



EPA Program English Proficiency Assessment



ICANA

INSTITUTO CULTURAL
ARGENTINO NORTEAMERICANO

| ICANA.Corporate

Overview

ICANA English Proficiency Assessment measures *test-takers'* ability to communicate and perform in work-related settings both in *speech* and in *writing*.

ICANA EPA Speaking test has **6** sections and lasts **20** minutes. Each section includes different tasks:

- **Section 1. Read aloud**

Examinees read a paragraph aloud. They are scored for proper pronunciation and clear speech.

- **Section 2. Personal questions**

Examinees respond to questions about themselves. They are also asked to record two questions for the examiner.

- **Section 3. Tell the story**

Examinees are shown a picture and are asked to tell the story behind it.

- **Section 4. Respond to questions**

Examinees answer three questions derived from a given written prompt.

- **Section 5. Give a presentation**

Examinees are asked to give a short oral presentation based on a given situational context and a visual prompt.

- **Section 6. Give your opinion**

Examinees express their opinion on a given topic.

ICANA EPA speaking responses are digitally recorded and stored at *ICANA Online Campus* where they are scored by *ICANA Examiners*.

ICANA EPA Speaking test focuses on overall intelligibility, cohesion, comprehension, relevance and completeness of content, pronunciation, stress and intonation, grammar, vocabulary, and fluency.

Overview

ICANA EPA Writing test has **2** sections and lasts **50** minutes.

Each section includes different tasks:

- **Section 1. Write an email**

Examinees write an email in response to a given prompt in 20 minutes. The writing piece must have between 150 and 200 words.

- **Section 2. Write an essay**

Examinees will be required to write an essay in response to a given prompt in 30 minutes. They will need to state their opinion, explain it and support it. The essay should have at least 300 words.

ICANA EPA writing responses are completed and stored at *ICANA Online Campus* where they are scored by *ICANA Examiners*.

ICANA EPA Writing test focuses on overall intelligibility, cohesion, comprehension, relevance and completeness of content, topic development, organization, grammar and vocabulary.

Scores

Speaking	Score range	Writing	Score range
Section 1	0 to 25	Section 1	0 to 20
Section 2	0 to 25	Section 2	0 to 20
Section 3	0 to 25		0 to 40
Section 4	0 to 25		
Section 5	0 to 25		
Section 6	0 to 25		
0 to 150			



A **Basic user** can communicate in basic English in *limited contexts* usually with the help of the listener.

An **Independent user** can use English *effectively* and with *some fluency* to communicate essential points and ideas in *familiar contexts*.

A **Proficient user** of the language can use English *fluently, flexibly* and *precisely in most contexts*.

Speaking Can-Do Statements

A1

I can interact in a simple way talking slowly and clearly.

I can use simple phrases and sentences to describe where I live and people I know.

A2

I can describe in simple terms aspects of my background, my environment and matters in areas of immediate need.

I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

B1

I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.

I can briefly give reasons and explanations for opinions and plans.

I can narrate a story or relate the plot of a book or film and describe my reactions.

B2

I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.

I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1

I can express myself fluently and spontaneously without much searching for expressions.

I can use language effectively for social, academic and professional purposes.

I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

C2

I can express myself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Writing Can-Do Statements

A1

I can use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

I can write a short, simple paragraph or email, for example sending holiday greetings.

I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

A2

I can describe in simple terms aspects of my background, immediate environment and matters in areas of immediate need.

I can write short, simple notes and messages relating to matters in areas of immediate needs.

I can write a very simple personal letter, for example thanking someone for something.

B1

I can produce simple connected text on topics which are familiar or of personal interest.

I can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

I can write personal letters describing experiences and impressions.

B2

I can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

I can write letters/emails highlighting the personal significance of events and experiences.

C1

I can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

I can express myself in clear, well-structured text, expressing points of view at some length.

I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues.

C2

I can write clear, smoothly-flowing text in an appropriate style.

I can write complex letters/emails, reports or articles which present a case with an effective logical structure which helps the recipient notice and remember significant points.

I can write summaries and reviews of professional or literary works.

Sample Report



ICANA - English Proficiency Assessment

Report

Candidate's Name	John Doe
DNI	27.111.111
Date	24/06/2021
Company	Your Company

Scaled Scores

Speaking	Score	Writing	Score
Section 1	25	Section 1	15
Section 2	23	Section 2	16
Section 3	20		
Section 4	25		
Section 5	22		
Section 6	24		
	139		31

Total Scores

Speaking	139	Proficient User
Writing	31	Independent User

Total Scores Assessment



Sample Report

2



Can Do Statements

SPEAKING

I can express myself fluently and spontaneously without much searching for expressions.

I can use language effectively for social, academic and professional purposes.

I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

WRITING

I can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

I can write letters/emails highlighting the personal significance of events and experiences.