

# EPA Program English Proficiency Assessment



ICANA ICANA. Corporate

### English Proficiency Assessment Program



# 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.

### English Proficiency Assessment Program



## 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.

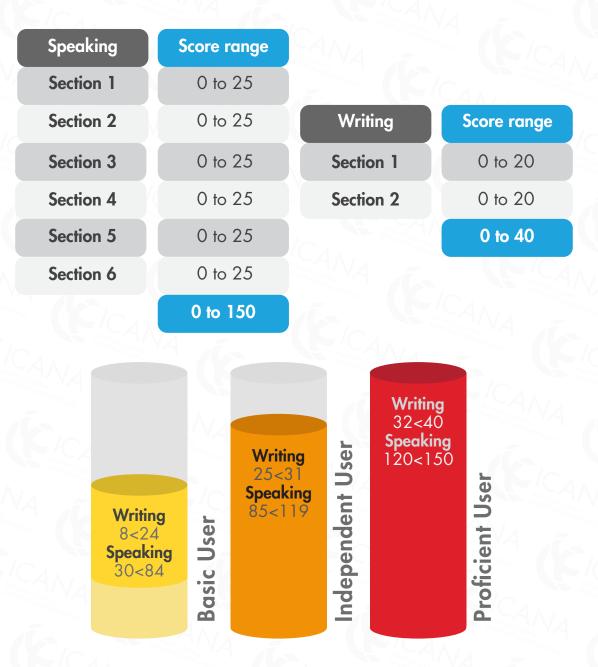
**ICANA EPA** writing responses are completed and stored at *ICANA Online Campus* where they are scored by *ICANA Examiners*.

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

### English Proficiency Assessment Program



### **Scores**



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**

|    | A Mighting A Mighting Change A |
|----|--|
| 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<br>other people, living conditions, my educational background and my present or most<br>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 disadvan-<br>tages 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<br>to the context and with an effective logical structure which helps the recipient to<br>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<br>and address on a hotel registration form.  |  |  |
| A2 | I can describe in simple terms aspects of my background, immediate environment<br>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<br>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<br>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<br>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.   |  |  |
|    |  |  |  |

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### English Proficiency Assessment Report



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# Sample Report



### ICANA - English Proficiency Assessment

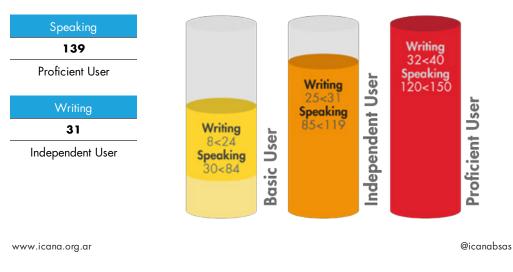
#### Report

| 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**



#### Total Scores Assessment

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### English Proficiency Assessment Report



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# Sample Report



#### **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.

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