

# UC San Diego

## Independent Study Projects

### Title

Spanish language proficiency in bilingual providers

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# Spanish Language Proficiency in Bilingual Providers

Monisha Dilip  
Independent Study Project  
UCSD School of Medicine, Class of 2018

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## Background

The United States has steadily become more language diverse. This effect is highly visible in San Diego, where approximately 25% of the population prefers to speak Spanish. Language proficiency in bilingual providers has been identified as a concern amongst patients who speak languages other than English. Providers who are not fully bilingual, but do not use the interpreter services provided by the hospitals are putting their patients at risk for poorer outcomes. Interpreters are being underused in interactions with patients with limited English proficiency (LEP). Therefore, identifying providers who are either bilingual or motivated to become bilingual would improve the care of LEP patients greatly.

Using the models established by two other medical schools, we have created a protocol to identify trainees as bilingual Spanish providers and assess their ability to use Spanish clinically. Our project aims to assess Spanish language proficiency in UCSD School of Medicine students, residents, and attending physicians working at the UCSD Student-Run Free Clinic Project. The study serves to identify these students, and use the proficiency exam to confirm fluency.

A survey sent to all medical students at UCSD School of Medicine was used to recruit students interested in taking a Spanish language assessment. During the first round (pilot period), of the 130 students who responded to the initial survey, 15 students (11.5%) identified themselves as fluent in Spanish. 11 of these students wanted to undergo the certification process and, to date, 6 have been assessed using the Versant Spanish Proficiency exam. They all scored at near-native or native fluency levels.

At this time, we are working with UCSD Health to register these students as bilingual medical Spanish providers who will be permitted to conduct patient interviews without an interpreter. It is our hope that availability of this assessment and the established protocol for certification will encourage other providers to become bilingual.

**Table 1:** Demographics of students currently fluent in medical Spanish and willing to undergo certification

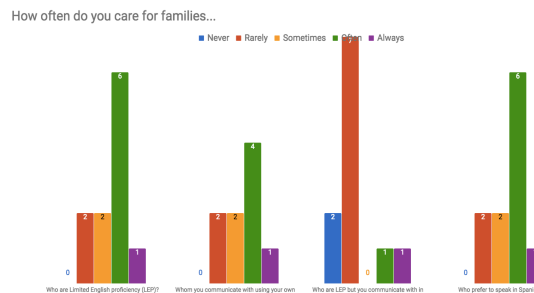
Year in school	MS1	MS2	MS3	MS4	Research/other	
Number of students (percentage, %)	4 (36.4%)	2 (18.2%)	2 (18.2%)	3 (27.3%)	0 (0%)	
Gender	Male	Female	First Language	English	Mandarin	Spanish
Number of students (percentage, %)	2 (18.2%)	9 (81.8%)	Number of students (percentage, %)	7 (63.6%)	1 (9.1%)	3 (27.3%)
Race	Caucasian/White	Asian	Hispanic/Latino	African-American/Black	Decline to State	
Number of students (percentage, %)	7 (63.6%)	3 (27.3%)	3 (27.3%)	1 (9.1%)	0 (0%)	

## Methods

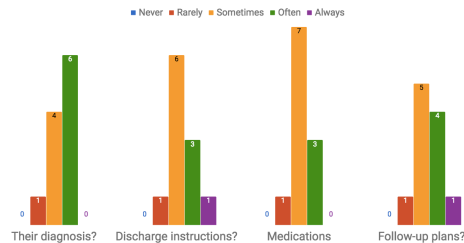
- Initial survey was sent to all medical students at UCSD
- A 46 question online pre-assessment survey was developed with expert input, then pilot tested and revised prior to being sent out to medical students
- Those who self identified as bilingual Spanish speakers were then asked to undergo the certification process
  - The 46 question online survey was used as a pre-test to assess their feelings about utilizing interpreters and working with Spanish-speaking patients in a low-resource environment
  - These students were offered the Versant standardized Spanish proficiency exam
  - Students took a 5-question post-assessment survey to reassess their attitudes towards using interpreter services and their perception towards their fluency following a formal testing

## Results

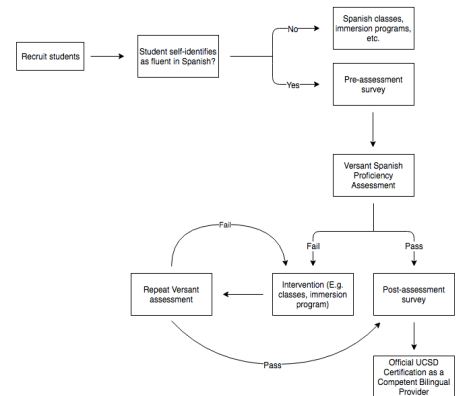
**Figure 1 and Figure 2:** Results of the pre-assessment survey on their feelings about utilizing interpreters and working with LEP patients



Of Spanish-speaking patients only, how often do you think patients/families understand...



**Figure 3:** Protocol to have students certified as bilingual providers



**Table 2:** Student scores on the Versant Spanish Proficiency Assessment. The exams are scored from 20-80 and test fluency, vocabulary, pronunciation, and sentence structure. A score of 80 indicates a native or near-native fluency.

Student	Score
Student 1	75
Student 2	78
Student 3	80
Student 4	76
Student 5	74
Student 6	67

N	Mean	SD
6	75	4.47

## Future Directions

- Have students certified as "competent bilingual providers" through UCSD Health
- Offer certification to students annually
- For those who are at differing levels of fluency, we will develop medical Spanish curricula at UCSD School of Medicine
  - Spanish immersion
  - Online courses available to UCSD students and residents (e.g. Canopy)
  - Clinical experiences
- Expand scope to residents at UCSD Health to bring as many providers up to bilingual fluency as possible.

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# Medical Spanish Classes

Hi everyone!

As part of my ISP, I am trying to gauge interest in Medical Spanish classes at UCSD SOM and see who is already fluent. Please fill out this form if this would be something you would be interested in!

Thanks!  
Monisha Dilip, MS4

\* Required

1. **Email address \***

---

2. **Name \***

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3. **Year? \***

*Mark only one oval.*

- MS1
- MS2
- MS3
- MS4
- Other: \_\_\_\_\_

4. **For MS1s, would you be interested in a Medical Spanish elective in the lottery?**

*Mark only one oval.*

- Yes
- No
- Maybe

5. **For all years, would you be interested in a Medical Spanish clinical experience?**

*Check all that apply.*

- Yes, I'd love a predominantly Spanish-speaking population in my PCC
- Yes, I'd love a class I could take on the side during my clinical years
- Yes, I'd love a course solely in medical Spanish in 3rd/4th year
- Maybe, unsure what though
- No

**6. If yes, which of the following options would you be interested in? (check all that apply)***Check all that apply.*

- Medical Spanish class taught by our own faculty/students (approximately 1-2hrs/week)
- Online Spanish class (also 1-2 hrs/week in class, self directed online)
- Medical Spanish in extension class (\$300, 6 vouchers available for MS1/MS2 per quarter)
- Community clinics (with high percentage of Spanish speaking patients)
- Spanish immersion trips/study abroad
- ACA in a clinic with a high percentage of Spanish speak patients
- Other: \_\_\_\_\_

**7. Do you consider yourself fluent in Spanish at this time? \****Mark only one oval.*

- Yes
- Yes, but not medical Spanish
- Somewhat, but I'd like to learn more
- Not at all
- Other: \_\_\_\_\_

**8. Would you be interested in an official certification of fluency in Medical Spanish? \****Mark only one oval.*

- Yes
- No
- Maybe
- Other: \_\_\_\_\_

Powered by



Medical School Year

MSTP: Grad 4

0.8%

MS3

13.1%

Research Year

0.8%

MS2

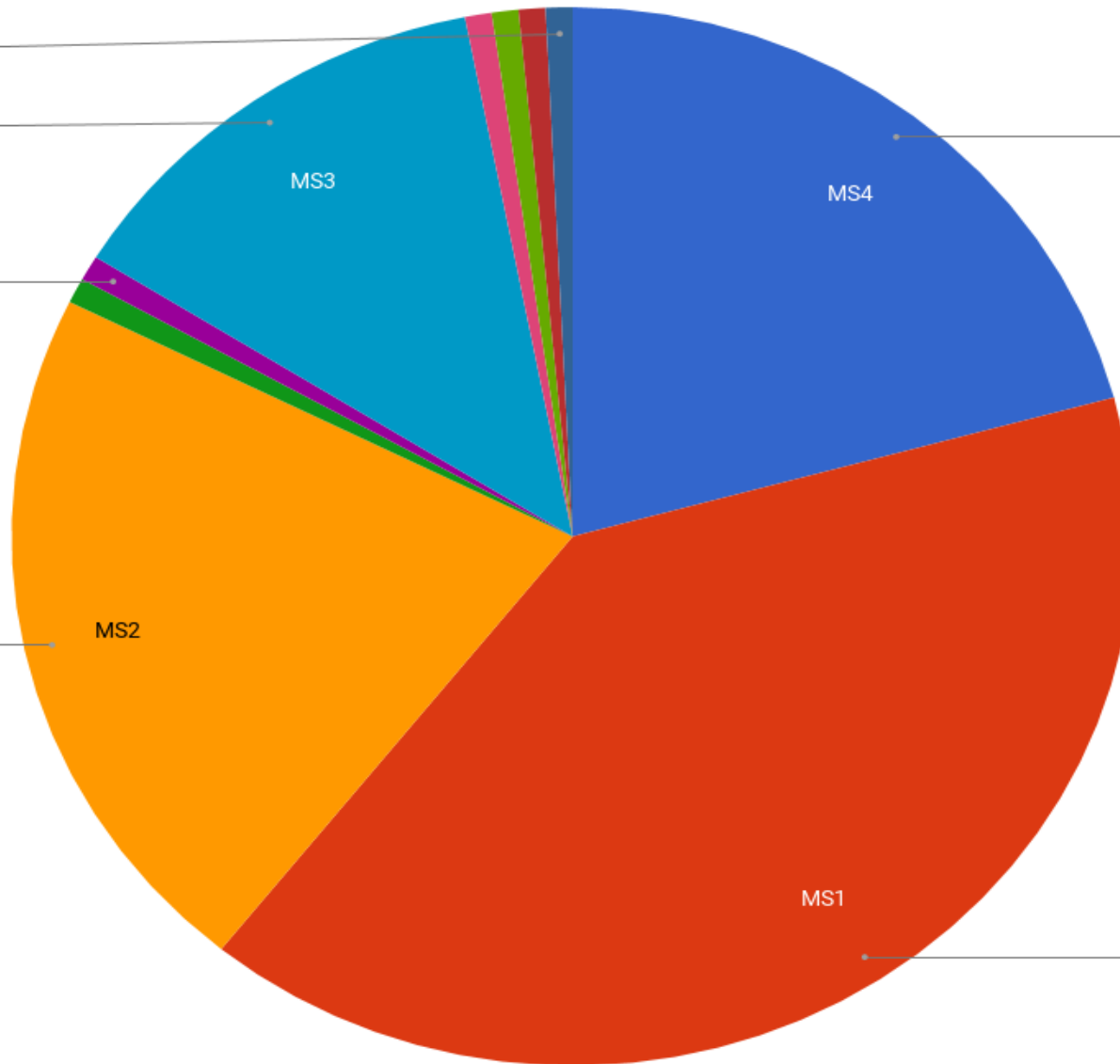
21.5%

MS4

20.8%

MS1

40.0%



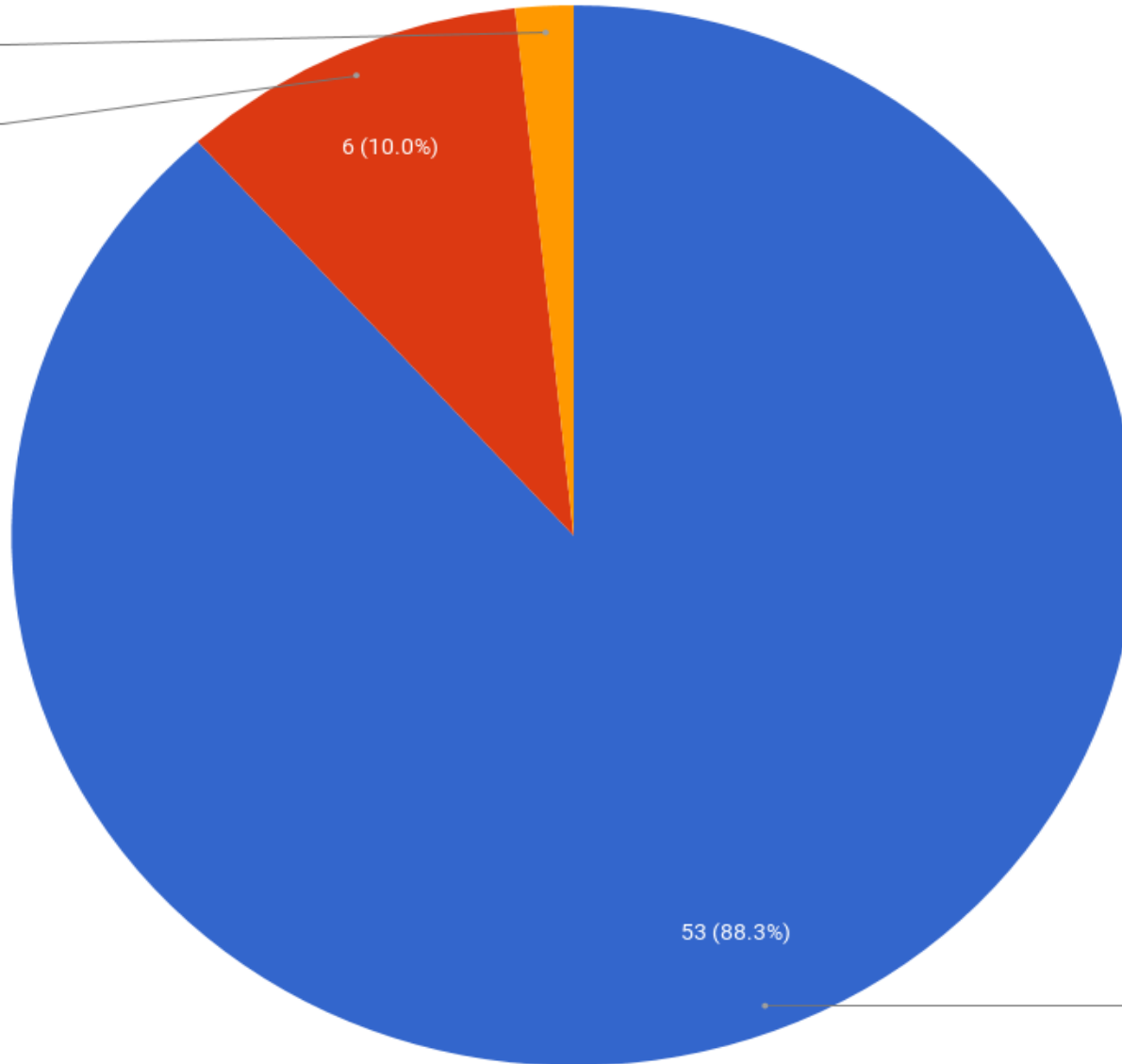
For MS1s, would you be interested in a Medical Spanish elective in the lottery?

No

1.7%

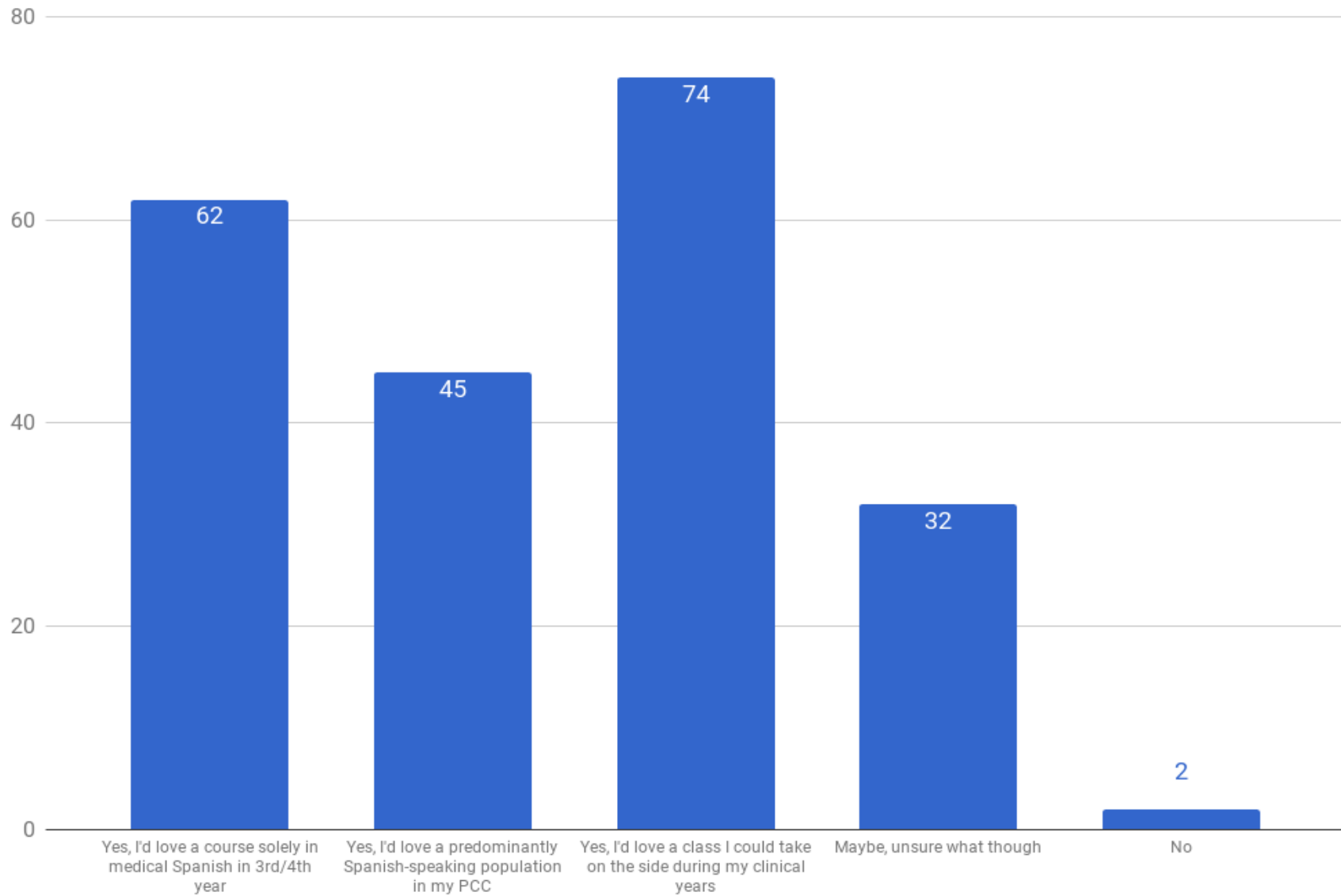
Maybe

10.0%



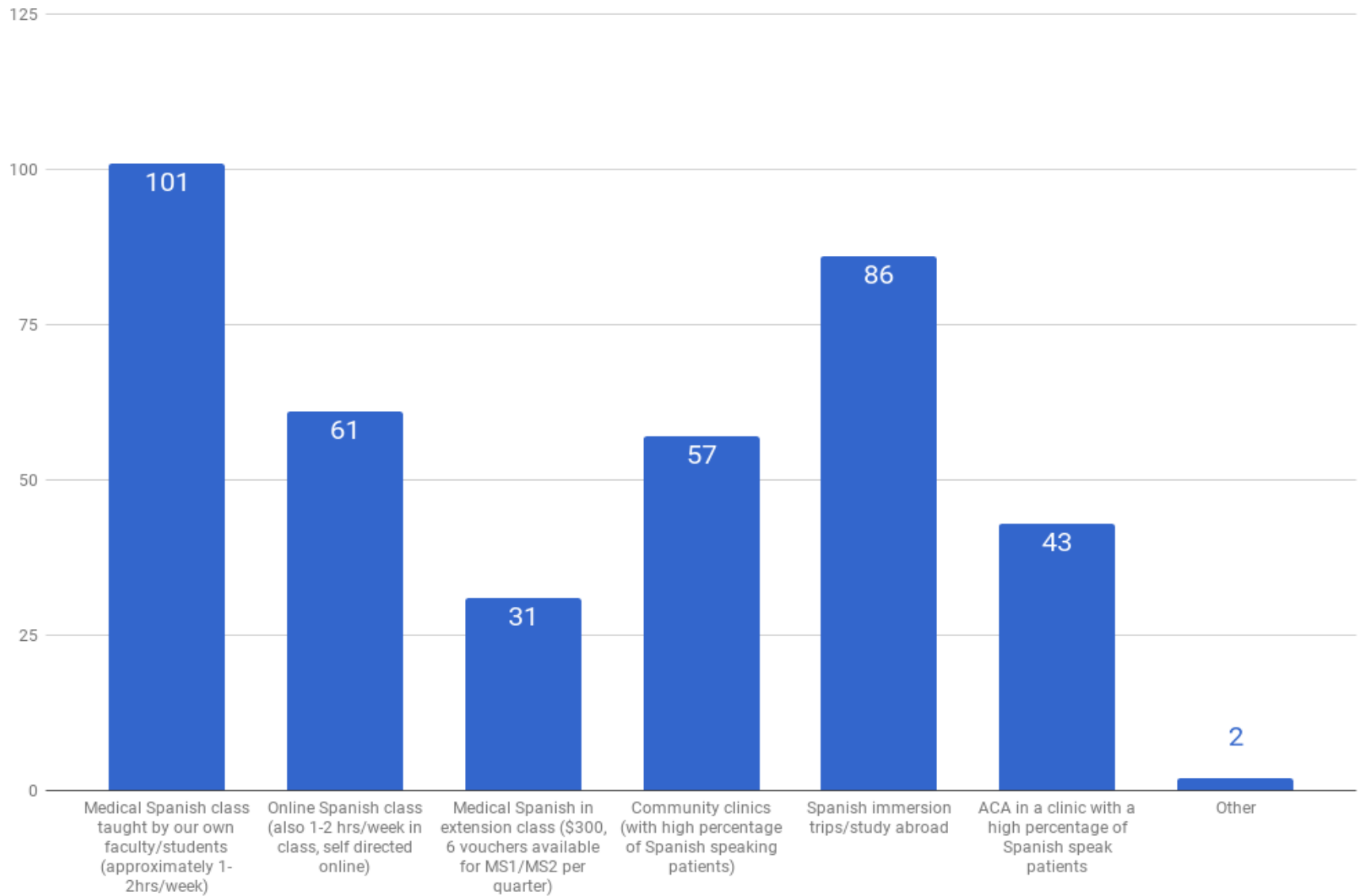
Yes  
88.3%

For all years, would you be interested in a Medical Spanish clinical experience?





If yes, which of the following options would you be interested in? (check all that apply)



Spanish Fluency

Moderate

0.8%

Yes, but not

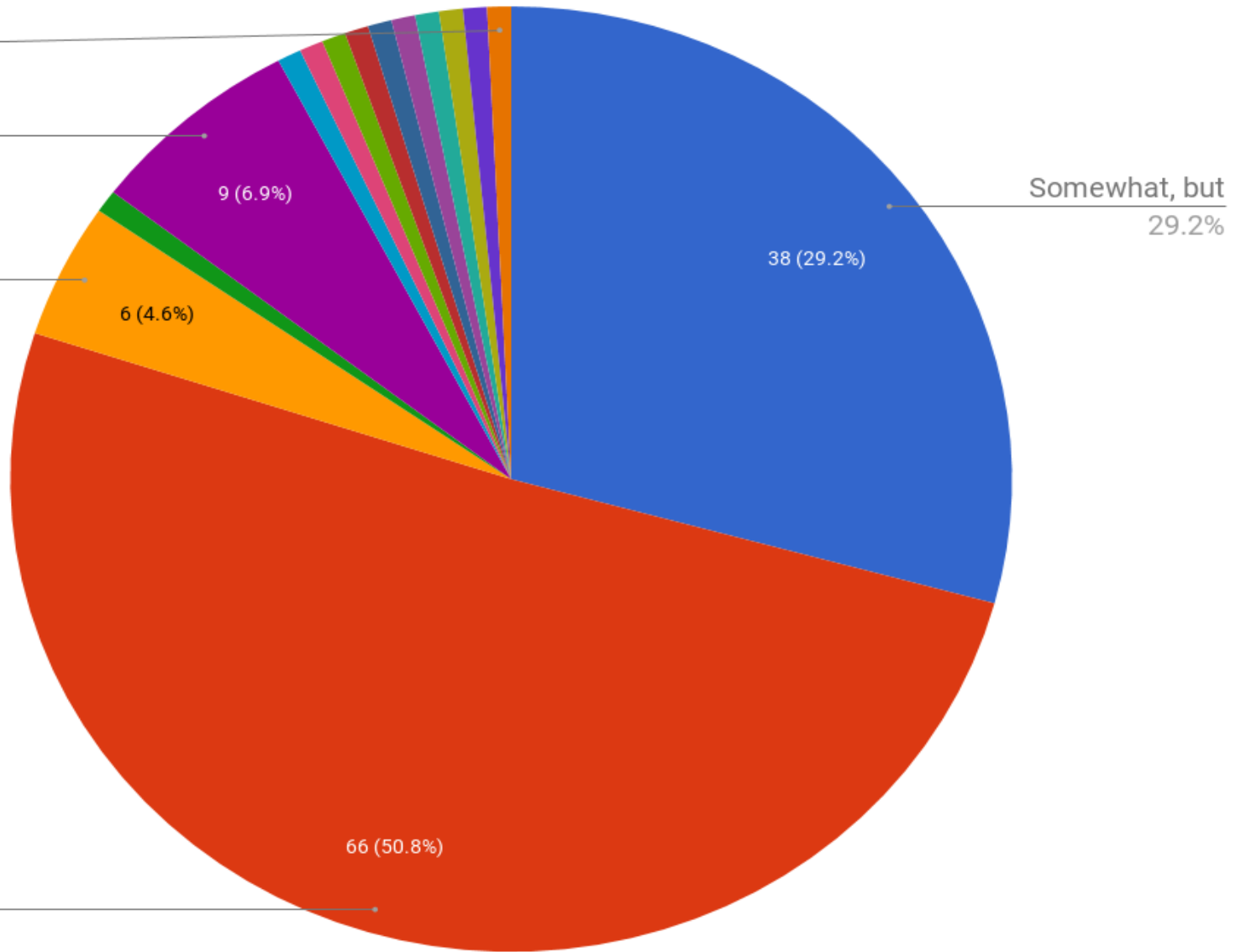
6.9%

Yes

4.6%

Not at all

50.8%



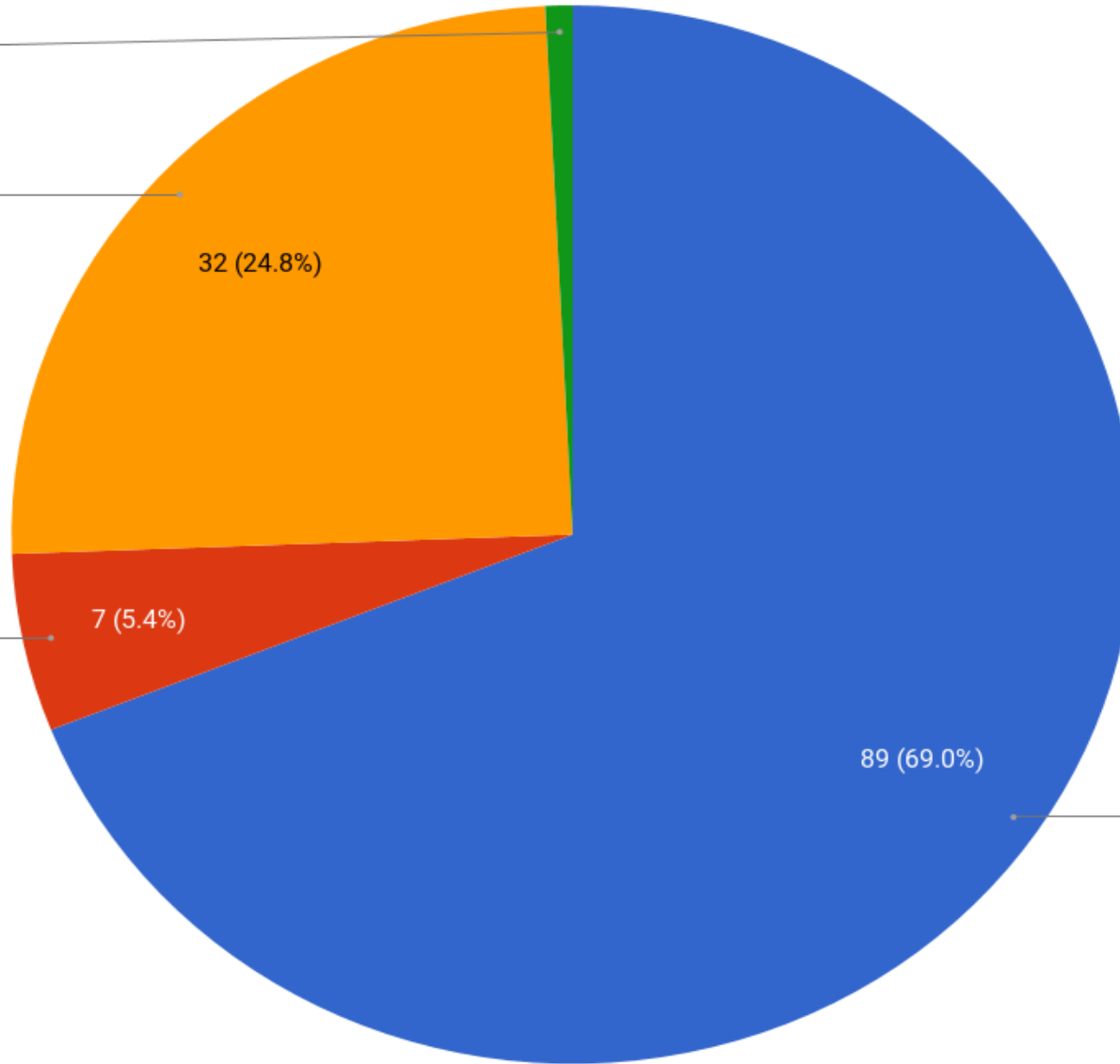
Would you be interested in an official certification of fluency in Medical Spanish?

I wish  
0.8%

Maybe  
24.8%

No  
5.4%

Yes  
69.0%



# Medical Spanish Pre-Assessment Survey

\* Required

## 1. Identifier \*

First letter of mother's maiden name, First 3 digits  
childhood zip code, Car color

---

## 2. Gender \*

Mark only one oval.

Female

Male

Other: \_\_\_\_\_

## 3. Age \*

---

## 4. Race/ethnicity \*

Check all that apply.

African American/ Black

Asian

Caucasian/ White

Hispanic/ Latino

Decline to state

Other: \_\_\_\_\_

## 5. First Spoken Language?

Mark only one oval.

English

Spanish

Other: \_\_\_\_\_

**6. How interested are you in...**

*Mark only one oval per row.*

	Not at all interested	Not Very Interested	Neutral	Somewhat Interested	Very Interested
Working with Spanish-speaking populations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with the underserved?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a bilingual provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. What is your current clinical role?**

*Mark only one oval.*

- Medical Student      *Skip to question 8.*
- Medical Resident      *Skip to question 11.*
- Faculty/ Medical Attending      *Skip to question 14.*

## Medical Students

**8. Year in School**

*Mark only one oval.*

- MS1
- MS2
- MS3
- MS4
- PhD Years
- Master's Year
- Other: \_\_\_\_\_

**9. Do you plan on using your Spanish language skills in a clinical setting after medical school?**

*Mark only one oval.*

- No
- Possibly
- Probably
- Yes
- Unsure
- NA, I do not speak Spanish

**10. Have you had any patient interaction in your education thus far?**

*Mark only one oval.*

- Yes      *Skip to question 16.*
- No      *Skip to question 17.*

*Skip to question 16.*

## Residents

### 11. Year in Program

Mark only one oval.

- PGY-1
- PGY-2
- PGY-3
- PGY-4
- PGY-5
- PGY-6
- Chief Resident Year

### 12. Specialty

Mark only one oval.

- Emergency Medicine
- Family Medicine
- Internal Medicine
- Medicine/ Pediatrics
- OB/Gyn
- Pediatrics
- Psychiatry
- Surgical specialty
- Other: \_\_\_\_\_

### 13. Do you plan on using your Spanish language skills in a clinical setting after you complete residency?

Mark only one oval.

- No
- Possibly
- Yes
- Unsure
- NA, I do not speak Spanish

Skip to question 16.

## Attendings/ ancillary staff

**14. What setting(s) do you practice in?**

*Check all that apply.*

- Private practice
- Health System
- Academic Institution
- Federally Qualified Health Center (FQHC)
- Free Clinic

**15. Specialty**

*Mark only one oval.*

- Emergency Medicine
- Family Medicine
- Internal Medicine
- Medicine/ Pediatrics
- OB/Gyn
- Pediatrics
- Psychiatry
- Surgical specialty
- Other: \_\_\_\_\_

## Patient Demographics

**16. How often do you care for patients/ families \_\_\_\_**

*Mark only one oval per row.*

	Never	Rarely	Sometimes	Often	Always
Who are Limited English proficiency (LEP)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whom you communicate with using your own non-English language skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who are LEP but you communicate with in English when no professional interpreter is available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who prefer to speak in Spanish?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Thoughts + Spanish proficiency

**17. Of Spanish-speaking patients only, how often do you think patients/ families understand \_\_\_\_**

*Mark only one oval per row.*

	Never	Rarely	Sometimes	Often	Always
their diagnosis?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discharge instructions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
medications?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
follow-up plans?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. In general, do you feel that "Spanish-speaking only" patients receive a lower quality of care as compared to English-speaking patients?

Mark only one oval.

- No
- Possibly
- Probably
- Yes
- Unsure

19. How would you rate your Spanish proficiency?

Mark only one oval.

- Superior
- Advanced
- Intermediate
- Novice
- NA

20. How did you learn Spanish?

Check all that apply.

- Speaking at Home
- High School
- College/ University
- Medical School
- Travel abroad/Immersion
- Computer-Based Program
- Other: \_\_\_\_\_

21. How often can you communicate effectively for an entire clinical encounter with a "Spanish-speaking only" patient without the use of an interpreter?

Mark only one oval.

- Never
- Rarely
- Sometimes
- Often
- Always



22. **When patients speak Spanish to you, do you understand what they are saying?**

*Mark only one oval.*

- Never
- Rarely
- Sometimes
- Often
- Always

23. **How often do you think your Spanish-speaking patients understand you when you speak in Spanish to them?**

*Mark only one oval.*

- Never
- Rarely
- Sometimes
- Often
- Always

24. **When seeing patients who are "Spanish-speaking only," how often have you attempted to use your Spanish language skills to take a history and/or provide medical advice without the use of an interpreter?**

*Mark only one oval.*

- Never (I always use a translator)
- Rarely
- Sometimes
- Often
- Always (I never use a translator)

25. **How often do you avoid communicating with patients/ families with limited English proficiency/ Spanish-speaking only?**

*Mark only one oval.*

- Never
- Rarely
- Sometimes
- Often
- Always

26. **If individual language training were provided during your medical training, would you participate?**

*Mark only one oval.*

- Yes
- No

## **Interpreter Use**

27. **During an encounter with a Spanish-speaking patient, how often do you start in Spanish and realize that the conversation is beyond your language skills?**

*Mark only one oval.*

- Never - skip following question
- Rarely - answer following question
- Sometimes - answer following question
- Very often - answer following question
- Always - answer following question
- NA - I have not had any patient interaction

28. **During those instances in which you realize that the conversation is beyond your Spanish language skills, how often do you call for an interpreter to finish the encounter?**

*Mark only one oval.*

- Never
- Rarely
- Sometimes
- Often
- Always
- NA - I have not had any patient interaction

29. **What kind of teaching is in place at your current institution regarding how and when to utilize professional interpreters?**

*Check all that apply.*

- Orientation
- Doctoring/ Practice of Medicine Courses
- Grand round talks
- Human Resources Talks
- Onboarding
- Other: \_\_\_\_\_

30. **How often do you use an interpreter?**

*Mark only one oval.*

- Never
- Rarely
- Sometimes
- Often
- Always
- NA, I have not had interaction with patients

**31. How often do you use the following? \***

*Mark only one oval per row.*

	Never	Rarely	Sometimes	Often	Always
Language line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-person professional interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-line professional interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online or mobile app translation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other residents/ medical students/ Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members <18 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members >18 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**32. What barriers prevent you from using professional interpreters available to you?**

*Check all that apply.*

- Waiting time for a translator is too long
- Lack of availability
- Cumbersome communication
- Lack of interpreter medical knowledge
- Only a family member/ child was available
- Family, friends, and other staff are adequate translator
- Family preference
- I do not need an interpreter
- Other: \_\_\_\_\_

**33. Do you feel comfortable serving as a Spanish interpreter in the clinical setting?**

*Mark only one oval.*

- Yes
- No

**34. Have you ever been professionally certified as ...**

*Check all that apply.*

- A Medical Interpreter?
- A Bilingual Provider?
- Spanish-proficient?
- Other: \_\_\_\_\_

**35. In your profession, have you served as an interpreter for your colleagues?**

Note that this question does not refer to the instances in which you had to speak in Spanish to care for and communicate with your own patient. This refers to occasions in which you had to interpret for others, such as ancillary staff, attendings, residents, and medical students that may or may not have been on your team. \*reword description of this question as needed\*

Mark only one oval.

- Yes
- No      *Skip to question 41.*
- NA - I do not speak Spanish      *Skip to question 41.*

## Serving as an interpreter

**36. Was there a time when you served as an interpreter even when you weren't comfortable doing so?**

Mark only one oval.

- Yes
- No, skip the following question

**37. If you answered yes to the previous question, why?**

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**38. Have you ever voiced your concern about the appropriateness of you serving as an interpreter?**

Mark only one oval.

- Yes
- No
- No, I do not think it is inappropriate

**39. Did you volunteer to be an interpreter?**

Mark only one oval.

- Yes
- No

**40. Did you feel forced/ coerced to serve as an interpreter?**

Mark only one oval.

- Yes
- No

## Effect of language on grades

41. Do you think your language skills affect your grade/ evaluations?

Mark only one oval.

Yes

No Skip to question 44.

## Effect of language on grades

42. How do you think your language skills (or lack of language skills) have impacted your grades/ evaluations?

Mark only one oval.

Positive impact

Negative impact

Mixed impact

No impact

43. Explain the impact that your language skills (or lack of language skills) have on your grades/ evaluations.

---

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## Effect of language skills on patient selection

44. Did you feel that your medical education/ selection of patients for your learning has been biased based on your language abilities?

Mark only one oval.

Yes

No Stop filling out this form.

## Effect of language skills on patient selection

45. How has this bias impacted your medical education?

Mark only one oval.

Positive impact

Negative impact

Mixed impact

No impact

**46. Explain the impact that this bias has had in your medical education/ work environment?**

(ie. Did it affect your team dynamic? Did it affect your relationship with the team? Did it affect your patient load? Did it affect your grades/ evaluations?)

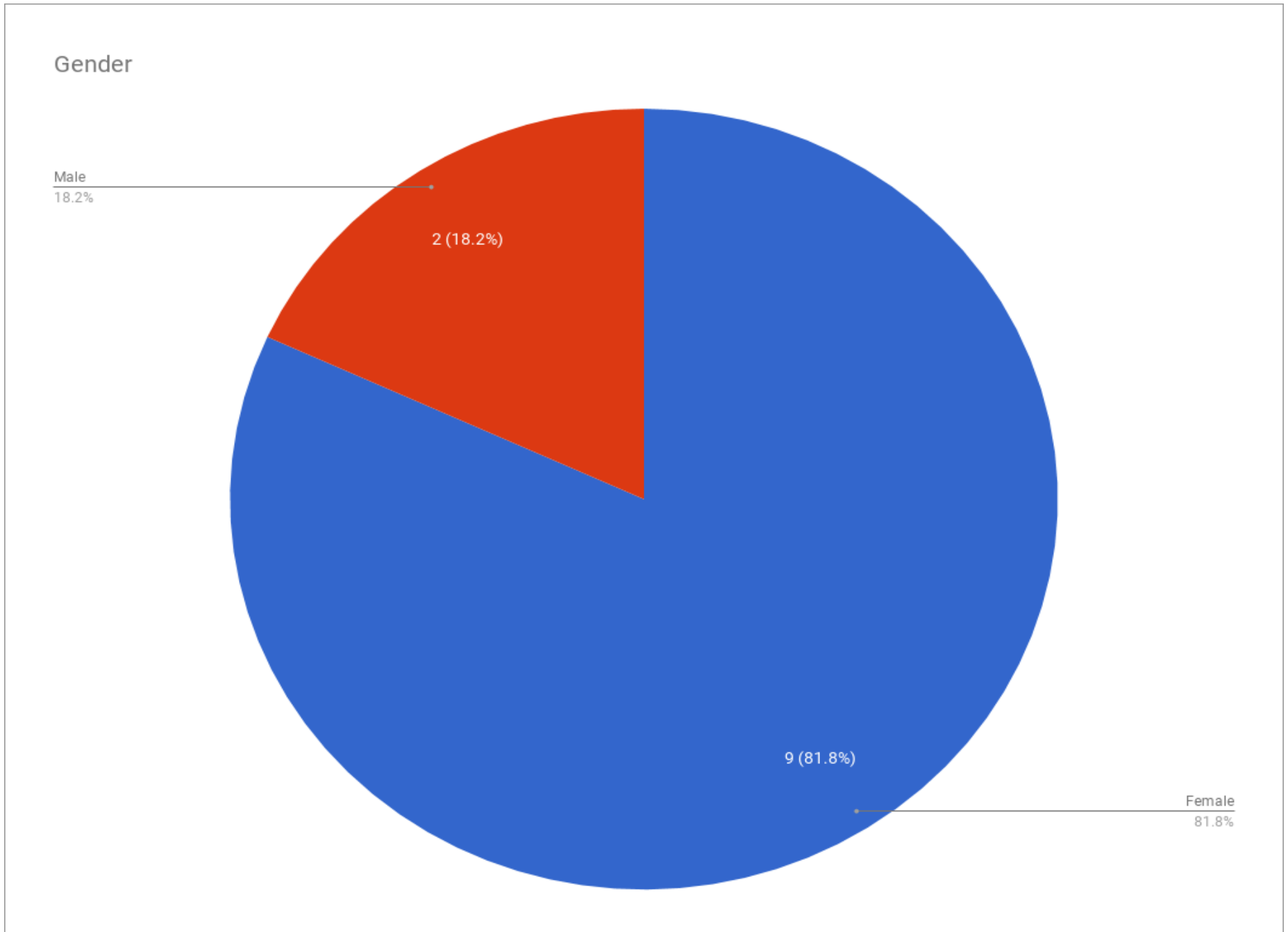
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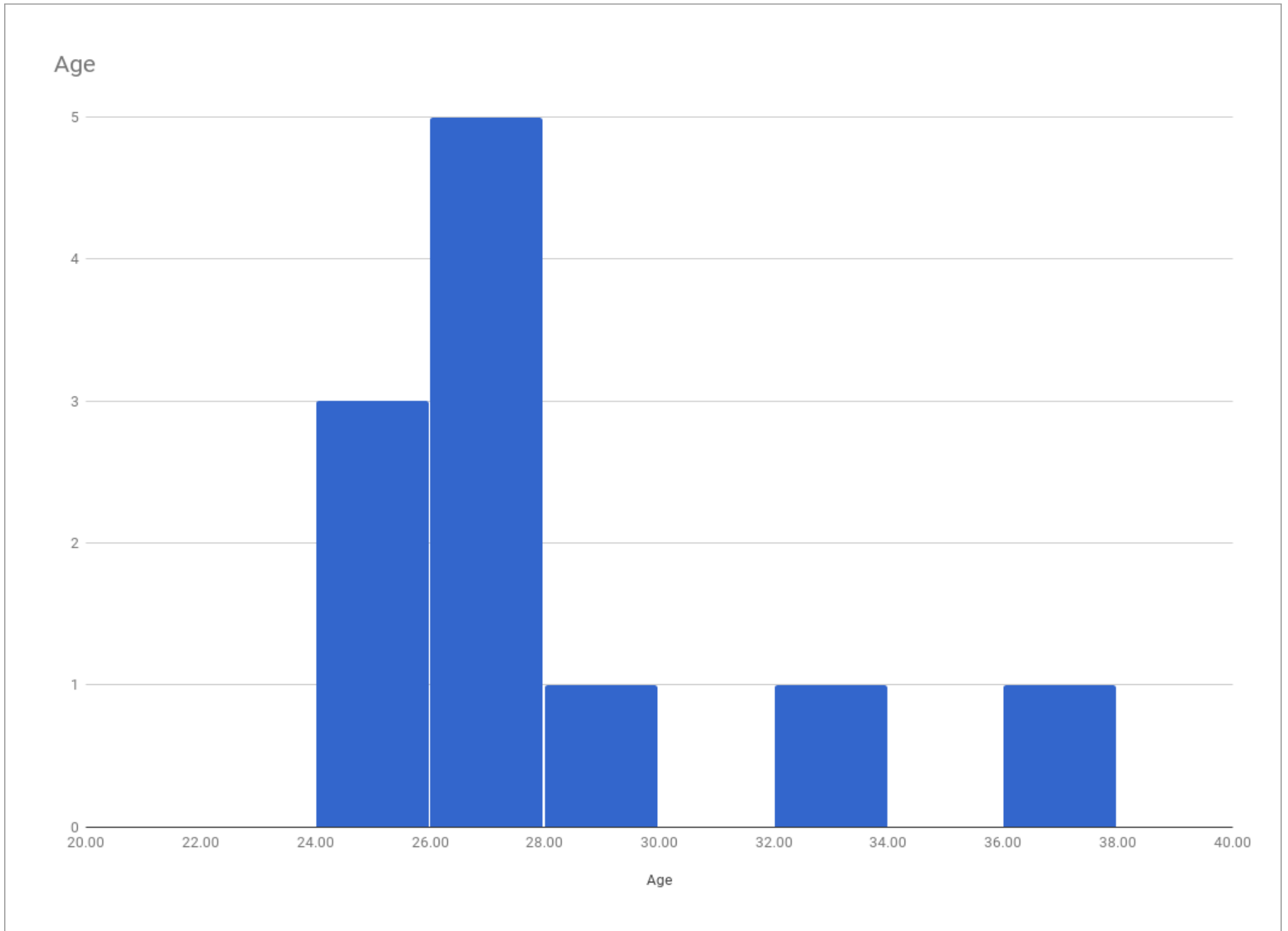
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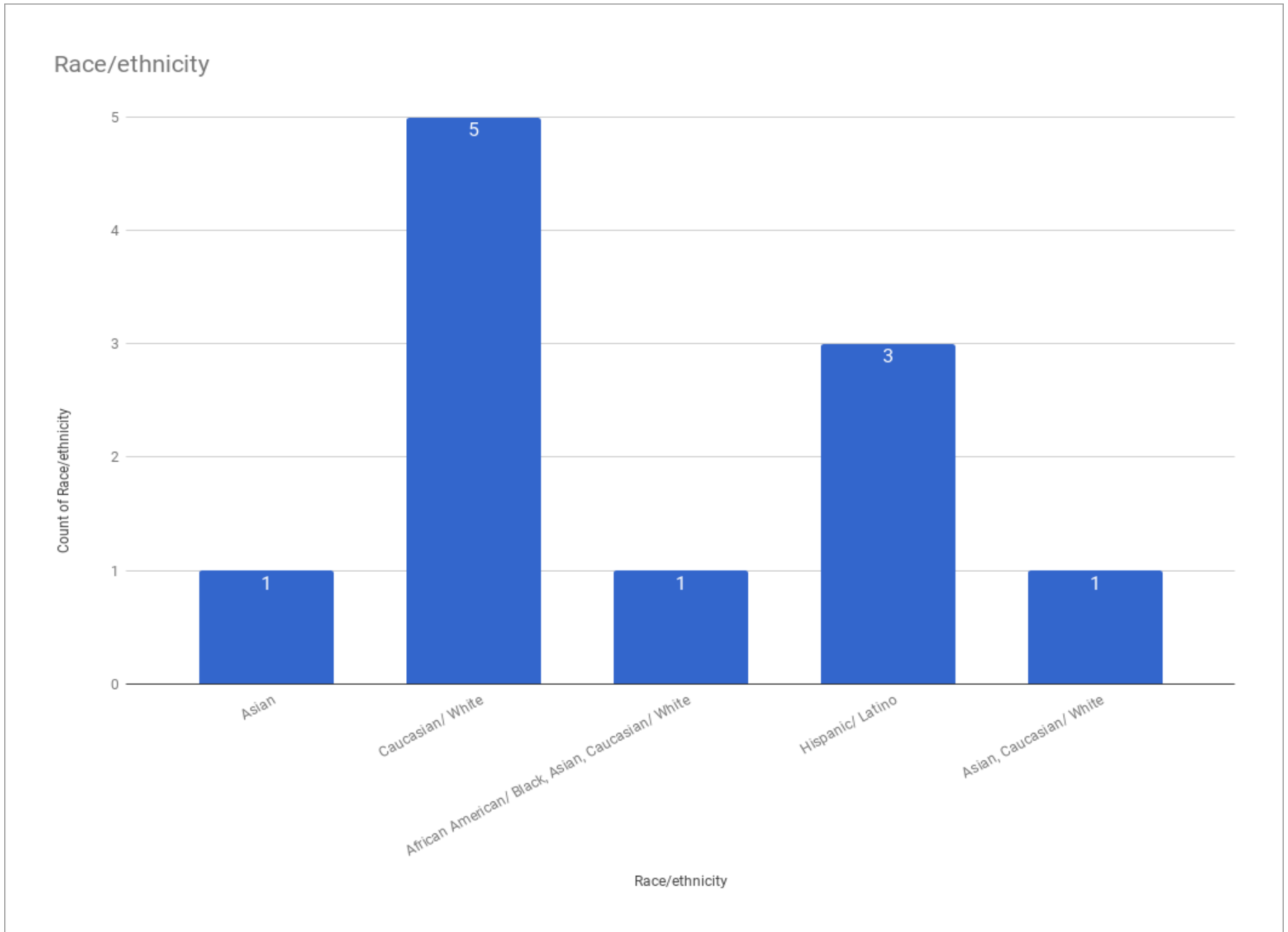
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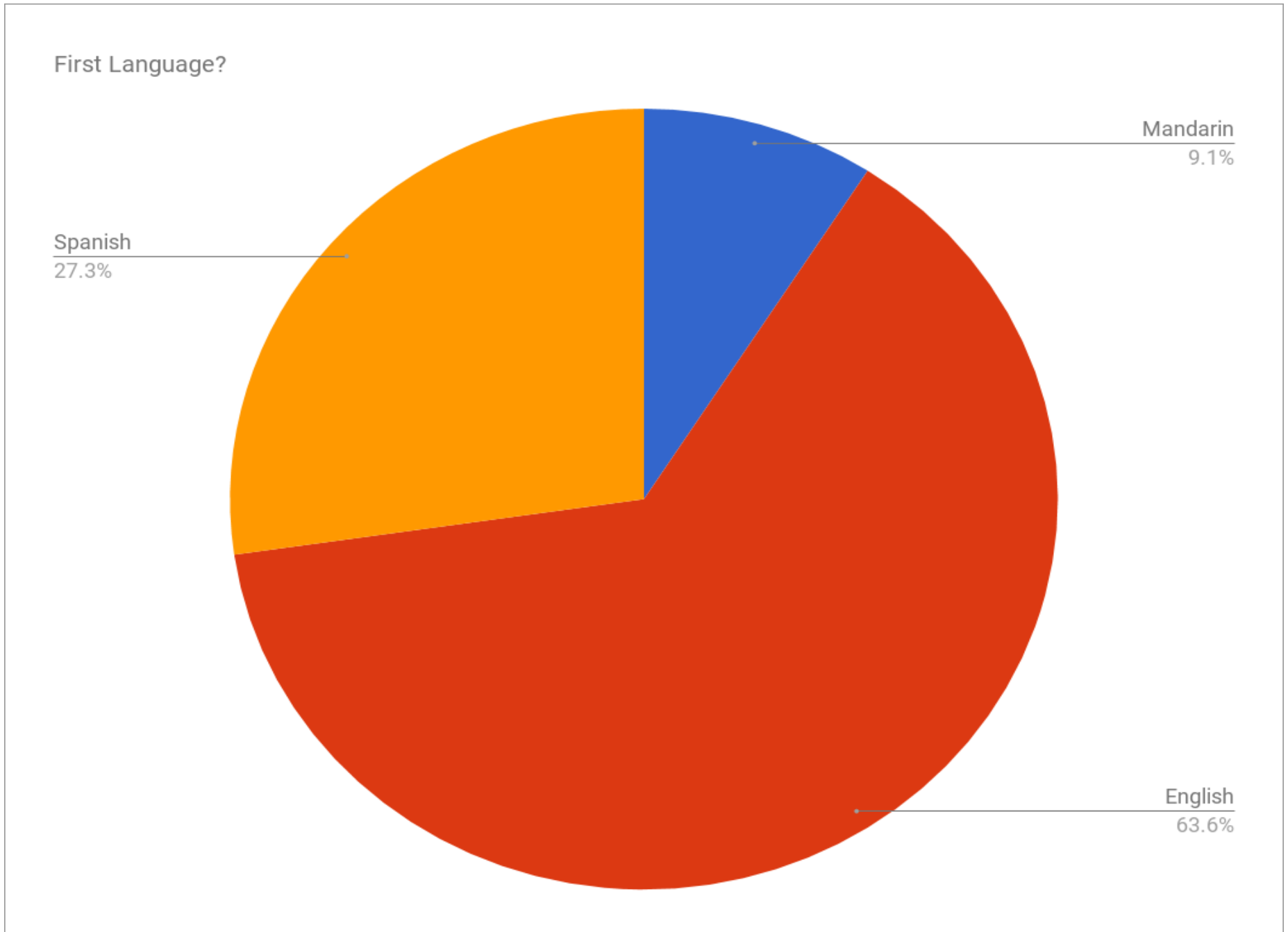


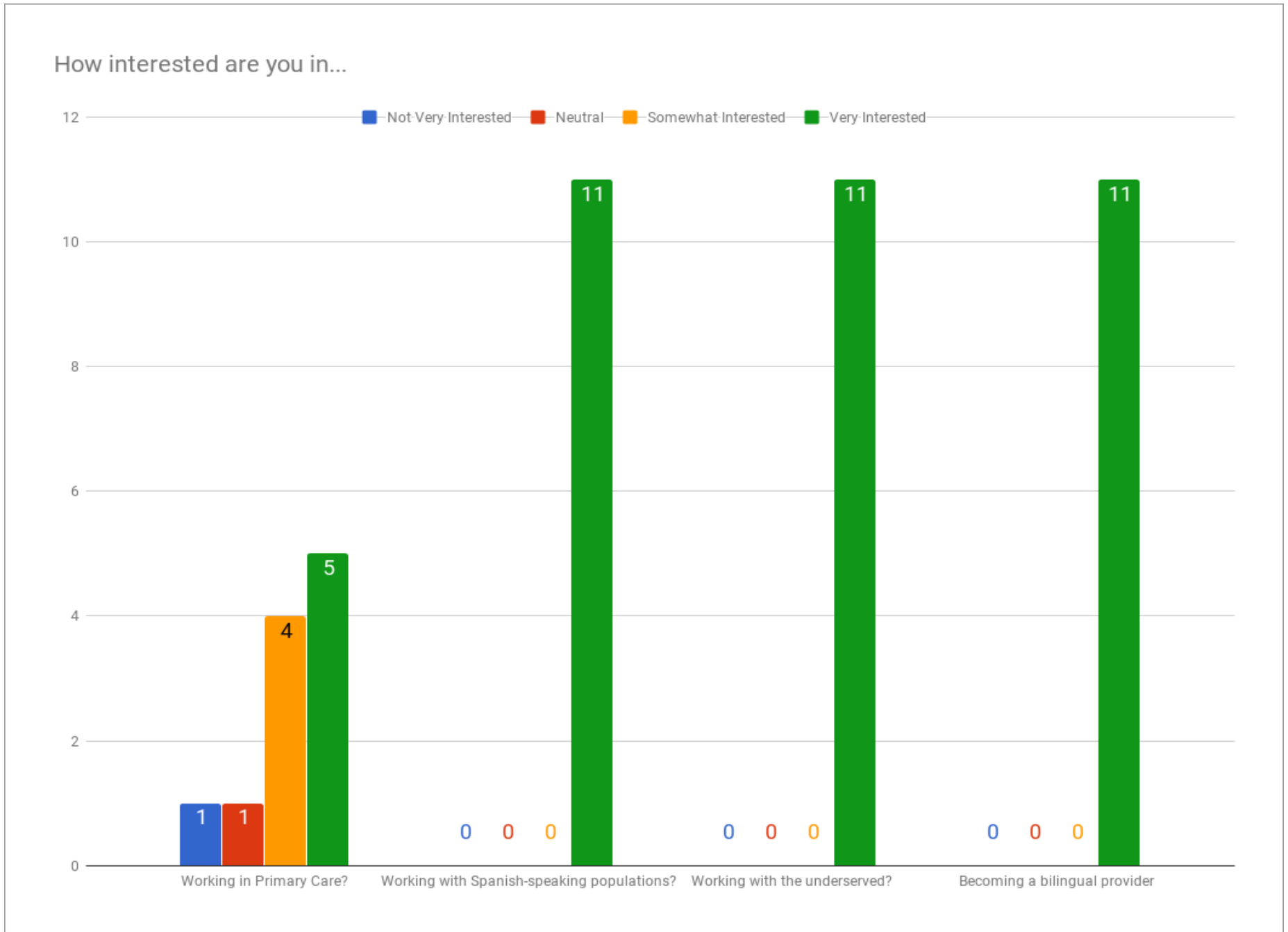
UCSD Medical Spanish Pre-Assessment (Responses)

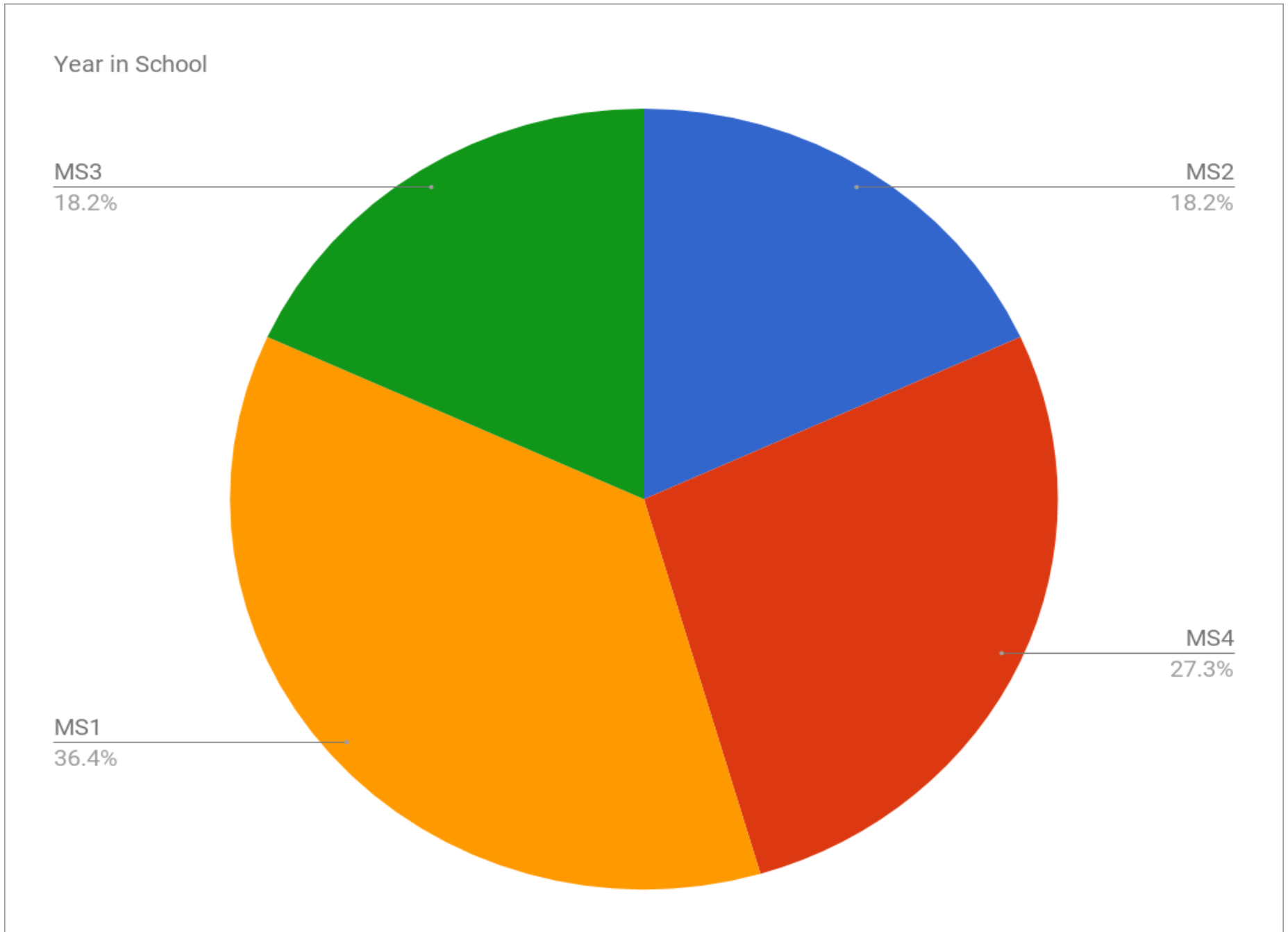








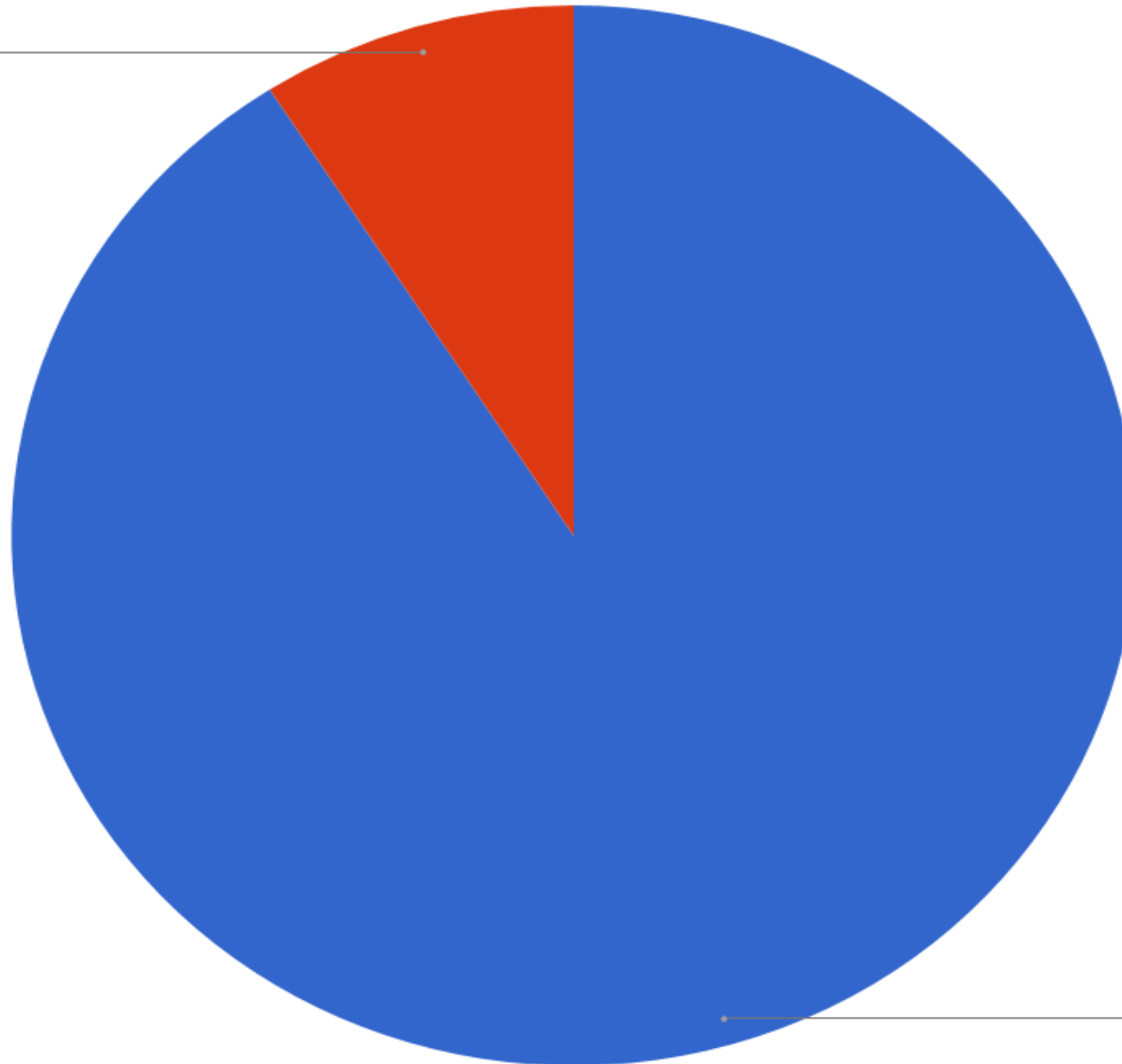




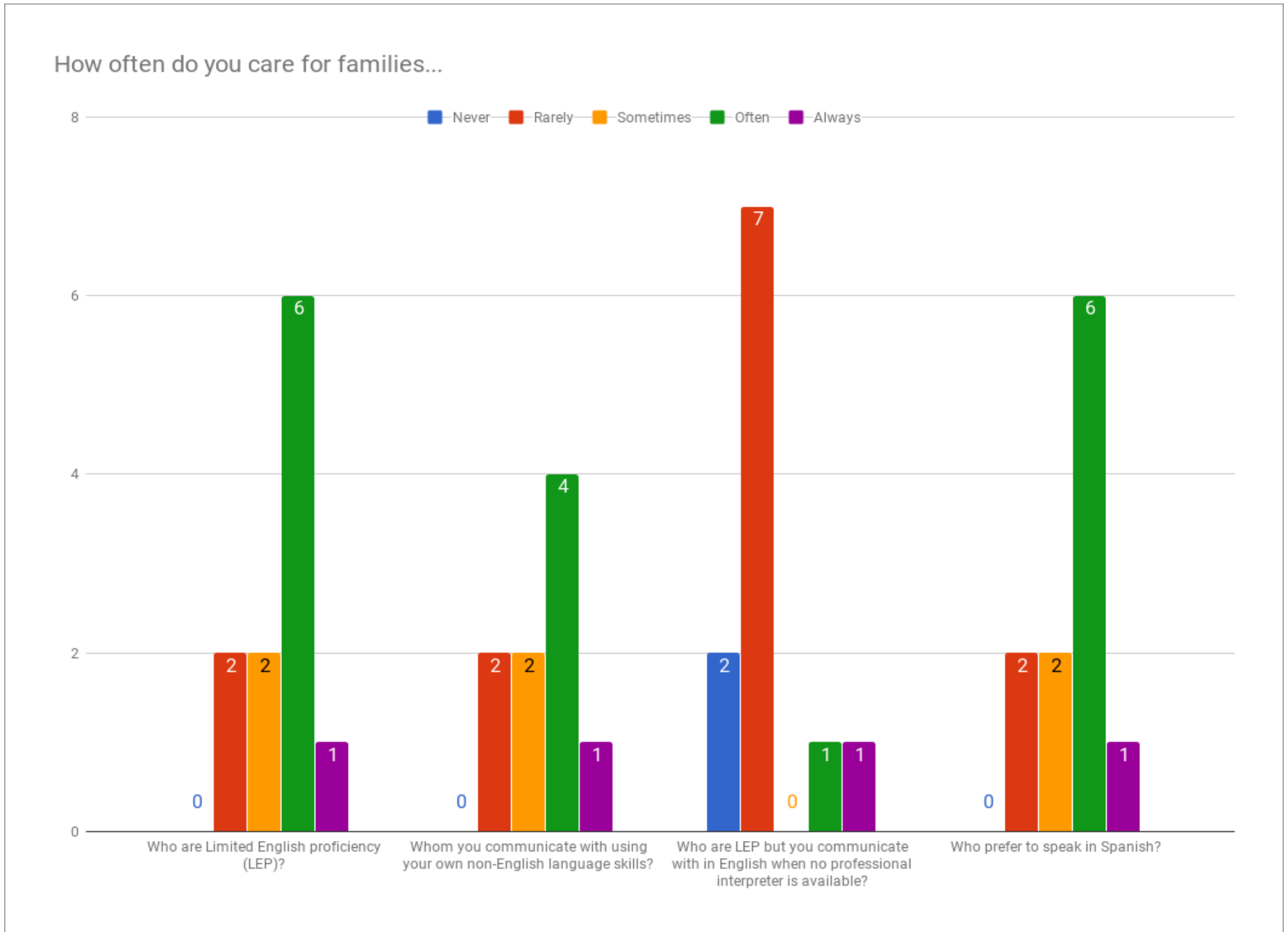
Do you plan on using your Spanish language skills in a clinical setting after medical school?

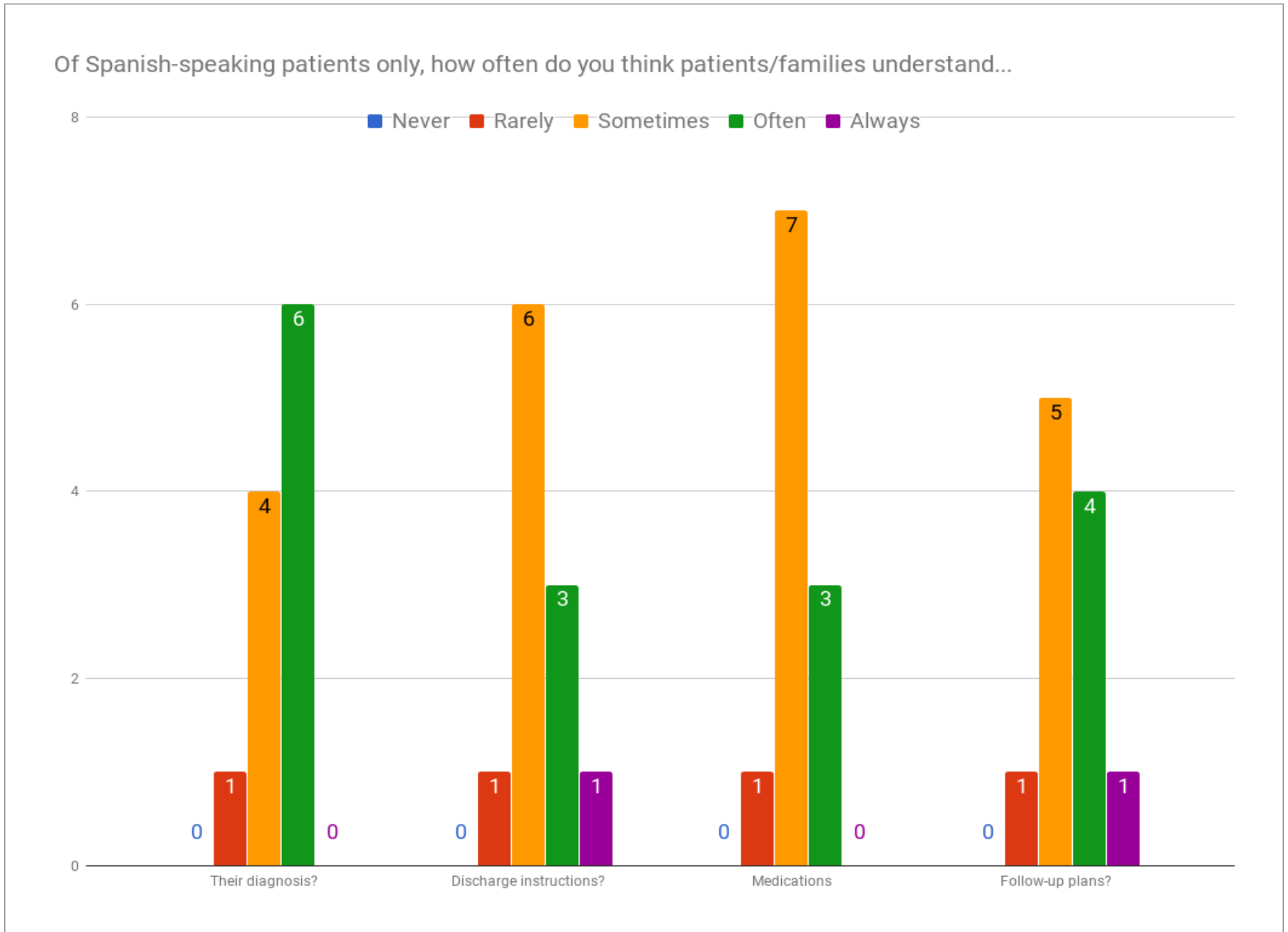
Probably

9.1%

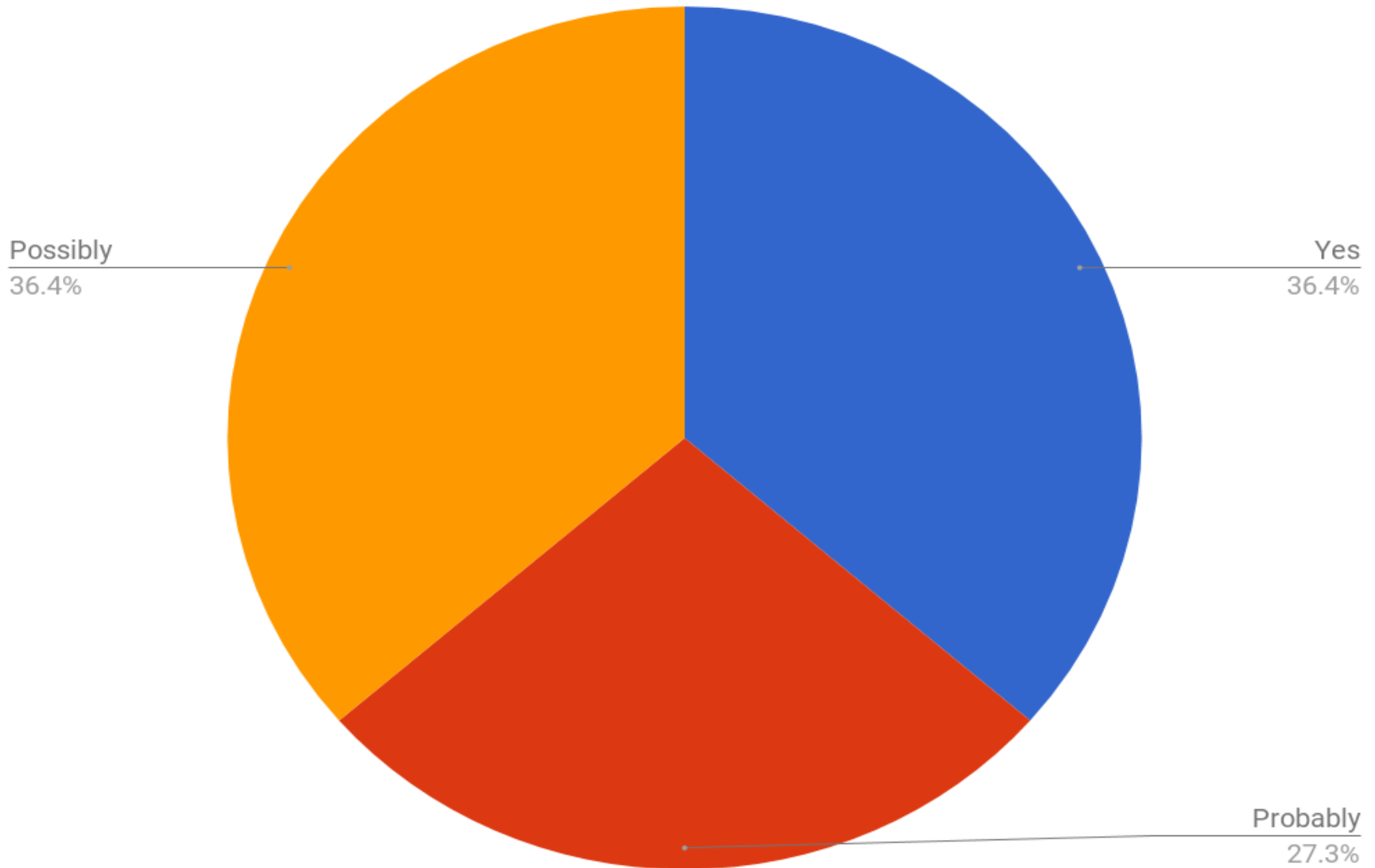


Yes  
90.9%

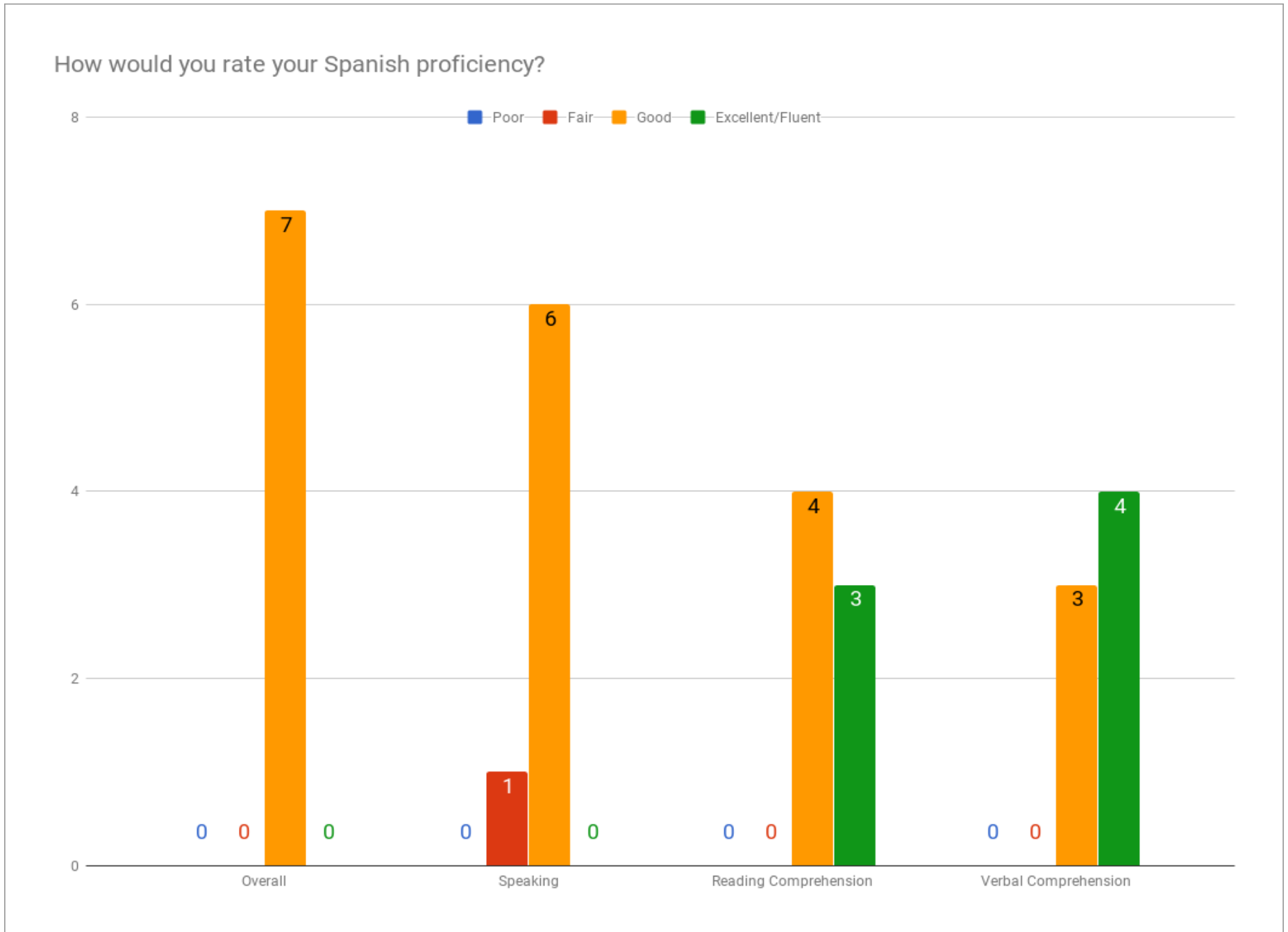


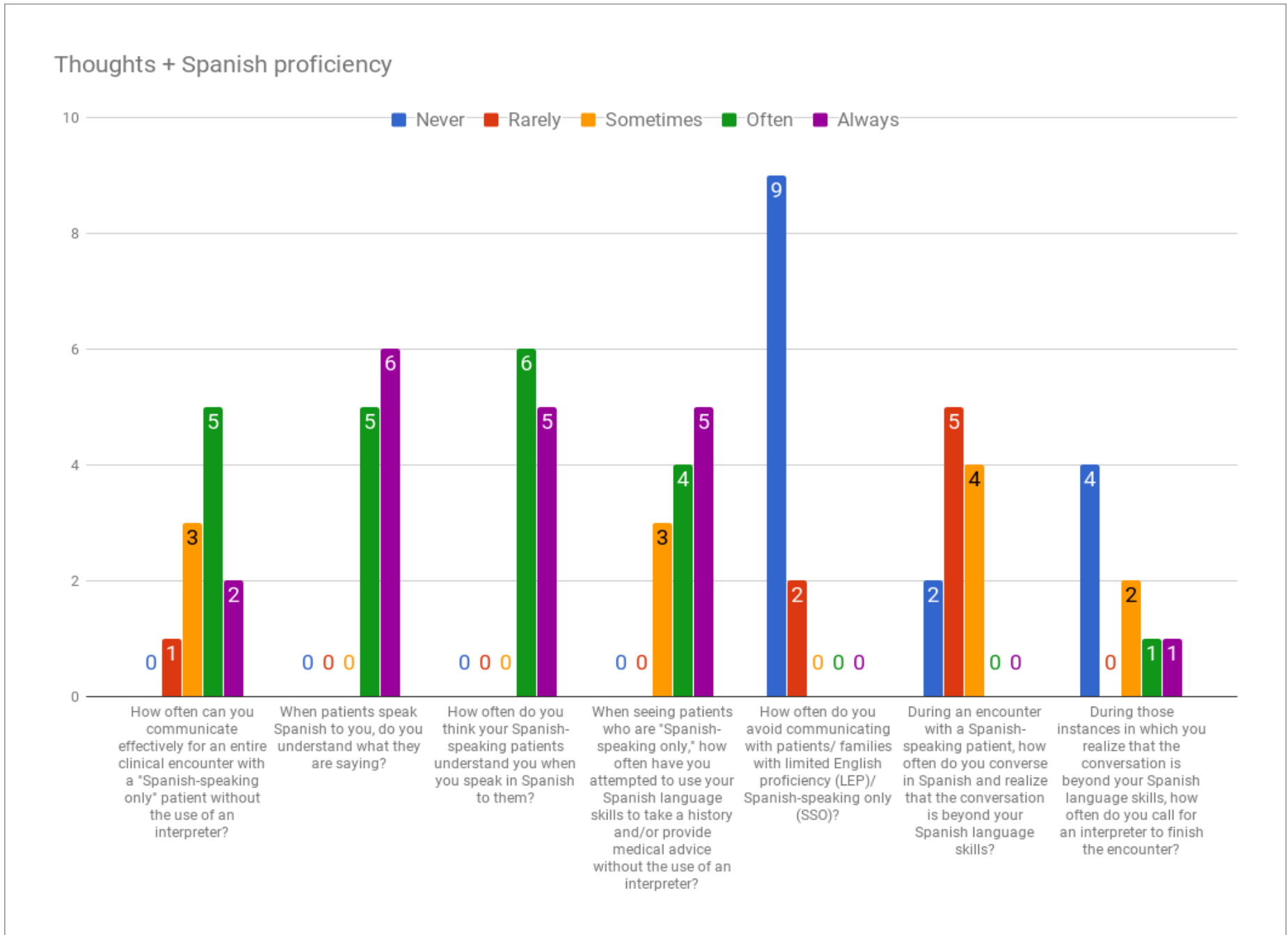


In general, do you feel that "Spanish-speaking only" patients receive a lower quality of care as compared to English-speaking patients?

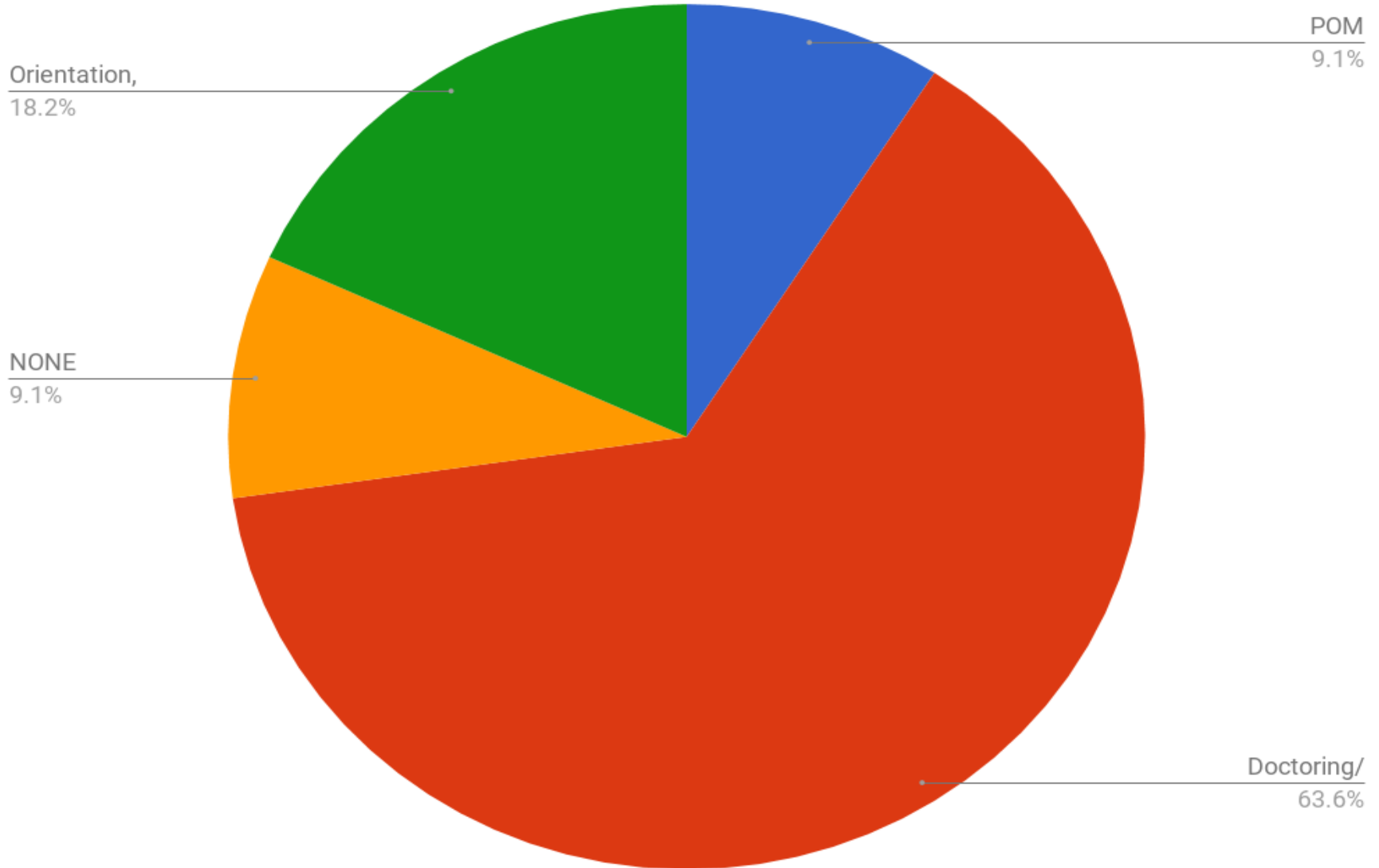


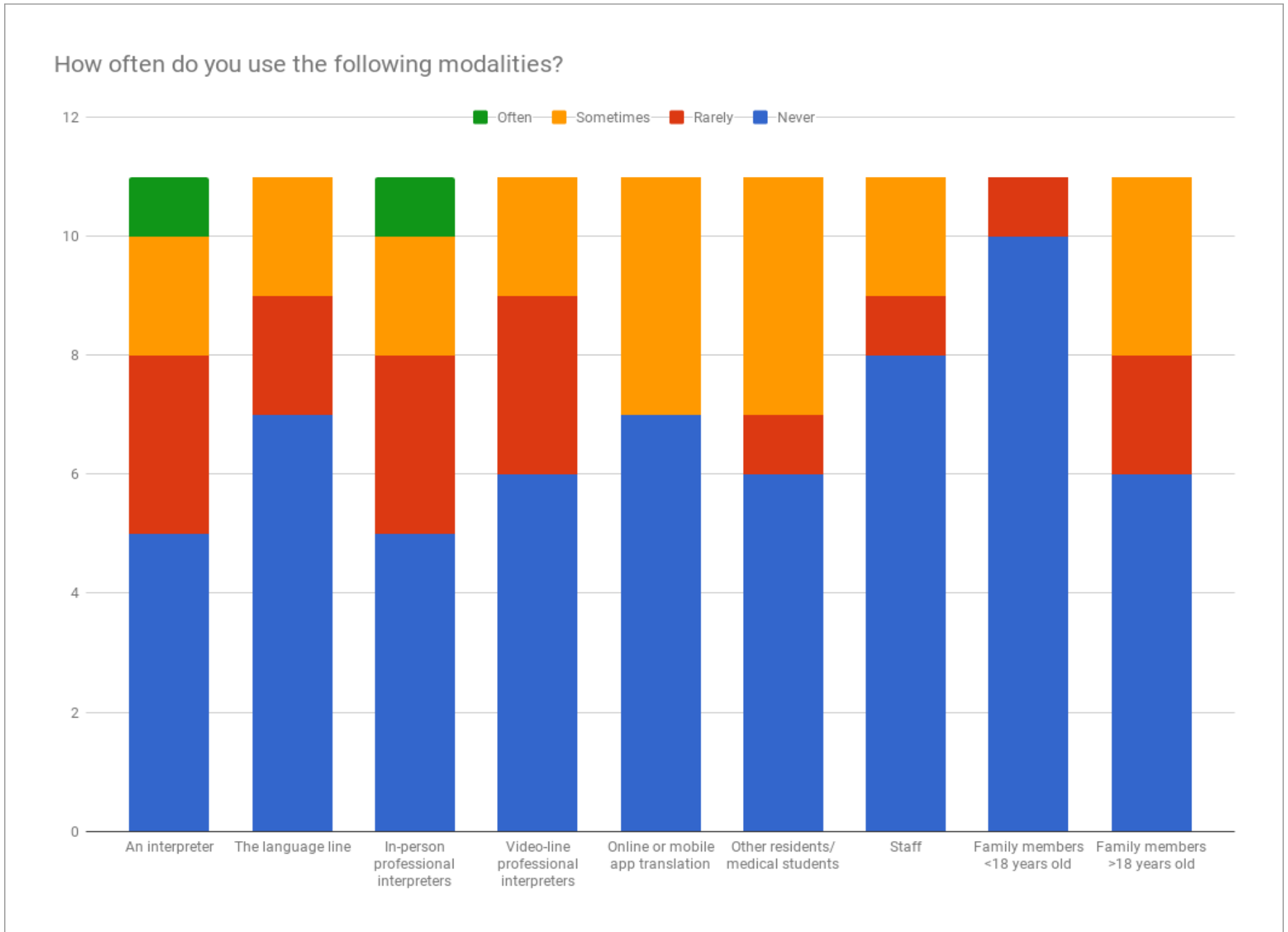


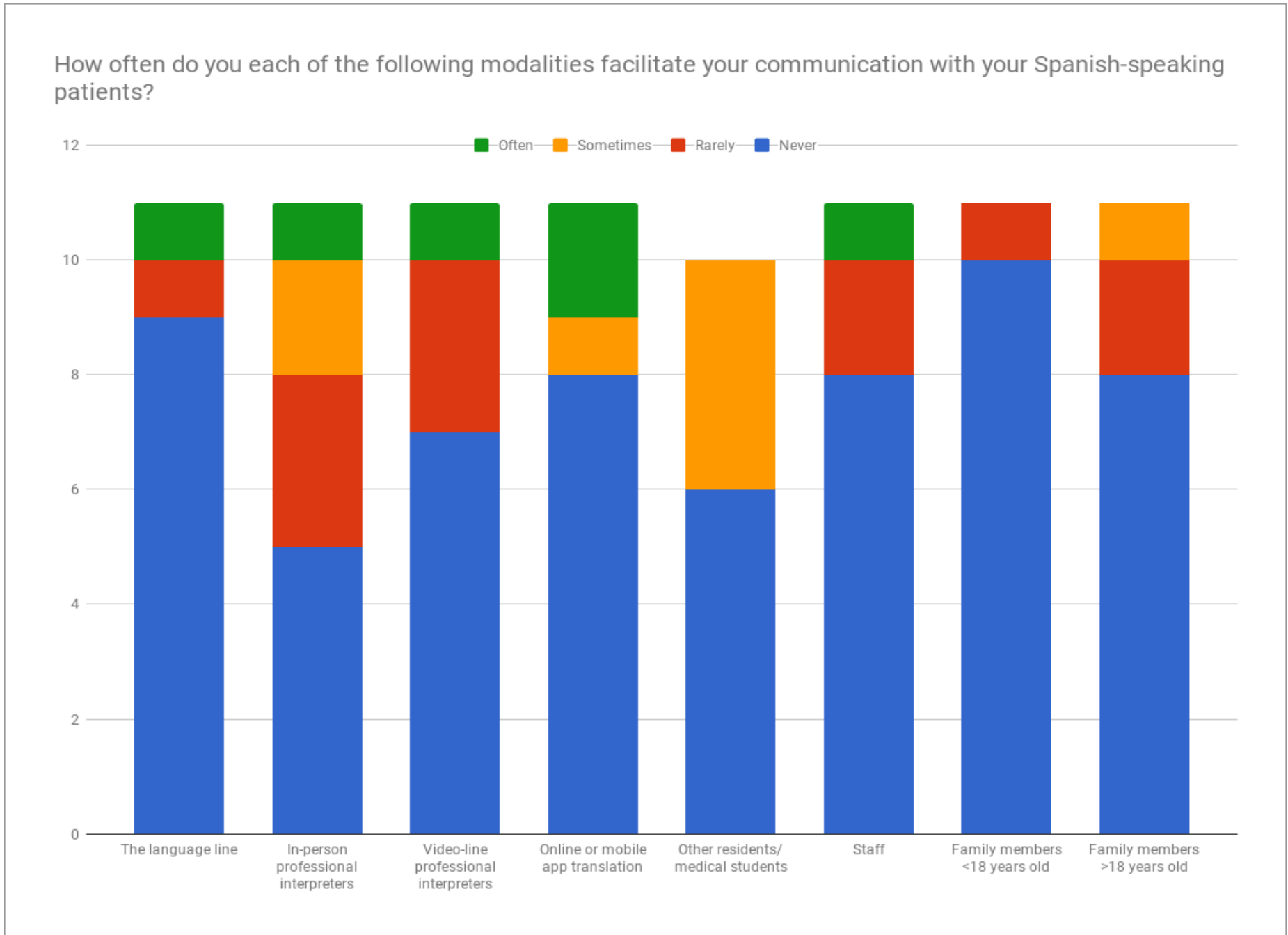




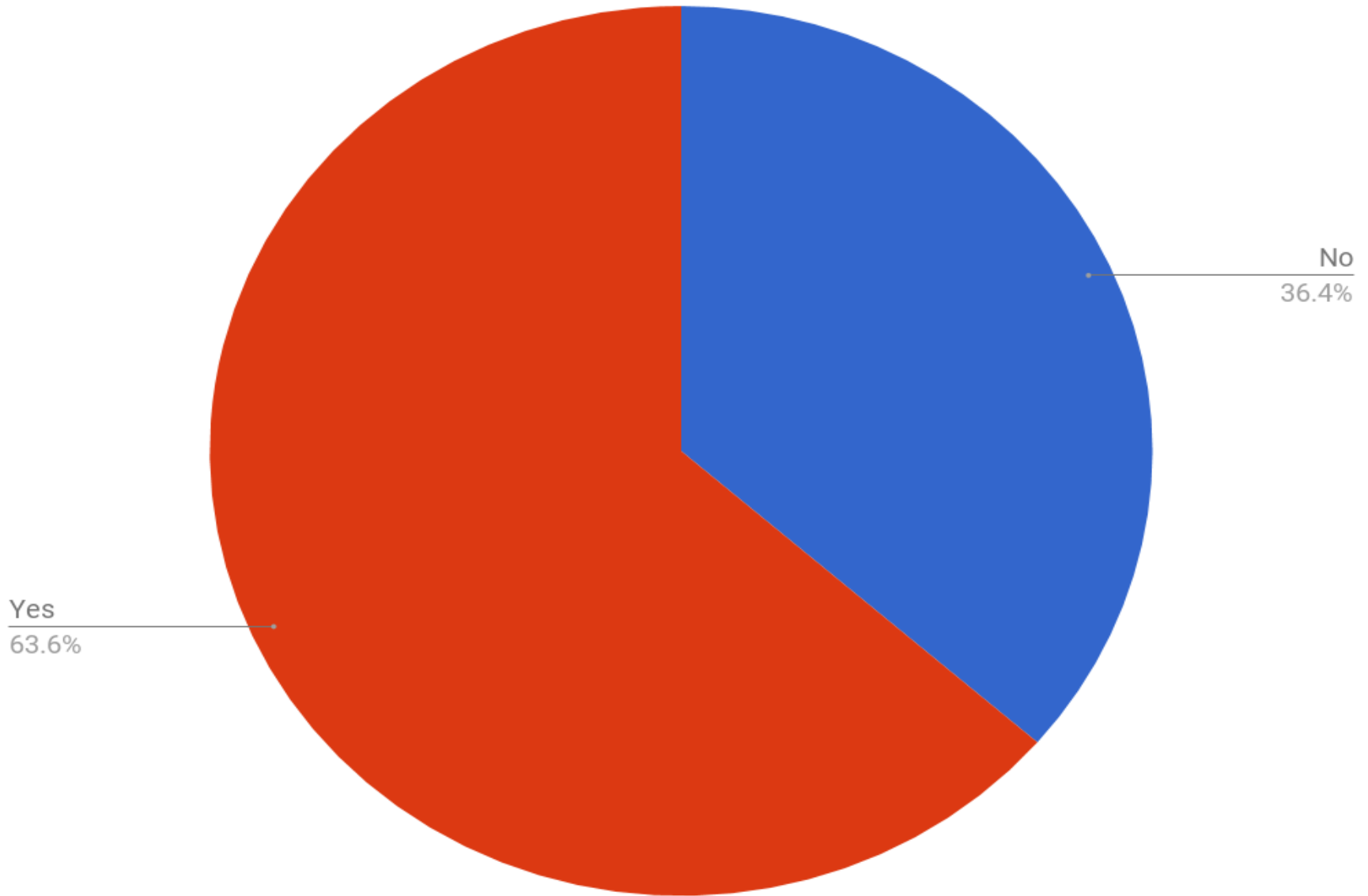
What kind of teaching is in place at your current institution to inform your students about how and when to utilize professional interpreters?



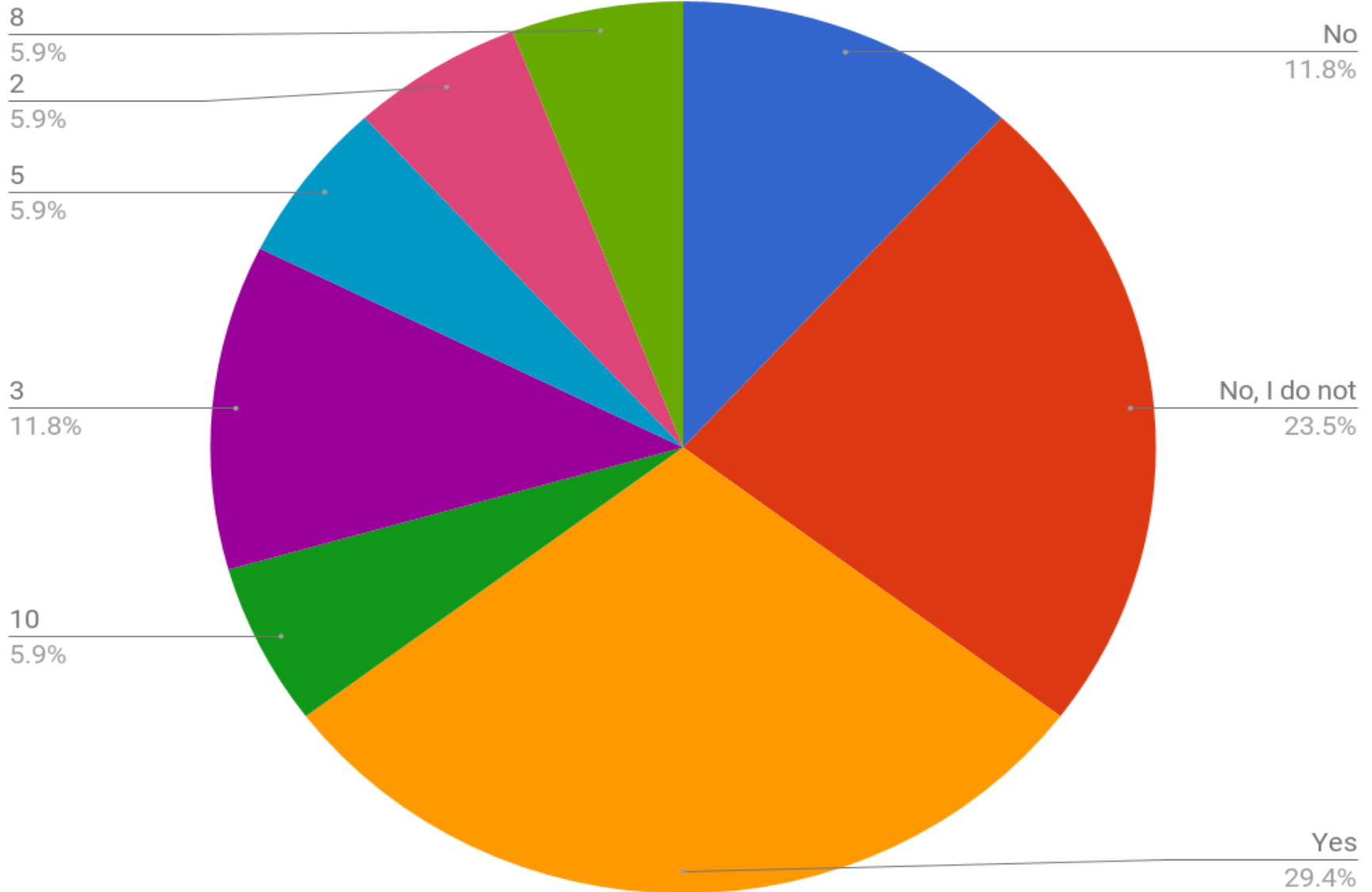


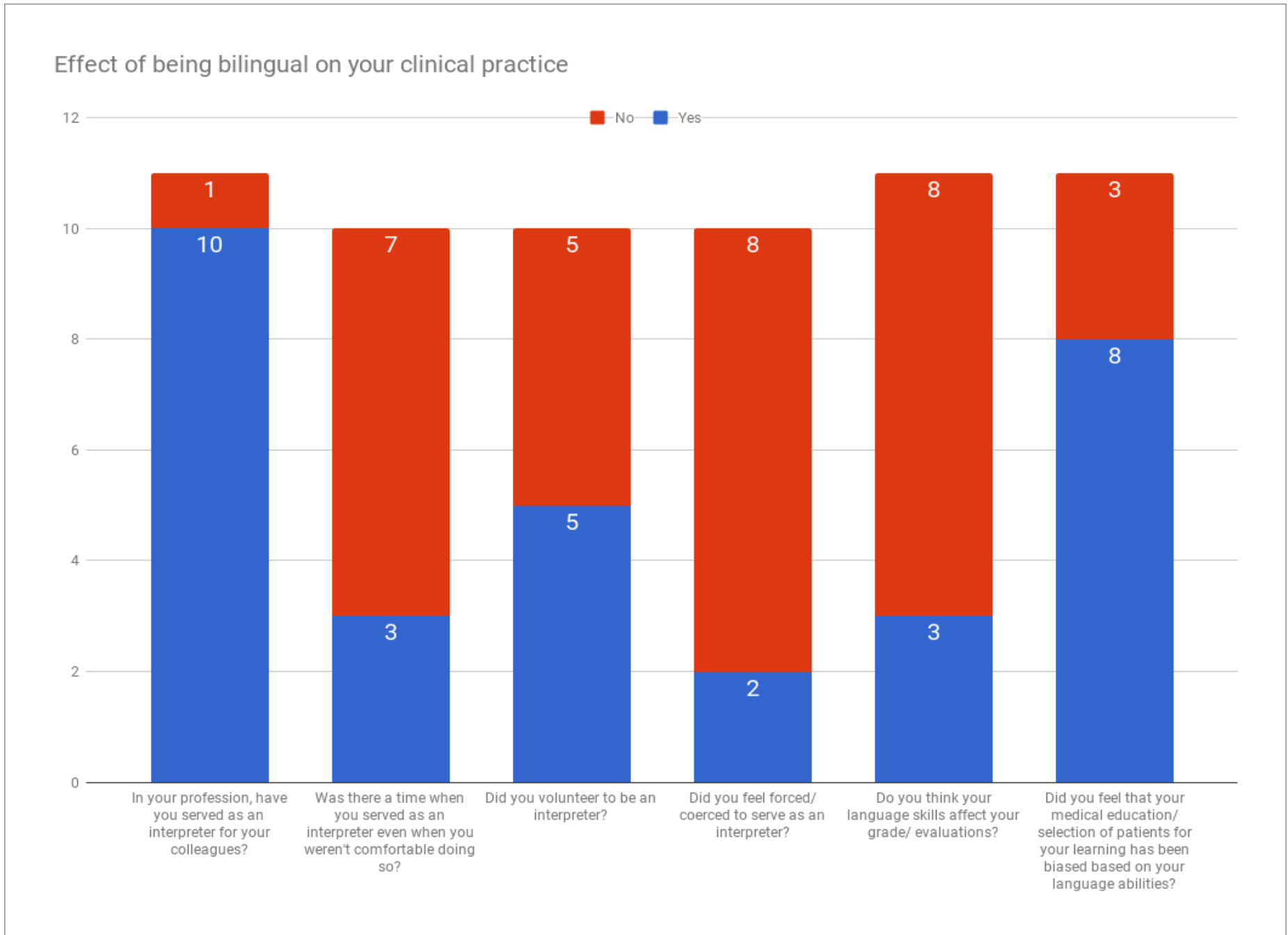


Do you feel comfortable serving as a Spanish interpreter in the clinical setting?



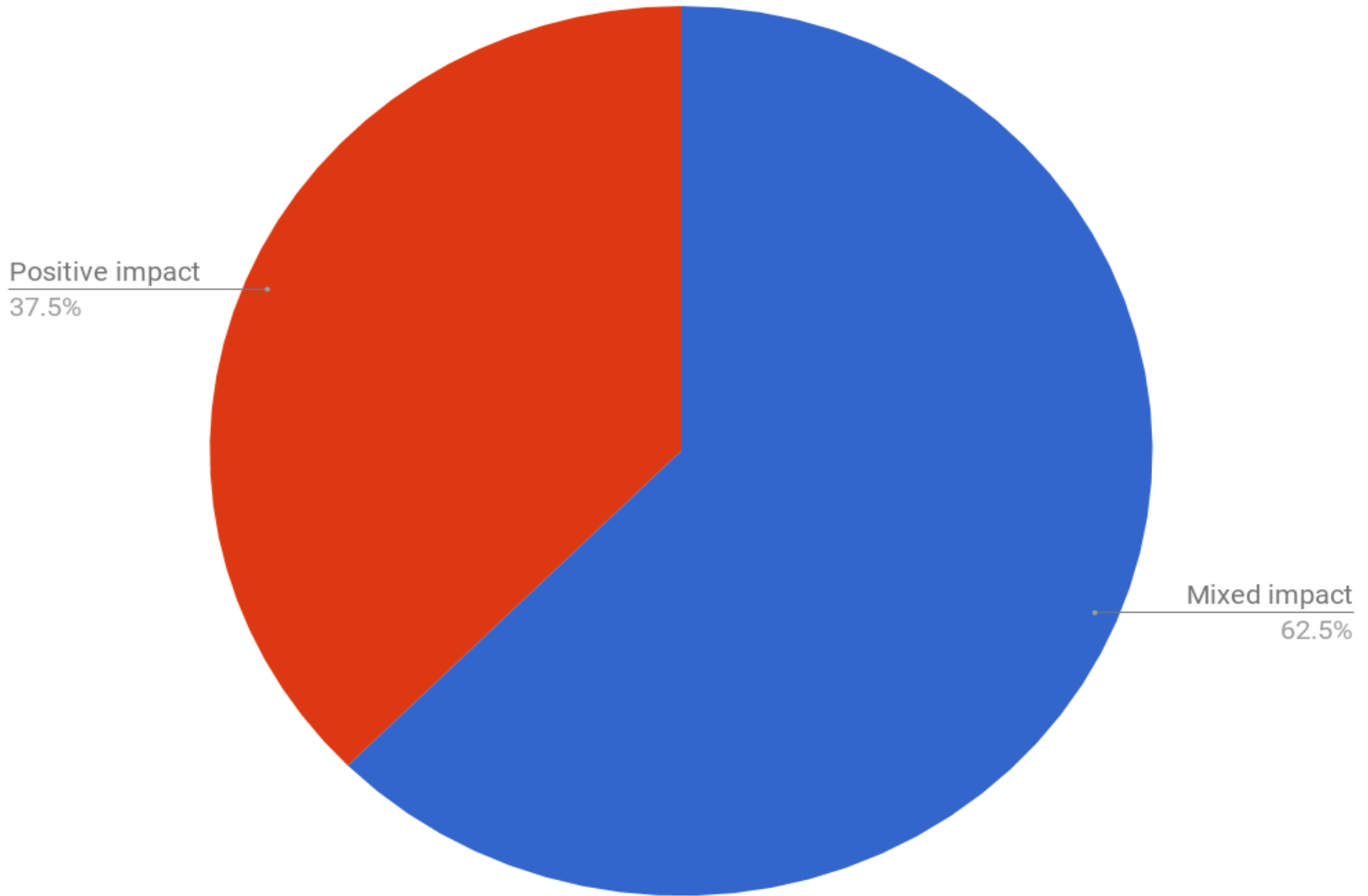
Have you ever voiced your concern about the appropriateness of you serving as an interpreter?







How has this bias impacted your medical education?



# Medical Spanish Post-Assessment Survey

\* Required

## 1. Identifier \*

Same as previous surveys: First letter of mother's maiden name, First 3 digits childhood zip code, Car color

---

## 2. The results of my Spanish assessment were \_\_\_\_\_.

*Mark only one oval.*

- Significantly better than expected
- Better than expected
- Just as expected
- Worse than expected
- Significantly worse than expected

## 3. After taking the Spanish assessment I will be more likely to speak with limited English proficiency patients without an interpreter

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

## 4. After taking the Spanish assessment I am more likely to use an interpreter with limited English proficiency patients

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

**5. I am more likely to pursue further Spanish-language education after receiving the results of my assessment**

*Mark only one oval.*

- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
- 

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# Medical Spanish Post-Intervention Survey

\* Required

## 1. Identifier \*

Same as previous survey: First letter of mother's maiden name, First 3 digits childhood zip code, Car color

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## Thoughts + Spanish proficiency

### 2. How would you rate your Spanish proficiency?

Mark only one oval.

- Superior
- Advanced
- Intermediate
- Novice
- NA

### 3. In what Spanish-language intervention(s) did you participate?

Check all that apply.

- Travel abroad
- Immersion program
- Canopy
- Other computer/web-based program
- In-person language classes
- Other: \_\_\_\_\_

### 4. How often can you communicate effectively for an entire clinical encounter with a "Spanish-speaking only" patient without the use of an interpreter?

Mark only one oval.

- Never
- Rarely
- Sometimes
- Often
- Always

5. **When patients speak Spanish to you, do you understand what they are saying?**

*Mark only one oval.*

- Never
- Rarely
- Sometimes
- Often
- Always

6. **How often do you think your Spanish-speaking patients understand you when you speak in Spanish to them?**

*Mark only one oval.*

- Never
- Rarely
- Sometimes
- Often
- Always

7. **When seeing patients who are "Spanish-speaking only," how often have you attempted to use your Spanish language skills to take a history and/or provide medical advice without the use of an interpreter?**

*Mark only one oval.*

- Never (I always use a translator)
- Rarely
- Sometimes
- Often
- Always (I never use a translator)

8. **How often do you avoid communicating with patients/ families with limited English proficiency/ Spanish-speaking only?**

*Mark only one oval.*

- Never
- Rarely
- Sometimes
- Often
- Always

## **Interpreter Use**

9. During an encounter with a Spanish-speaking patient, how often do you start in Spanish and realize that the conversation is beyond your language skills?

Mark only one oval.

- Never - skip following question
- Rarely - answer following question
- Sometimes - answer following question
- Very often - answer following question
- Always - answer following question
- NA - I have not had any patient interaction

10. During those instances in which you realize that the conversation is beyond your Spanish language skills, how often do you call for an interpreter to finish the encounter?

Mark only one oval.

- Never
- Rarely
- Sometimes
- Often
- Always
- NA - I have not had any patient interaction

11. How often do you use an interpreter?

Mark only one oval.

- Never
- Rarely
- Sometimes
- Often
- Always
- NA, I have not had interaction with patients

12. How often do you use the following? \*

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Always
Language line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-person professional interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-line professional interpreters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online or mobile app translation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other residents/ medical students/ staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members <18 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members >18 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. What barriers prevent you from using professional interpreters available to you?**

*Check all that apply.*

- Waiting time for a translator is too long
- Lack of availability
- Cumbersome communication
- Lack of interpreter medical knowledge
- Only a family member/ child was available
- Family, friends, and other staff are adequate translator
- Family preference
- I do not need an interpreter
- Other: \_\_\_\_\_

**14. Do you feel comfortable serving as a Spanish interpreter in the clinical setting?**

*Mark only one oval.*

- Yes
- No

**15. Have you ever been professionally certified to serve as ...**

*Check all that apply.*

- A Medical Interpreter?
- A Bilingual Provider?
- Spanish-proficient?
- Other: \_\_\_\_\_

**16. In your profession, have you served as an interpreter for your colleagues?**

Note that this question does not refer to the instances in which you had to speak in Spanish to care for and communicate with your own patient. This refers to occasions in which you had to interpret for others, such as ancillary staff, attendings, residents, and medical students that may or may not have been on your team. \*reword description of this question as needed\*

*Mark only one oval.*

- Yes
- No
- NA - I do not speak Spanish

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# SCORE REPORT



## Versant Spanish Test

**Test Identification Number:** 12345678  
**Test Completion Date:** January 1, 2012  
**Test Completion Time:** 1:23 PM (UTC)

OVERALL SCORE
42

SKILL AREA	SCORE	20	30	40	50	60	70	80
Overall Score	42							
Sentence Mastery	38							
Vocabulary	44							
Fluency	38							
Pronunciation	52							

	DESCRIPTION
Overall	The Overall Score of the test represents the ability to understand spoken Spanish and speak it intelligibly at a native-like conversational pace on everyday topics. Scores are based on a weighted combination of four diagnostic subskill scores. Scores are represented in a range from 20 to 80. For a more detailed explanation of language abilities at this score, please see the information below.
Candidate's Capabilities	Candidate can handle many utterances using a variety of words and structures, and can follow and sometimes participate in a native-paced conversation. Pronunciation is mostly intelligible; candidate can discuss familiar topics with a cooperative listener.

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# SCORE REPORT



Test Identification Number: 12345678

## EXPLANATION OF SUBSKILL SCORES

SKILL AREA	UNDERSTANDING THE SKILLS	CURRENT CAPABILITIES
Sentence Mastery	Sentence Mastery reflects the ability to understand, recall and produce Spanish phrases and clauses in complete sentences. Performance depends on accurate syntactic processing and appropriate usage of words, phrases and clauses in meaningful sentence structures.	Candidate has some difficulty understanding, recalling or producing Spanish sentences, but can produce some simple phrases and/or clauses.
Vocabulary	Vocabulary reflects the ability to understand common everyday words spoken in sentence context and to produce such words as needed; Performance depends on familiarity with the form and meaning of everyday words and their use in connected speech.	Candidate usually understands and can produce everyday Spanish words when they are used in clear speech.
Fluency	Fluency reflects the rhythm, phrasing and timing evident in constructing, reading and repeating sentences.	Candidate speaks with irregular phrasing or rhythm, making some false starts, long pauses, and/or hesitations. Speech may be uneven and discontinuous and may exhibit inappropriate sentence-level word emphasis.
Pronunciation	Pronunciation reflects the ability to produce consonants, vowels and stress in a native-like manner in sentence context; Performance depends on knowledge of the phonological structure of everyday words.	Candidate pronounces certain consonants and vowels in a non-native manner. Stress may be placed incorrectly in some words, or stress placement may be ambiguous. Speech is mostly intelligible, but many listeners will need to adjust to the accent.

# SCORE REPORT



Test Identification Number: 12345678

## DETAILED DESCRIPTION OF LANGUAGE CAPABILITIES

This section allows users to form an idea of the spoken language tasks and interactions that average candidates scoring above a certain Versant Spanish Test score are likely to be able to do. This information is based on the results of a study in which experienced raters listened to and rated candidates responding to a variety of prompts implemented in the Versant Spanish Test, including responses to story retell items and open questions that ask for personal opinions and views on different issues.

The section refers to the Common European Framework of Reference for Languages (Council of Europe, 2001). Descriptors from this publication were used by the raters while listening to candidates' performances and deciding on their levels of competence. The information presented in this section is based on the average ratings of large samples of candidates. It refers to the average candidate; individual candidates may perform at a slightly higher or lower level than indicated in this guide. (See "Current Capabilities" on pages 1 and 2 for your personal results.)

SKILL AREA	A CANDIDATE WITH THIS OVERALL SCORE TYPICALLY:
Listening	<ul style="list-style-type: none"><li>• Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</li><li>• Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</li><li>• Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</li><li>• Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</li><li>• Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</li></ul>
Speak Production	<ul style="list-style-type: none"><li>• Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.</li><li>• Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points</li><li>• Can describe dreams, hopes, and ambitions.</li><li>• Can describe events, real or imagined.</li><li>• Can narrate a story.</li><li>• Can briefly give reasons and explanations for opinions, plans, and actions.</li><li>• Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</li></ul>
Spoken Interaction	<ul style="list-style-type: none"><li>• Can communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field.</li><li>• Can express thoughts on more abstract, cultural topics such as films, books, music, etc.</li><li>• Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</li><li>• Can enter unprepared into conversations on familiar topics.</li><li>• Can follow much of what is said around him/her on general topics and topics related to his/her field provided interlocutors avoid very idiomatic usage and articulate clearly.</li><li>• Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.</li></ul>

# SCORE REPORT



Test Identification Number: 12345678

SKILL AREA	A CANDIDATE WITH THIS OVERALL SCORE TYPICALLY:
Language Quality	<ul style="list-style-type: none"><li>• Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</li><li>• Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</li><li>• Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</li><li>• Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</li><li>• Can express the main point he/she wants to make comprehensibly.</li></ul>
Strategies & Skills	<ul style="list-style-type: none"><li>• Can identify unfamiliar words from the context on topics related to his/her field and interests.</li><li>• Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.</li><li>• Can ask someone to clarify or elaborate what he/she has just said.</li><li>• Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.</li><li>• Can convey meaning by qualifying a word meaning something similar (e.g., un camión para las personas = autobús).</li></ul>

## TO IMPROVE, A CANDIDATE AT THIS LEVEL SHOULD:

- Practice listening to conversations or presentations likely to be encountered in social, professional, or academic life and identifying speaker viewpoints and attitudes as well as the information content.
- Practice keeping up with language spoken at a normal speed by watching and summarizing TV news and current affairs programs, documentaries, live interviews, talk shows, plays, and films.
- Practice providing clear, detailed descriptions on a wide range of subjects related to your field of interest.
- Practice explaining a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Practice delivering announcements or talks on general topics, departing spontaneously from the prepared text as needed and following up on interesting points raised by friends or classmates.
- Practice communicating spontaneously with good grammatical control, being careful to adopt a level of formality appropriate to the circumstances.
- Actively participate in conversations to practice language use on a wide range of general, academic, vocational, or leisure topics.
- Practice conveying degrees of emotion and highlighting the personal significance of events and experiences.
- Practice identifying arguments supporting and opposing points of view while listening to an animated discussion.
- Expand your repertoire of vocabulary items and phrases to be able to avoid frequent repetition, broadening your range of stock phrases (e.g., "Digo...", "Es decir...", "Déjeme pensar en eso...") to gain time and keep the turn while formulating what to say.
- Focus on developing a clear pronunciation and intonation.
- Practice using a variety of linking words efficiently to mark clearly the relationships between ideas.

# SCORE REPORT



Test Identification Number: 12345678

## RELATIONSHIP TO OTHER SCORES AND LEVELS

Research has been conducted to explore how a Versant Spanish Test overall score relates to other scales that measure or describe language proficiency. Note that the corresponding scores or levels provided are based on the relationships observed in our studies; the information does not guarantee a score on other tests or in other evaluations.

TEST/SCALE	SCORE/RANGE
CEFR	<p>Corresponding level in the Common European Framework of Reference (CEFR):</p> <p><b>B1 – Independent User</b></p> <p>CEFR global-level descriptor: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of a personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>
ACTFL OPI	<p>Corresponding level on the ACTFL OPI (American Council on the Teaching of Foreign Languages Oral Proficiency Interview):</p> <p><b>Intermediate Low-Mid</b></p> <p>The ACTFL OPI level is drawn from performance in a face-to-face or telephonic interview between a certified ACTFL interviewer and an examinee. The ACTFL OPI takes the form of carefully structured conversations and role-plays. The ACTFL interviewer compares the candidate's performance with the criteria for each of ten proficiency levels: Novice (Low, Mid, High), Intermediate (Low, Mid, High), Advanced (Low, Mid, High), Superior. It is claimed that the ACTFL OPI measures functional speaking ability.</p>
ILR OPI	<p>Corresponding level on the ILR OPI (Interagency Language Roundtable Oral Proficiency Interview):</p> <p><b>1</b></p> <p>The ILR OPI level is drawn from performance on a Spoken Proficiency Test administered over the telephone by certified interviewers. The interviewers compare the candidate's performance with the descriptions of the six ILR proficiency levels reported on a scale of 0 to 5. Performances that significantly exceed a level, but which do not fully meet the next level, are represented with a 'plus' sign. It is claimed that the ILR proficiency levels characterize spoken language use.</p>

NOTE: The Versant Spanish Test and other tests/scales address different constructs of language proficiency. Therefore, predictions are approximate. More information about these concordance studies is available upon request.