



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

Canada

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Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

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Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework

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Canada 

The updated Canadian Language Benchmarks-Essential Skills Framework (CF) completed in 2019 aligns with the original Essential Skills Framework.

A note on changes to the Essential Skill Framework in 2021.

SKILLS FOR SUCCESS: THE RENEWED ESSENTIAL SKILLS FRAMEWORK

**Janet Lane, Director Human Capital Centre
Canada West Foundation**

In the 1990s, research had shown that people needed to have at least a basic level of nine skills to be successful in working at virtually every job in the economy as well as for learning and living. For that reason, when these skills were first assembled into a framework by the Government of Canada's ministry of employment – ESDC (formerly HRSDC), for use by educators and employers, they were called the Essential Skills.

The Essential Skills included: literacy, numeracy, document use, oral communication, writing, computer use, thinking, working with others, and continuous learning. Over the next two and a half decades further research showed how these skills were used hundreds of jobs and that they could be validly measured and could be taught through direct and indirect instruction, in classrooms and on-the-job.

International assessments of literacy, numeracy, document use and problem-solving (a construct of thinking skills) have been developed and applied in three major cycles (1994, 2003, and 2011). These assessments have shown that Canada's population, on average, has about average skills when compared to its peers in the OECD.¹ This data, especially on literacy is important because further research sponsored by ESDC has shown that average levels of literacy in the population lead economic growth, and have become more important over time. Canada could experience a major boost to GDP and productivity by increasing its average literacy scores by as little as one per cent.²

1 IALS (1994): <https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&Id=3480&db=IMDB>;
ALL (2005): <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.120.4652&rep=rep1&type=pdf>;
PIAAC (2011): <https://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf>

2 Lane, Janet and Murray, T. Scott. *Literacy Lost: Canada's Basic Skill Shortfall*. Canada West Foundation. 2018

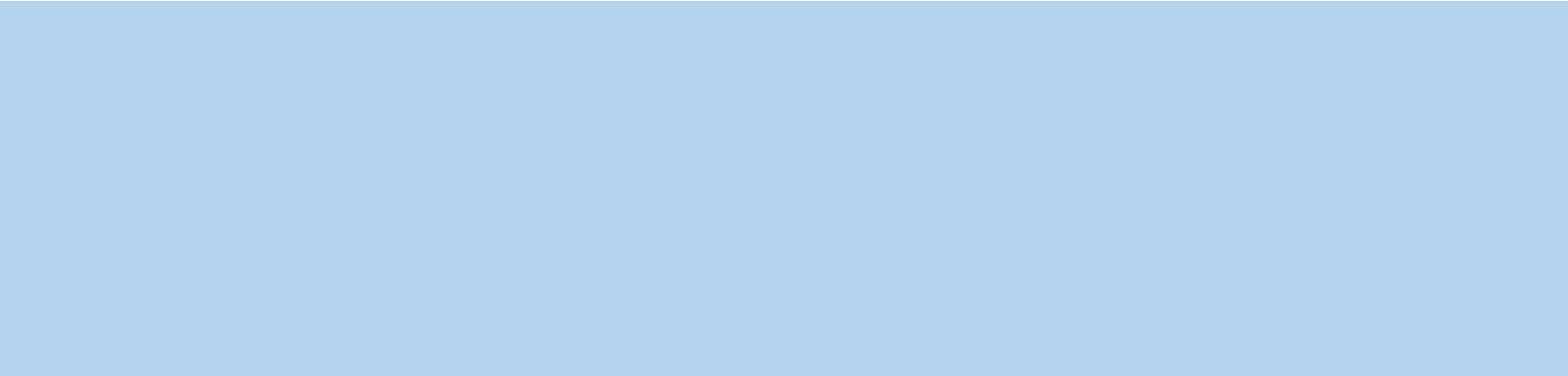
Over the last few years, Canada's economy has changed due to a variety of economic forces, but especially the rapid technological advances in workplace processes and practices which have been further accelerated by the impact of COVID-19. As hard, dirty, or heavy work is replaced by robots and virtually every workplace incorporates technology into everyday use, workers perform fewer routine tasks and require new, but still foundational skills, to be successful. Many of the skills that are in higher demand than ever are those in the Essential Skills framework. However, employers also are increasingly looking for people with higher levels of digital skills and some of the social and behavioural skills.

With this in mind, a team of researchers and practitioners have worked with the GoC's Office of Literacy and Essential Skills (OLES) to renew the Essential Skills framework and add new skills that are in demand. They developed a new framework, informed by international frameworks, and validated as learnable, teachable skills by practitioners working with employers and adult learners across the country. Much work has been done to define and understand the constructs of the nine skills in the new model. The work of developing valid, accurate measurements for them has begun.

Rebranded as Skills for Success, the new model includes many of the original Essential Skills and incorporates some of the social and behavioural skills that have become more important over time. The human skills that separate people from machines enable workers to accomplish more when working with those machines than can be accomplished by technology alone. The Skills for Success model is a modernized framework that provides consistent language and a common understanding of the skills sought by employers and therefore needed by jobseekers and workers. The newly renamed Office of Skills for Success (formerly, OLES) is confident that these skills will endure as the in-demand workplace skills for the foreseeable future.

The table below shows how the Essential Skills translate into the new Skills for Success model.

Essential Skills	Translation	Skills for Success	Definition
Literacy		Reading	Your ability to find, understand, and use information presented through words, symbols, and images.
Document Use	Incorporated into Reading, Numeracy & Writing		
Writing		Writing	Your ability to share information using written words, symbols, and images.
Numeracy		Numeracy	Your ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.
Computer Use	Expanded to include new platforms and devices	Digital Skills	Your ability to use digital technology and tools to find, manage, apply, create and share information and content.
Thinking skills		Problem Solving	Your ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success, and learn from the experience.
Oral Communication	Now includes broader concepts such as non-verbal communication	Communication	Your ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others.
Working with Others	A broader scope, including inclusivity and respect for diversity	Collaboration	Your ability to contribute and support others to achieve a common goal.
Continuous Learning		Adaptability	Your ability to achieve or adjust goals and behaviours when expected or unexpected change occurs. Adaptability is shown by planning, staying focused, persisting, and overcoming setbacks.
		Creativity and Innovation	Your ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.



Further research will ensure that this new model leads to improved programs for teaching and measuring these nine fundamental yet valuable skills so that Canada's workforce can meet the needs of employers and thrive in a world and economy that constantly evolve.

To learn more visit canada.ca and search "Skills for Success".

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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 1* (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.

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.

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

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>

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.

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.

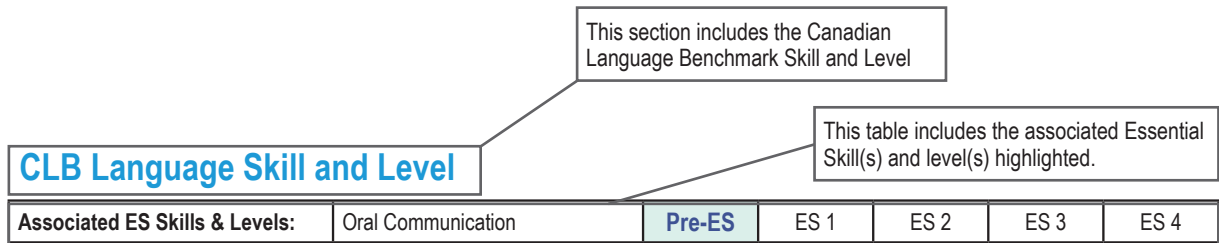
Section One presents detailed information from the perspective of the Canadian Language Benchmarks (CLB). In Section One, the four language skills are ordered and colour-coded as they are in the CLB document. This approach is intended to provide a familiar way for CLB practitioners to access the content. 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.

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



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	(Pre-)Essential Skills Sample Tasks
<p>Task Features provide an indication of the complexity, genre and characteristics of tasks that can be associated with a particular CLB level.</p> <p>The descriptors are drawn from two different sources, as follows:</p> <p>Pre-Essential Skills</p> <p>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 build toward abilities needed to eventually accomplish ES tasks.</p> <p>Essential Skills</p> <p>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.</p>	<p>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.</p> <p>Tasks shown in this column are drawn from two different sources, as follows:</p> <p>Pre-Essential Skills</p> <p>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.</p> <p>Essential Skills</p> <p>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.</p>

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 Comparative Framework is not intended for high-stakes applications.

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.

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.

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												

Section One: CLB-ES Relationship from the CLB Perspective



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

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?”

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

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."

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

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.

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

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.

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.

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.

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.

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.

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 coordinate 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.
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 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.
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 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:	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.

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.

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.

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.

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.

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	Essential Skills Sample Tasks
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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 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:

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

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.

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:

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.

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.

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.

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>

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 that 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.

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.

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."

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.

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.

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.

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.

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.

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.

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.

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.

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



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>	<p>Listening</p> <p>5 – 7</p>
	<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>	<p>Speaking</p> <p>5 – 6</p>

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</p> <p>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</p> <p>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

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

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>	<p>Listening 11 – 12</p>
	<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>	<p>Speaking 11 – 12</p>

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>	Reading 3 – 5
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>	Reading 6
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>	Reading 7 – 9
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>	Reading 10
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>	Reading 11 – 12

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>	Writing 4 – 5
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>	Writing 6 – 7
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>	Writing 8
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>	Writing 9
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>	Writing 10 – 12

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 (WHMIS) 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>

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 that 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>

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*	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<p>Writing 9 – 12</p>
5	<ul style="list-style-type: none"> 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 that 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 	<ul style="list-style-type: none"> 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. 	<p>Reading 11 – 12</p>

* 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.

References

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