying relevant and irrelevant information

ES 4 Document Use:

May involve more than one document and document type

Has a complex format

Displays many categories of information

May require specialized knowledge

Requires locating multiple pieces of information using multiple search criteria that may have to be developed by the user

Requires considerable inference

Requires synthesis and possibly evaluation of information from multiple sources

Essential Skills Sample Tasks

ES 3 Reading:

Refer to a manual to learn how to use a piece of equipment.

Read a magazine or newsletter article to stay current on industry trends.

Refer to a company policy to understand workplace expectations.

Read a detailed incident report to infer probable causes.

Read a procedure to learn how to handle a customer request.

ES 4 Document Use:

Interpret line and pie graphs to examine industry-specific patterns and trends.

Interpret information contained in complex tables and graphs to make predictions.

Review the scale drawings of a manufacturing plant to assess the appropriateness of the design.

View complex three-dimensional representations of parts on display panels of computer numerically controlled (CNC) machinery to determine project specifications.

Study topographical maps to understand elevation changes and identify features such as rock outcrops, rivers and lakes.

WORKING DOCUMENT

Reading - CLB 10

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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 communication 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

Essential Skills Task Features

ES 4 Reading:

Involves integrating and synthesizing information from multiple texts or from one complex, lengthy text

May require considerable inference

Requires background knowledge

May involve evaluating the quality of the text

ES 4 Document Use:

May involve more than one document and document type

Has a complex format

Displays many categories of information

May require specialized knowledge

Requires locating multiple pieces of information using multiple search criteria that may have to be developed by the user

Requires considerable inference

Requires synthesis and possibly evaluation of information from multiple sources

Essential Skills Sample Tasks

ES 4 Reading:

Read a research report to learn about a sector's economic outlook.

Read a legal contract to understand the terms and conditions and to identify any risks.

Read sections of online workplace safety regulations to identify procedures and practices that should be implemented.

Read a project proposal to understand scope, timelines, finances, objectives and anticipated challenges, and to evaluate suitability.

Read an insurance policy to determine whether it offers adequate coverage.

ES 4 Document Use:

Interpret line and pie graphs to examine industry-specific patterns and trends.

Interpret information contained in complex tables and graphs to make predictions.

Review the scale drawings of a manufacturing plant to assess the appropriateness of the design.

View complex three-dimensional representations of parts on display panels of computer numerically controlled (CNC) machinery to determine project specifications.

Study topographical maps to understand elevation changes and identify features such as rock outcrops, rivers and lakes.

WORKING DOCUMENT

Reading - CLB 11

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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 communication is:

Propositionally and linguistically complex and may include sophisticated reasoning, implicit subtleties, highly idiomatic and figurative language, and sociocultural 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

Essential Skills Task Features	Essential Skills Sample Tasks
<p>ES 5 Reading:</p> <p>Involves interpreting dense and complex texts</p> <p>May require a high degree of inference</p> <p>Requires specialized knowledge</p>	<p>ES 5 Reading:</p> <p>Read articles in academic journals to develop theories and research proposals.</p> <p>Read a research paper written by a colleague to understand the premise and to offer critiques of methodology, findings and conclusions.</p> <p>Read adjudication decisions to understand whether a legal precedent has been established for a pending grievance.</p> <p>Read, interpret and critique literary and historic texts to prepare a lecture.</p> <p>Assess the quality and accuracy of scientific articles to determine if they should be published in an academic journal.</p>
<p>ES 5 Document Use:</p> <p>May involve more than one document and document type</p> <p>Has a complex format</p> <p>Displays many categories of information</p> <p>Requires specialized knowledge</p> <p>Requires locating multiple pieces of information using multiple search criteria that may have to be developed by the user</p> <p>Requires a high degree of inference</p> <p>Requires evaluation of information to make judgements or to draw conclusions</p>	<p>ES 5 Document Use:</p> <p>Cross-reference architectural, structural and mechanical drawings to ensure conformance to standards.</p> <p>Use complex tables, schedules, graphs, scale drawings, assembly drawings and schematics to evaluate and improve an electrical system.</p> <p>Examine survey plans and existing surveys, drawings, aerial photographs, topographical maps, land titles and other historical information to establish boundaries.</p> <p>Review and approve scale drawings of proposed power systems prior to implementation.</p>

WORKING DOCUMENT

Reading - CLB 12

ES - Reading & Document Use

Associated ES Skills & Levels:	Reading	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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 communication is:

Propositionally and linguistically complex and may include sophisticated reasoning, implicit subtleties, highly idiomatic and figurative language, and sociocultural 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

Essential Skills Task Features

ES 5 Reading:

Involves interpreting dense and complex texts

May require a high degree of inference

Requires specialized knowledge

Essential Skills Sample Tasks

ES 5 Reading:

Read articles in academic journals to develop theories and research proposals.

Read a research paper written by a colleague to understand the premise and to offer critiques of methodology, findings and conclusions.

Read adjudication decisions to understand whether a legal precedent has been established for a pending grievance.

Read, interpret and critique literary and historic texts to prepare a lecture.

Assess the quality and accuracy of scientific articles to determine if they should be published in an academic journal.

ES 5 Document Use:

May involve more than one document and document type

Has a complex format

Displays many categories of information

Requires specialized knowledge

Requires locating multiple pieces of information using multiple search criteria which may have to be developed by the user

Requires a high degree of inference

Requires evaluation of information to make judgements or to draw conclusions

ES 5 Document Use:

Cross-reference architectural, structural and mechanical drawings to ensure conformance to standards.

Use complex tables, schedules, graphs, scale drawings, assembly drawings and schematics to evaluate and improve an electrical system.

Examine survey plans and existing surveys, drawings, aerial photographs, topographical maps, land titles and other historical information to establish boundaries.

Review and approve scale drawings of proposed power systems prior to implementation.

WORKING DOCUMENT

Writing - CLB 1

ES - Writing & Document Use

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Almost no ability to use simple structures

No awareness of basic spelling, punctuation and capitalization conventions

Extreme difficulty communicating even the most simple facts or ideas

Pre-Essential Skills Task Features

Pre-ES Writing & Document Use:

Requires a few familiar words or short simple phrases

Very highly supported

Based on completing only part of a message or document

Often involves copying or reproducing information

Pre-Essential Skills Sample Tasks

Pre-ES Writing & Document Use:

Sign a card for a co-worker's birthday or retirement.

Copy a name and phone number from a business card.

Copy a few words from a short simple list for personal use.

Copy a short phrase or sentence from a simple safety poster.

Fill out own name and address on a simplified form.

Fill in phone numbers on a formatted client contact list.

Copy information from an invoice to complete a cheque.

Address an envelope for mailing by following a model.

WORKING DOCUMENT

Writing - CLB 2

ES - Writing & Document Use

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Pre-Essential Skills Task Features

Pre-ES Writing & Document Use:

Requires a few phrases or very short simple sentences
 Highly supported
 Often based on completing only part of a message or document
 Often involves copying or reproducing information

Pre-Essential Skills Sample Tasks

Pre-ES Writing & Document Use:

Refer to an example or model in order to complete a very short message to thank a co-worker for a favour.
 Copy a company name, address and representative contact information from a website.
 Copy information from a work schedule.
 Copy simple emergency instructions.
 Enter some basic personal information in a short section of a simple form.
 With assistance, write a simple one-clause get-well message to a co-worker.
 Write a very short simple list of work tasks to be done.
 Copy prices and brand names from a catalogue.
 Write a simple sentence to accompany a photo that is posted of a company event, such as, "The party was fun."

WORKING DOCUMENT

Writing - CLB 3

ES - Writing & Document Use

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB Profile of Ability

The writer can:

Write simple sentences about familiar information related to personal experience 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

Essential Skills Task Features

Pre-ES Writing:

Requires a few short sentences
 Supported
 Sometimes based on completing only part of a message or document
 May involve copying or reproducing information

ES 1 Document Use:

Involves one document
 Has a very simple format
 Contains brief text, symbols or both
 Includes familiar and concrete content
 Requires a few, brief text entries
 Requires straightforward entries

Essential Skills Sample Tasks

Pre-ES Writing:

Write a short note to tell a colleague to lock the door before leaving.
 Write a few simple sentences about a company event.
 Copy instructions from a website to apply for a job.
 Write a few sentences about the daily work routine.
 Leave a note telling a colleague that you are going on vacation.
 Tell how long you will be away and provide emergency contact information.

ES 1 Document Use:

Fill in a time sheet by entering name and checking off days worked.
 Complete a checklist to indicate that a routine cleaning inspection has been conducted.
 Complete a simple personal information form.
 Enter brief notes in a daily log to document outstanding work.
 Enter amount of purchase into a payment terminal.

WORKING DOCUMENT

Writing - CLB 4

ES - Writing & Document Use

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Essential Skills Task Features

ES 1 Writing:

Requires less than a paragraph of text
 Is intended to organize, remind or inform
 Has an informal style
 Is intended for small familiar audiences, usually coworkers
 Has a pre-set format, or format is unimportant
 Relates to concrete day-to-day, matters

ES 1 Document Use:

Involves one document
 Has a very simple format
 Contains brief text, symbols or both
 Includes familiar and concrete content
 Requires a few, brief text entries
 Requires straightforward entries

Essential Skills Sample Tasks

ES 1 Writing:

Write a reminder note with details about upcoming work.
 Write a list of tasks for a co-worker to carry out on the next shift.
 Enter a one- or two-sentence description in a work order to identify repairs to be made.
 Write a brief email to request supplies.
 Enter notes in a handheld computer to record work tasks completed during a shift.

ES 1 Document Use:

Fill in a time sheet by entering name and checking off days worked.
 Complete a checklist to indicate that a routine cleaning inspection has been conducted.
 Complete a simple personal information form.
 Enter brief notes in a daily log to document outstanding work.
 Enter amount of purchase into a payment terminal.

WORKING DOCUMENT

Writing - CLB 5

ES - Writing & Document Use

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Essential Skills Task Features

ES 1 Writing:

Requires less than a paragraph of text
 Is intended to organize, remind or inform
 Has an informal style
 Is intended for small familiar audiences, usually co-workers
 Has a pre-set format, or format is unimportant
 Relates to concrete day-to-day, matters

ES 1 Document Use:

Involves one document
 Has a very simple format
 Contains brief text, symbols or both
 Includes familiar and concrete content
 Requires a few, brief text entries
 Requires straightforward entries

ES 2 Document Use:

Involves one document, or multiple documents of the same type
 Has a simple format
 Displays a limited amount of information
 May include unfamiliar elements (e.g., vocabulary, context, topic)
 Requires several entries
 Requires relatively straightforward entries

Essential Skills Sample Tasks

ES 1 Writing:

Write a reminder note with details about upcoming work.
 Write a list of tasks for a co-worker to carry out on the next shift.
 Enter a one- or two-sentence description in a work order to identify repairs to be made.
 Write a brief email to request supplies.
 Enter notes in a handheld computer to record work tasks completed during a shift.

ES 1 Document Use:

Fill in a time sheet by entering name and checking off days worked.
 Complete a checklist to indicate that a routine cleaning inspection has been conducted.
 Complete a simple personal information form.
 Enter brief notes in a daily log to document outstanding work.
 Enter amount of purchase into a payment terminal.

ES 2 Document Use:

Complete a leave-request form to indicate the duration and reason for a leave.
 Enter new client information into a database.
 Fill out a requisition form to identify items required and reasons for a purchase.
 Complete an inventory form by recording quantities of goods in stock.
 Enter data into a table to categorize and record sales.

WORKING DOCUMENT

Writing - CLB 6

ES - Writing & Document Use

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Essential Skills Task Features

ES 2 Writing:

Requires a paragraph or more of text
 May have a formal style and require tone appropriate to the occasion
 May be for audiences other than co-workers
 Uses templates and models
 Content of writing is routine

ES 2 Document Use:

Involves one document, or multiple documents of the same type
 Has a simple format
 Displays a limited amount of information
 May include unfamiliar elements (e.g., vocabulary, context, topic)
 Requires several entries
 Requires relatively straightforward entries

Essential Skills Sample Tasks

ES 2 Writing:

Write a project quote describing work to be carried out over several stages, along with materials and labour requirements.
 Take notes to remember key information from a short presentation.
 Write an email to customers to inform them of an upcoming promotion.
 Write step-by-step instructions for clearing a paper jam in a printer or photocopy machine.
 Compose a form letter to respond to a routine query.

ES 2 Document Use:

Complete a leave-request form to indicate the duration and reason for a leave.
 Enter new client information into a database.
 Fill out a requisition form to identify items required and reasons for a purchase.
 Complete an inventory form by recording quantities of goods in stock.
 Enter data into a table to categorize and record sales.

WORKING DOCUMENT

Writing - CLB 7

ES - Writing & Document Use

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Essential Skills Task Features

ES 2 Writing:

Requires a paragraph or more of text
 May have a formal style and require tone appropriate to the occasion
 May be for audiences other than co-workers
 Uses templates and models
 Content of writing is routine

ES 3 Document Use:

May involve more than one document and document type
 Has a somewhat complex format
 Displays many categories of information
 May include unfamiliar elements (e.g., vocabulary, context, topic) and require some background knowledge
 Requires entering multiple pieces of information
 Requires a moderate degree of inference to decide what, where and how to enter information
 Requires combining information to make entries

Essential Skills Sample Tasks

ES 2 Writing:

Write a project quote describing work to be carried out over several stages, along with materials and labour requirements.
 Take notes to remember key information from a short presentation.
 Write an email to customers to inform them of an upcoming promotion.
 Write step-by-step instructions for clearing a paper jam in a printer or photocopy machine.
 Compose a form letter to respond to a routine query.

ES 3 Document Use:

Complete a detailed accident-report form.
 Complete a lengthy government form to report remittances.
 Enter search criteria such as dates and key words into a database query form.
 Create a process diagram to illustrate a procedure.
 Plot production data on a graph to show volume and trends.

WORKING DOCUMENT

Writing - CLB 8

ES - Writing & Document Use

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Essential Skills Task Features

ES 3 Writing:

May require lengthy texts
 Is intended to inform, explain, request information, express opinions or give directions
 Uses an established format and may use structural elements such as headings
 Content of writing is non-routine but readily available from established sources

ES 3 Document Use:

May involve more than one document and document type
 Has a somewhat complex format
 Displays many categories of information
 May include unfamiliar elements (e.g., vocabulary, context, topic) and require some background knowledge
 Requires entering multiple pieces of information
 Requires a moderate degree of inference to decide what, where and how to enter information
 Requires combining information to make entries

Essential Skills Sample Tasks

ES 3 Writing:

Write a detailed incident report to describe events leading up to an accident.
 Write a letter of apology to a customer to explain how a problem occurred and to relate actions taken to avoid a recurrence.
 Prepare minutes of a meeting.
 Write a report to propose changes to operating procedures.
 Write a summary to describe a product and its intended uses for a retailer website.

ES 3 Document Use:

Complete a detailed accident-report form.
 Complete a lengthy government form to report remittances.
 Enter search criteria such as dates and key words into a database query form.
 Create a process diagram to illustrate a procedure.
 Plot production data on a graph to show volume and trends.

WORKING DOCUMENT

Writing - CLB 9

ES - Writing & Document Use

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Essential Skills Task Features

ES 3 Writing:

Requires lengthy texts written and organized to suit specific purposes and audiences

May involve comparisons, analyses and recommendations

May require modification of an existing format

Content is abstract or technical and may require specialized vocabulary

ES 4 & 5 Document Use*:

May involve more than one document and document type

Has a complex format

Displays many categories of information

May require specialized knowledge

Requires entering multiple pieces of information

Requires considerable inference to decide what, where and how to enter information

Requires synthesizing information to make entries

Essential Skills Sample Tasks

ES 3 Writing:

Prepare an annual report to summarize a company's activities throughout the preceding year.

Write an article for a company newsletter to present an analysis of industry trends.

Write a detailed report that describes test objectives and procedures, discusses results, and offers conclusions and recommendations for technical experts.

Write a marketing plan detailing strategies and opportunities.

Write a press release.

ES 4 & 5 Document Use*:

Record notes, sketches and measurement data to detail physical characteristics of surveyed areas.

Complete an extensive development and building permit application form by combining information from several sources.

Complete a flight-planning form to record headings, weather forecasts, cruising altitudes, flight routes, destination aerodromes and fuel requirements.

Complete a detailed planning document about a student with identified learning disabilities to indicate learning objectives, strengths, needs, accommodations and recommendations.

* Because there are no significant differences in the writing aspect of Document Use between ES Levels 4 and 5, features and tasks for these two levels have been conflated.

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Essential Skills Task Features

ES 5 Writing:

Requires texts that are lengthy and/or that demand originality
 May involve evaluations, critiques and recommendations
 Requires the use of appropriate tone and mood
 May display complex, multi-part organization to accommodate varied content
 Includes original content or content synthesized from multiple sources

ES 4 & 5 Document Use*:

May involve more than one document and document type
 Has a complex format
 Displays many categories of information
 May require specialized knowledge
 Requires entering multiple pieces of information
 Requires considerable inference to decide what, where and how to enter information
 Requires synthesizing information to make entries

Essential Skills Sample Tasks

ES 5 Writing:

Write a business plan to detail strategic direction and steps to implementation.
 Write an article to present research findings in a peer-reviewed journal.
 Write an evaluation report to present an analysis of a program's strengths and challenges, and to offer recommendations.
 Create advertising campaign materials to describe features and benefits of a product, and to convey value for the target market.
 Write a detailed proposal intended to secure a significant contract from a new client.

ES 4 & 5 Document Use*:

Record notes, sketches and measurement data to detail physical characteristics of surveyed areas.
 Complete an extensive development and building permit application form by combining information from several sources.
 Complete a flight-planning form to record headings, weather forecasts, cruising altitudes, flight routes, destination aerodromes and fuel requirements.
 Complete a detailed planning document about a student with identified learning disabilities to indicate learning objectives, strengths, needs, accommodations and recommendations.

* Because there are no significant differences in the writing aspect of Document Use between ES Levels 4 and 5, features and tasks for these two levels have been conflated.

WORKING DOCUMENT

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Essential Skills Task Features

ES 5 Writing:

Requires texts that are lengthy and/or that demand originality
 May involve evaluations, critiques and recommendations
 Requires the use of appropriate tone and mood
 May display complex, multi-part organization to accommodate varied content
 Includes original content or content synthesized from multiple sources

ES 4 & 5 Document Use*:

May involve more than one document and document type
 Has a complex format
 Displays many categories of information
 May require specialized knowledge
 Requires entering multiple pieces of information
 Requires considerable inference to decide what, where and how to enter information
 Requires synthesizing information to make entries

Essential Skills Sample Tasks

ES 5 Writing:

Write a business plan to detail strategic direction and steps to implementation.
 Write an article to present research findings in a peer-reviewed journal.
 Write an evaluation report to present an analysis of a program's strengths and challenges, and to offer recommendations.
 Create advertising campaign materials to describe features and benefits of a product, and to convey value for the target market.
 Write a detailed proposal intended to secure a significant contract from a new client.

ES 4 & 5 Document Use*:

Record notes, sketches and measurement data to detail physical characteristics of surveyed areas.
 Complete an extensive development and building permit application form by combining information from several sources.
 Complete a flight-planning form to record headings, weather forecasts, cruising altitudes, flight routes, destination aerodromes and fuel requirements.
 Complete a detailed planning document about a student with identified learning disabilities to indicate learning objectives, strengths, needs, accommodations and recommendations.

* Because there are no significant differences in the writing aspect of Document Use between ES Levels 4 and 5, features and tasks for these two levels have been conflated.

WORKING DOCUMENT

Writing - CLB 12

ES - Writing & Document Use

Associated ES Skills & Levels:	Writing	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5
	Document Use	Pre-ES	ES 1	ES 2	ES 3	ES 4	ES 5

CLB 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

Essential Skills Task Features

ES 5 Writing:

Requires texts that are lengthy and/or that demand originality

May involve evaluations, critiques and recommendations

Requires the use of appropriate tone and mood

May display complex, multi-part organization to accommodate varied content

Includes original content or content synthesized from multiple sources

ES 4 & 5 Document Use*:

May involve more than one document and document type

Has a complex format

Displays many categories of information

May require specialized knowledge

Requires entering multiple pieces of information

Requires considerable inference to decide what, where and how to enter information

Requires synthesizing information to make entries

Essential Skills Sample Tasks

ES 5 Writing:

Write a business plan to detail strategic direction and steps to implementation.

Write an article to present research findings in a peer-reviewed journal.

Write an evaluation report to present an analysis of a program's strengths and challenges, and to offer recommendations.

Create advertising campaign materials to describe features and benefits of a product, and to convey value for the target market.

Write a detailed proposal intended to secure a significant contract from a new client.

ES 4 & 5 Document Use*:

Record notes, sketches and measurement data to detail physical characteristics of surveyed areas.

Complete an extensive development and building permit application form by combining information from several sources.

Complete a flight-planning form to record headings, weather forecasts, cruising altitudes, flight routes, destination aerodromes and fuel requirements.

Complete a detailed planning document about a student with identified learning disabilities to indicate learning objectives, strengths, needs, accommodations and recommendations.

* Because there are no significant differences in the writing aspect of Document Use between ES Levels 4 and 5, features and tasks for these two levels have been conflated.

Section Two: CLB-ES Relationship from the ES Perspective



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Essential Skills - Oral Communication

ES Oral Communication includes aspects of listening and speaking, which are listed separately for each ES level.

ES Level	Essential Skills Task Features	Essential Skills Sample Tasks	Associated CLB Skill(s) & Level(s)
1	<p>Context is non-demanding and highly predictable</p> <p>Narrow range of subject matter, familiar topics, one main issue</p> <p>Language is factual, literal, concrete; limited context-specific or technical vocabulary</p> <p>Communication is usually face-to-face and involves one other person</p> <p>Visual cues and setting support the listener</p> <p>Exchange is brief (10 minutes or less)</p> <p>Risks associated with failed communication are low</p>	<p>Listen to questions from a customer about a product in order to provide information.</p> <p>Listen to an announcement with instructions for evacuating a building.</p> <p>Receive a customer's orders for food and drinks.</p> <p>Receive instructions and updates on daily activities from a supervisor.</p> <p>Listen to a supplier's response to a question about a product's availability.</p> <p>Follow driving directions from a voice navigation system.</p> <p>Listen to a brief two-way radio transmission to receive directions from a supervisor.</p> <p>Listen to a brief work status update from a co-worker during a shift change.</p>	Listening 5 – 7
	<p>Context is non-demanding and highly predictable</p> <p>Narrow range of subject matter, familiar topics, one main issue</p> <p>Language is factual, literal, concrete; limited context-specific or technical vocabulary</p> <p>Communication is usually face-to-face and involves one other person</p> <p>Speaker may use gestures and visual cues</p> <p>Exchange is brief (10 minutes or less)</p> <p>Risks associated with failed communication are low</p>	<p>Place an order for goods with a supplier.</p> <p>Ask for clarification about an invoice amount.</p> <p>Indicate to a supervisor which assigned tasks have been accomplished.</p> <p>Point out a minor safety hazard to a co-worker.</p> <p>Respond to a routine request from a customer on the phone.</p> <p>Ask a supplier for the cost of a product.</p> <p>Assign a work task to an apprentice.</p> <p>Respond to a question about a business's hours of operations.</p> <p>Greet a customer and ask whether assistance is required.</p> <p>Interact with support staff to schedule a meeting.</p>	Speaking 5 – 6

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Essential Skills - Oral Communication

ES Oral Communication includes aspects of listening and speaking, which are listed separately for each ES level.

ES Level	Essential Skills Task Features	Essential Skills Sample Tasks	Associated CLB Skill(s) & Level(s)
2	<p>Context is moderately demanding and less predictable Moderate range of subject matter, mostly familiar topics, usually one main issue</p> <p>Language is factual, concrete or abstract; some context-specific or technical vocabulary and idioms</p> <p>Deals mostly with facts but may also deal with emotions and opinions</p> <p>Communication is face to face or on the phone, and may involve more than one person</p> <p>Mostly familiar situations and settings</p> <p>Visual cues and setting support the listener</p> <p>Exchange is of brief to medium duration (10–30 minutes)</p> <p>Physical conditions (e.g., noise) may impede communication</p> <p>Risks associated with failed communication are moderate</p>	<p>Listen to advice from a manager about how to deal with a difficult client.</p> <p>Take detailed directions from a supervisor in order to manage a production delay.</p> <p>Listen to a discussion about problems related to a new procedure in order to form an opinion.</p> <p>Listen to a brief presentation about new equipment during a staff meeting.</p> <p>Listen to a customer describe his needs in order to make suggestions about services that can be offered.</p> <p>Listen to a customer's opinions and suggestions about a new menu item.</p> <p>Listen to a co-worker's suggestions for carrying out an unfamiliar task.</p> <p>Listen to a brief presentation to identify the ways in which a new procedure differs from a previous one.</p> <p>Listen to a voicemail message from a dissatisfied client to understand concerns and identify a way to address them.</p>	Listening 7 – 8
	<p>Context is moderately demanding and less predictable Moderate range of subject matter, mostly familiar topics, usually one main issue</p> <p>Language is factual, concrete or abstract; some context-specific or technical vocabulary and idioms</p> <p>Deals mostly with facts but may also deal with emotions and opinions</p> <p>Communication is face to face or on the phone, and may involve more than one person</p> <p>Mostly familiar situations and settings</p> <p>Speaker may use gestures and visual cues</p> <p>Audience is usually co-operative</p> <p>Exchange is of brief to medium duration (10–30 minutes)</p> <p>Physical conditions (e.g., noise) may impede communication</p> <p>Risks associated with failed communication are moderate</p>	<p>Coordinate tasks and discuss delays with a co-worker.</p> <p>Inform the manager of a problem and suggest how it can be resolved.</p> <p>Mentor a junior engineer by offering constructive criticism and building on her technical knowledge.</p> <p>Exchange information with a supervisor to clarify information and co-ordinate work.</p> <p>Participate in a staff meeting to discuss how to improve work processes.</p> <p>Give reassurance to a student about classroom performance.</p> <p>Offer suggestions for improving a new menu item.</p> <p>Coordinate the use of equipment with co-workers.</p> <p>Lead a brief weekly staff meeting to provide information about goals and priorities.</p> <p>Discuss options with a supplier to identify the most suitable option.</p>	Speaking 6 – 8

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Essential Skills - Oral Communication

ES Oral Communication includes aspects of listening and speaking, which are listed separately for each ES level.

ES Level	Essential Skills Task Features	Essential Skills Sample Tasks	Associated CLB Skill(s) & Level(s)
3	<p>Context is demanding and can be unpredictable</p> <p>Significant range of subject matter</p> <p>Language can be abstract and conceptual; extensive technical vocabulary and idioms</p> <p>Deals with facts, opinions, emotions</p> <p>Requires ability to interpret ideas</p> <p>Communication is face to face or on the phone, and may involve a group</p> <p>Situation and setting may be new and unfamiliar</p> <p>Exchange can be of medium to extended duration (30 minutes or more)</p> <p>Physical conditions (e.g., noise) may impede communication</p> <p>Risks associated with failed communication are significant</p>	<p>Listen to a candidate's responses to interview questions for a senior-level position to evaluate suitability for the job.</p> <p>Listen to a panel discussion to gain insight into ways of modifying the work environment to meet the needs of individuals with disabilities.</p> <p>Listen to an audio recording from a web-based meeting to prepare meeting minutes.</p> <p>Listen to a client's responses to questions about any previous treatments for a similar condition.</p> <p>Listen to detailed descriptions of equipment failures extending over a period of time, as part of a problem-solving process with supervisory staff and equipment manufacturers.</p> <p>Attend a presentation delivered by a potential consultant outlining how they propose to solve a procedural issue.</p> <p>Listen to instructions and requests for information from police, fire department and medical staff during a workplace incident.</p> <p>Listen to extended discussions between co-workers and business partners during a strategic planning session.</p> <p>Listen to a webinar to learn about the results of a study and implications for the field.</p>	Listening 9 – 10
	<p>Context is demanding and can be unpredictable</p> <p>Significant range of subject matter</p> <p>Language can be abstract and conceptual; extensive technical vocabulary and idioms</p> <p>Deals with facts, opinions, emotions</p> <p>Requires ability to organize and present ideas coherently</p> <p>Communication is face to face or on the phone, and may involve a group</p> <p>Situation and setting may be new and unfamiliar</p> <p>Audience can be unfamiliar and occasionally uncooperative or hostile</p> <p>Exchange can be of medium to extended duration (30 minutes or more)</p> <p>Physical conditions (e.g., noise) may impede communication</p> <p>Risks associated with failed communication are significant</p>	<p>Provide training on new equipment and advise workers on its safe operation and maintenance.</p> <p>Give detailed feedback to an employee during a performance review.</p> <p>Advise clients on collective bargaining matters in order to influence decisions.</p> <p>Offer counselling and emotional support to a client.</p> <p>Participate in an in-depth discussion about a conflict between staff members to understand differing perspectives and to offer potential solutions.</p> <p>Discuss a patient's treatment options with colleagues during a weekly team meeting.</p> <p>Negotiate a contract with a supplier in order to receive favourable terms and conditions.</p> <p>Propose a solution to a client who is upset about an error made to an account.</p> <p>Make a presentation to managers and co-workers to share the results of a survey and provide evidence to support a set of recommendations.</p> <p>Raise concerns with a supervisor about current workload, using tact to frame the argument.</p>	Speaking 9 – 10

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Essential Skills - Oral Communication

ES Oral Communication includes aspects of listening and speaking, which are listed separately for each ES level.

ES Level	Essential Skills Task Features	Essential Skills Sample Tasks	Associated CLB Skill(s) & Level(s)
4	<p>Context is demanding and complex, and may be unpredictable</p> <p>Wide range and depth of subject matter</p> <p>Language can be highly abstract, conceptual and technical</p> <p>Deals with facts, opinions, values, emotions and controversy</p> <p>Requires high level of inference and interpretation</p> <p>Communication is face to face or on the phone, and may involve a group</p> <p>Situation and setting may be new and unfamiliar</p> <p>Exchange can be of extended duration (an hour or more)</p> <p>Physical conditions (e.g., noise) may seriously impede communication</p> <p>Risks associated with failed communication are very significant</p>	<p>Listen to project results and recommendations regarding proposed market positioning, growth, promotional and operational strategies in order to decide on future direction of a company.</p> <p>Listen to legal arguments and witness testimony in order to rule on a case.</p> <p>Listen to focus group participants' responses to understand and analyze views on a complex social issue and identify ways to probe for additional insights.</p> <p>Attend a public consultation to understand citizens' views on a contentious matter.</p> <p>Listen to a variety of professionals giving assessments of a proposed large-scale equipment purchase, including a cost-benefit analysis and projected impacts on the workforce in order to decide whether to proceed.</p> <p>Listen to an extended lecture presenting research findings at a professional conference.</p> <p>Listen to pilots, co-workers, supervisors and first responders during emergencies to determine the nature of the problem and identify an appropriate course of action.</p> <p>Actively listen to clients during a group therapy session as they describe their feelings and thoughts, cuing in to signs of anxiety, depression, anger and other extreme emotions to validate clients' feelings and identify signs of serious emotional distress.</p> <p>Listen carefully to witnesses' accounts to gather information and details about cases and to inform the line of questioning.</p>	Listening 11 – 12
	<p>Context is demanding and complex, and may be unpredictable</p> <p>Wide range and depth of subject matter</p> <p>Language can be highly abstract, conceptual and technical</p> <p>Deals with facts, opinions, values, emotions and controversy</p> <p>Requires ability to organize and present ideas coherently for analysis, synthesis, decision-making and evaluation</p> <p>Communication is face to face or on the phone, and may involve a group</p> <p>Situation and setting may be new and unfamiliar</p> <p>Audience can be unfamiliar, uncooperative or hostile</p> <p>Exchange can be of extended duration (an hour or more)</p> <p>Physical conditions (e.g., noise) may seriously impede communication</p> <p>Risks associated with failed communication are very significant</p>	<p>Make an extended, formal presentation to a board of directors to propose a major change in an organization's direction. Build a case using evidence from financial and human resources specifying the advantages of the proposed change and the risks associated with the status quo.</p> <p>Negotiate a long-term, multi-million dollar agreement with a vendor.</p> <p>Mediate a dispute between management and a bargaining unit.</p> <p>Answer questions posed by the media during a live television interview, in a situation where responses must be carefully worded to avoid potential controversy.</p> <p>Present and defend research findings about a new treatment at a professional conference, where attendees are likely to offer their own critiques.</p> <p>Make a presentation and respond to objections raised during a public consultation on a contentious matter. Respond to questions from individuals who may be hostile to the ideas presented.</p> <p>Lead a problem-solving session with an interdisciplinary team of professionals who bring diverse perspectives. Synthesize information to guide the group in developing recommendations.</p> <p>Facilitate discussions between land developers, funding partners and government representatives for jointly-funded projects.</p>	Speaking 11 – 12

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Essential Skills - Reading

ES Level	Essential Skills Task Features	Essential Skills Sample Tasks	Associated CLB Skill(s) & Level(s)
1	<p>Involves locating a single piece of information in one brief text</p> <p>May require following simple written directions</p>	<p>Read a product label to identify precautions.</p> <p>Read a brief description of an item in an online catalogue.</p> <p>Read a suggestion entered on a comment card.</p> <p>Read a reminder note from a supervisor or a co-worker.</p> <p>Read a brief email from a co-worker to identify the location of a meeting.</p>	<p>Reading 3 – 5</p>
2	<p>Involves locating several pieces of information from one simple text or one piece of information from a more complex text</p> <p>May require low-level inferences</p>	<p>Read an email to identify a co-worker's concerns about new administrative procedures.</p> <p>Read a pamphlet to identify product features and uses.</p> <p>Read a health and safety notice to identify safe working practices.</p> <p>Read an announcement that describes a training session.</p> <p>Follow instructions in a recipe to prepare a menu item.</p>	<p>Reading 6</p>
3	<p>Involves integrating information from more than one text or from multiple parts of the same text</p> <p>May require low-level inferences</p> <p>Requires identifying relevant and irrelevant information</p>	<p>Refer to a manual to learn how to use a piece of equipment.</p> <p>Read a magazine or newsletter article to stay current on industry trends.</p> <p>Refer to a company policy to understand workplace expectations.</p> <p>Read a detailed incident report to infer probable causes.</p> <p>Read a procedure to learn how to handle a customer request.</p>	<p>Reading 7 – 9</p>
4	<p>Involves integrating and synthesizing information from multiple texts or from one complex, lengthy text</p> <p>May require considerable inference</p> <p>Requires background knowledge</p> <p>May involve evaluating the quality of the text</p>	<p>Read a research report to learn about a sector's economic outlook.</p> <p>Read a legal contract to understand the terms and conditions, and to identify any risks.</p> <p>Read sections of online workplace safety regulations to identify procedures and practices that should be implemented.</p> <p>Read a project proposal to understand scope, timelines, finances, objectives and anticipated challenges, and to evaluate suitability.</p> <p>Read an insurance policy to determine whether it offers adequate coverage.</p>	<p>Reading 10</p>
5	<p>Involves interpreting dense and complex texts</p> <p>May require a high degree of inference</p> <p>Requires specialized knowledge</p>	<p>Read articles in academic journals to develop theories and research proposals.</p> <p>Read a research paper written by a colleague to understand the premise and to offer critiques of methodology, findings and conclusions.</p> <p>Read adjudication decisions to understand whether a legal precedent has been established for a pending grievance.</p> <p>Read, interpret and critique literary and historic texts to prepare a lecture.</p> <p>Assess the quality and accuracy of scientific articles to determine if they should be published in an academic journal.</p>	<p>Reading 11 – 12</p>

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Essential Skills - Writing

ES Level	Essential Skills Task Features	Essential Skills Sample Tasks	Associated CLB Skill(s) & Level(s)
1	<p>Requires less than a paragraph of text</p> <p>Is intended to organize, remind or inform</p> <p>Has an informal style</p> <p>Is intended for small familiar audiences, usually co-workers</p> <p>Has a pre-set format, or format is unimportant</p> <p>Relates to concrete day-to-day, matters</p>	<p>Write a reminder note with details about upcoming work.</p> <p>Write a list of tasks for a co-worker to carry out on the next shift.</p> <p>Enter a one- or two-sentence description in a work order to identify repairs to be made.</p> <p>Write a brief email to request supplies.</p> <p>Enter notes in a handheld computer to record work tasks completed during a shift.</p>	<p>Writing</p> <p>4 – 5</p>
2	<p>Requires a paragraph or more of text</p> <p>May have a formal style and require tone appropriate to the occasion</p> <p>May be for audiences other than co-workers</p> <p>Uses templates and models</p> <p>Content of writing is routine</p>	<p>Write a project quote describing work to be carried out over several stages, along with materials and labour requirements.</p> <p>Take notes to remember key information from a short presentation.</p> <p>Write an email to customers to inform them of an upcoming promotion.</p> <p>Write step-by-step instructions for clearing a paper jam in a printer or photocopy machine.</p> <p>Compose a form letter to respond to a routine query.</p>	<p>Writing</p> <p>6 – 7</p>
3	<p>May require lengthy texts</p> <p>Is intended to inform, explain, request information, express opinions or give directions</p> <p>Uses an established format and may use structural elements such as headings</p> <p>Content of writing is non-routine but readily available from established sources</p>	<p>Write a detailed incident report to describe events leading up to an accident.</p> <p>Write a letter of apology to a customer to explain how a problem occurred and to relate actions taken to avoid a recurrence.</p> <p>Prepare minutes of a meeting.</p> <p>Write a report to propose changes to operating procedures.</p> <p>Write a summary to describe a product and its intended uses for a retailer website.</p>	<p>Writing</p> <p>8</p>
4	<p>Requires lengthy texts written and organized to suit specific purposes and audiences</p> <p>May involve comparisons, analyses and recommendations</p> <p>May require modification of an existing format</p> <p>Content is abstract or technical and may require specialized vocabulary</p>	<p>Prepare an annual report to summarize a company's activities throughout the preceding year.</p> <p>Write an article for a company newsletter to present an analysis of industry trends.</p> <p>Write a detailed report that describes test objectives and procedures, discusses results, and offers conclusions and recommendations for technical experts.</p> <p>Write a marketing plan detailing strategies and opportunities.</p> <p>Write a press release.</p>	<p>Writing</p> <p>9</p>
5	<p>Requires texts that are lengthy and/or that demand originality</p> <p>May involve evaluations, critiques and recommendations</p> <p>Requires the use of appropriate tone and mood</p> <p>May display complex, multi-part organization to accommodate varied content</p> <p>Includes original content or content synthesized from multiple sources</p>	<p>Write a business plan to detail strategic direction and steps to implementation.</p> <p>Write an article to present research findings in a peer-reviewed journal.</p> <p>Write an evaluation report to present an analysis of a program's strengths and challenges, and to offer recommendations.</p> <p>Create advertising campaign materials to describe features and benefits of a product, and to convey value for the target market.</p> <p>Write a detailed proposal intended to secure a significant contract from a new client.</p>	<p>Writing</p> <p>10 – 12</p>

WORKING DOCUMENT

Essential Skills - Document Use

ES Document Use includes aspects of reading and writing, which are listed separately for each ES level.

ES Level	Essential Skills Task Features	Essential Skills Sample Tasks	Associated CLB Skill(s) & Level(s)
1	<p>Involves one document</p> <p>Has a very simple format</p> <p>Displays a very limited amount of information, usually brief text, symbols or both</p> <p>Includes familiar and concrete content</p> <p>Requires a simple search</p> <p>Requires minimal inference</p> <p>Requires no analysis</p>	<p>Read a list of event attendees.</p> <p>Interpret Workplace Hazardous Materials Information System (WHIMIS) symbols.</p> <p>Read a warning on a workplace sign.</p> <p>Read a label to identify a product name or a list of ingredients.</p> <p>Scan a shipping label to identify the recipient of a package.</p>	<p>Reading</p> <p>3–5</p>
	<p>Involves one document</p> <p>Has a very simple format</p> <p>Contains brief text, symbols or both</p> <p>Includes familiar and concrete content</p> <p>Requires a few, brief text entries</p> <p>Requires straightforward entries</p>	<p>Fill in a time sheet by entering name and checking off days worked.</p> <p>Complete a checklist to indicate that a routine cleaning inspection has been conducted.</p> <p>Complete a simple personal information form.</p> <p>Enter brief notes in a daily log to document outstanding work.</p> <p>Enter amount of purchase into a payment terminal.</p>	<p>Writing</p> <p>3–5</p>
2	<p>Involves one document or multiple documents of the same type</p> <p>Has a simple format</p> <p>Displays a limited amount of information</p> <p>May include unfamiliar elements (e.g., vocabulary, context, topic)</p> <p>Requires locating one or more pieces of information using one or two search criteria</p> <p>Requires low-level inferences</p> <p>Requires limited analysis</p>	<p>Read a schedule to identify work shifts.</p> <p>Use a simple floor plan to direct guests to a location in the building.</p> <p>Read a completed inspection checklist to verify that equipment is safe to operate.</p> <p>Read a table that displays patients' names and care requirements.</p> <p>Read a completed form to locate client contact details and preferences.</p>	<p>Reading</p> <p>5–6</p>
	<p>Involves one document, or multiple documents of the same type</p> <p>Has a simple format</p> <p>Displays a limited amount of information</p> <p>May include unfamiliar elements (e.g., vocabulary, context, topic)</p> <p>Requires several entries</p> <p>Requires relatively straightforward entries</p>	<p>Complete a leave request form to indicate the duration and reason for a leave.</p> <p>Enter new client information into a database.</p> <p>Fill out a requisition form to identify items required and reasons for a purchase.</p> <p>Complete an inventory form by recording quantities of goods in stock.</p> <p>Enter data into a table to categorize and record sales.</p>	<p>Writing</p> <p>5–6</p>

WORKING DOCUMENT

Essential Skills - Document Use

ES Document Use includes aspects of reading and writing, which are listed separately for each ES level.

ES Level	Essential Skills Task Features	Essential Skills Sample Tasks	Associated CLB Skill(s) & Level(s)
3	<p>May involve more than one document and document type</p> <p>Has a somewhat complex format</p> <p>Displays many categories of information</p> <p>May include unfamiliar elements (e.g., vocabulary, context, topic) and require some background knowledge</p> <p>Requires locating one or more pieces of information using multiple search criteria</p> <p>Requires a moderate degree of inference</p> <p>Requires some analysis, such as selecting and integrating information</p>	<p>Locate data in a detailed specification table to determine manufacturing requirements.</p> <p>Read an assembly drawing to put together a product.</p> <p>Interpret a line graph to learn about sales trends.</p> <p>Consult a schematic drawing to diagnose and repair an equipment malfunction.</p> <p>Read and interpret survey responses to summarize findings.</p>	<p>Reading 7 – 8</p>
	<p>May involve more than one document and document type</p> <p>Has a somewhat complex format</p> <p>Displays many categories of information</p> <p>May include unfamiliar elements (e.g., vocabulary, context, topic) and require some background knowledge</p> <p>Requires entering multiple pieces of information</p> <p>Requires a moderate degree of inference to decide what, where and how to enter information</p> <p>Requires combining information to make entries</p>	<p>Complete a detailed accident report form.</p> <p>Complete a lengthy government form to report remittances.</p> <p>Enter search criteria such as dates and key words into a database query form.</p> <p>Create a process diagram to illustrate a procedure.</p> <p>Plot production data on a graph to show volume and trends.</p>	<p>Writing 7 – 8</p>
4	<p>May involve more than one document and document type</p> <p>Has a complex format</p> <p>Displays many categories of information</p> <p>May require specialized knowledge</p> <p>Requires locating multiple pieces of information using multiple search criteria, which may have to be developed by the user</p> <p>Requires considerable inference</p> <p>Requires synthesis and possibly evaluation of information from multiple sources</p>	<p>Interpret line and pie graphs to examine industry-specific patterns and trends.</p> <p>Interpret information contained in complex tables and graphs to make predictions.</p> <p>Review the scale drawings of a manufacturing plant to assess the appropriateness of the design.</p> <p>View complex three-dimensional representations of parts on display panels of computer numerically controlled (CNC) machinery to determine project specifications.</p> <p>Study topographical maps to understand elevation changes and identify features such as rock outcrops, rivers and lakes.</p>	<p>Reading 9 – 10</p>

WORKING DOCUMENT

Essential Skills - Document Use

ES Document Use includes aspects of reading and writing, which are listed separately for each ES level.

ES Level	Essential Skills Task Features	Essential Skills Sample Tasks	Associated CLB Skill(s) & Level(s)
4 / 5*	<p>May involve more than one document and document type</p> <p>Has a complex format</p> <p>Displays many categories of information</p> <p>May require specialized knowledge</p> <p>Requires entering multiple pieces of information</p> <p>Requires considerable inference to decide what, where and how to enter information</p> <p>Requires synthesizing information to make entries</p>	<p>Record notes, sketches and measurement data to detail physical characteristics of surveyed areas.</p> <p>Complete an extensive development and building permit application form by combining information from several sources.</p> <p>Complete a flight-planning form to record headings, weather forecasts, cruising altitudes, flight routes, destination aerodromes and fuel requirements.</p> <p>Complete a detailed planning document about a student with identified learning disabilities to indicate learning objectives, strengths, needs, accommodations and recommendations.</p>	Writing 9 – 12
5	<p>May involve more than one document and document type</p> <p>Has a complex format</p> <p>Displays many categories of information</p> <p>Requires specialized knowledge</p> <p>Requires locating multiple pieces of information using multiple search criteria which may have to be developed by the user</p> <p>Requires a high degree of inference</p> <p>Requires evaluation of information to make judgements or to draw conclusions</p>	<p>Cross reference architectural, structural and mechanical drawings to ensure conformance to standards.</p> <p>Use complex tables, schedules, graphs, scale drawings, assembly drawings and schematics to evaluate and improve an electrical system.</p> <p>Examine survey plans and existing surveys, drawings, aerial photographs, topographical maps, land titles and other historical information to establish boundaries.</p> <p>Review and approve scale drawings of proposed power systems prior to implementation.</p>	Reading 11 – 12

* Because there are no significant differences in the writing aspect of Document Use between ES Levels 4 and 5, features and tasks for these two levels have been conflated.

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