ESL Assessment Practices in the BC Post-Secondary System

Final Report: September, 2010

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Table of Contents

ACKNOWLEDGEMENTS

1. BACKGROUND

1.1 Background of the Issue

BC ESL transfer patterns are complex and have historically posed problems for transfer between provincially articulated ESL programs as well as for transfer out of ESL into first-year university-level programs. The first two phases of a three-phase ESL Articulation project addressed this issue of problematic transferability. The first phase, *An Alignment of the Canadian Language Benchmarks to the BC ESL Articulation Levels*, aligned the descriptors in the provincial English for Academic Purposes (EAP) levels with the relevant descriptors used in the Canadian Language Benchmarks (CLB), a nationally recognized twelve point scale describing the language proficiency of non-native English speakers. The second phase, *Benchmarking First-Year English: An Analysis of the Language Proficiencies Required for Entry into First-Year English Composition,* analyzed in CLB terms the language proficiencies required for first-year English. In addition, the work of the Access Committee, a sub-committee of the ESL Articulation Committee, has recently described the Access ESL courses using the CLB. While these projects have furthered the work towards easing transferability, they have also revealed issues with assessment and placement.

ESL students applying for admission into BC post-secondary institutions are typically assessed for language proficiency. Assessment practices vary across the province. Some institutions use standardized tests while others use tools that have been developed in-house. Once assessed, learners are placed into the institution's ESL program at the level indicated by their assessment results. Institutional assessment practices tend to work well within the institution at the ESL course level, but challenges can arise when the students progress from ESL into first-year English. Similarly, transfer between institutions is generally seamless at the ESL course level but can be problematic when the students transfer to other institutions at the post-secondary level.

If students have successfully completed articulated English for Academic Purposes (EAP) Level IV at an institution in BC, they should be able to register directly in first year post-secondary courses. However, it is often not certain that they will be accepted into another institution without doing another assessment even when both institutions have articulated ESL courses. In the fall of 2005, the ESL Articulation Committee conducted an initial survey of Registrars across the institutions to see if ESL students would be accepted into first-year courses with an English language requirement. At that time responses varied; some institutions would accept students with consultation from the ESL departments while others would not. Because of the active work of the ESL Articulation Committee to address this over the last five years, institutions are more consistently articulating at this level but some institutions still require their own

language assessment as a criteria for acceptance. This varied response still creates challenges to students and the provincial ESL articulation process. The problem is further compounded by the variety of entry pathways into first-year English and other courses. ESL students enter the BC post-secondary system through completion of articulated post-secondary English for Academic Purposes (EAP) IV courses, graduation from a recognized high school in Canada or elsewhere, or attainment of a minimum score on a recognized standardized test. One consequence of this range of entry pathways is a lack of uniformity in entry level academic skills among the ESL student population in college and university programs. In addition, there has been no consistent description of types of assessment within articulated ESL programs, so despite the well-described outcomes in the *ESL Articulation Guide,* it has not been clear what assessments are used in ESL courses. EAP IV assessments are of particular concern to the BC transfer system as EAP IV is widely used as a prerequisite for entry to post-secondary courses.

1.2 Background Information: Articulation Committee Endorsement

As mentioned above, assessment issues exist within ESL programs and between programs, so while much has been achieved recently to facilitate transferability, an analysis and description of assessment is very much needed. The ESL Committee has recognized this need for a number of years. At its annual meeting in November, 2005, the Steering Committee endorsed a three-phase project to

1. Align the articulation levels with the Canadian Language Benchmarks
2. Study and determine the minimum language competencies in CLB terms for first year college/university students
3. Explore assessments in relation to the Canadian Language Benchmarks

The first two phases are now complete and are available on the BCCAT website at http://www.bccat.bc.ca/pubs/ESL.pdf and http://www.bccat.ca/pubs/ESL-Benchmarking-1st-yr-English.pdf.   Both these projects have underscored the necessity of the third phase, analyzing ESL assessment within BC. With this in mind, in an effort to further enhance transferability, the ESL Articulation Committee proposed a movement toward articulation of assessment by examining assessment in relationship to the Canadian Language Benchmarks. At the annual meeting on May 21, 2009, the ESL Articulation Steering Committee provided some valuable input and suggestions for Phase 3 and confirmed its continued endorsement of the project.

Assessment in all its complexity determines how students move through the system by gauging their proficiency levels. It has been discussed within the Committee for many years, but has not been dealt with in any systematic way. If we are to strengthen articulation and transferability, we need to be clear about assessment to ensure quality and standards. This much-needed phase of the three-phase ESL Articulation project provides an opportunity to do just that.

ESL Assessment Practices in the BC Post-Secondary System, Final Report, September 30, 2010

1.3 Rationale

The overall rationale for a description of ESL assessment practices and tools in BC ties in very well with the issues raised at the September 10, 2009 Open Space Session for the Transfer System Business Process Review. First is the continued concerted effort on the part of the ESL Articulation Committee "to have full and seamless transfer, so students can receive credit for equivalent work completed at other institutions" (BCCAT Open Space Session, September 10, 2009). Phase 1 and Phase 2 of the ESL Articulation project have helped move towards this. Knowledge of assessment practices should further tighten articulation and foster a transparent and accessible articulation process. Full transparency is necessary "to support student mobility and portability of credit between BC post-secondary institutions" (cited at the Open Space session as a key goal of the transfer system). Currently a lack of shared knowledge of assessment practices and of one document describing these assessments hinders full accessibility.

One consequence of the range of entry pathways previously mentioned is a lack of uniformity in entry level academic skills among the ESL student population in college and university programs. In this document, the ESL Articulation Committee presents a resource which is a compilation of the actual assessments used in the BC ESL post-secondary system (Appendix 2 and 4). This resource includes descriptions of assessment tools used, rationales for their use, and recommendations about best practices in ESL assessment.

In addition to aiding ESL professionals, this centralized information on assessment practices will assist registrars and other administrators in understanding the achievements of ESL students in the BC post-secondary transfer system which will in turn aid the transfer of these students.

2. RESULTS AND ANALYSIS

2.1 Method of Analysis

The Committee examined existing practices in ESL assessment within institutions and across ESL in the BC provincial post-secondary transfer system. This involved an analysis of formative, summative, and placement assessment. The researchers examined how these assessment practices link with the available resources from the Centre for Canadian Language Benchmarks.

In order to conduct this research, five researchers developed an online survey which was sent out to all members of the BCCAT ESL Articulation Committee (Appendix 1). Researchers followed up this questionnaire with individual telephone interviews. The assessment information from both sources yielded rich results for analysis. The following includes summaries, discussion, and

recommendations for ESL programs, institutions and the BC post-secondary transfer system.

2.2 Questionnaire and Follow-up Interview Results

2.2.1 Respondents: Description of Institutions and Programs

BC post-secondary institutions responded to either both the questionnaire and the follow-up interviews or only the follow-up interview. In total, twenty-five institutions and twenty-nine programs were contacted; twenty-one programs responded to the online questionnaire, and a number of others responded to the questionnaire or parts of the questionnaire. The programs cover EAP, Access, and Work programs; however, the majority of programs are EAP. The programs ranged from very small programs where the institutions had only one or two classes to large urban programs with hundreds of students.

2.2.2 ESL Placement Tools

While all respondents reported that they use in-house tests for placement, they use other tests as well for placement and for entrance into academic programs. Ten accept IELTS, seven accept TOEFL, six accept Accuplacer, six accept CLBPT (three programs at VCC), five accept ELA (four programs at VCC), three accept LPI, three accept SLEP, three accept CAT, two accept CAEL, one accepts CELBAN, one accepts Michigan, and one accepts VERSANT (currently being piloted for overseas use). (See Glossary for acronym explanations.)

Graphic Representation of Frequency of Assessment Used

Institutions Using an External Test for ESL Placement

Only three institutions use external tests, including IELTS, TOEFL and CAEL, for placement into all EAP levels. Each of these institutions is a university. Representatives from all three noted that external tests, and IELTS in particular, are not properly calibrated to courses and tend to place students in ESL levels that are too high for them. With IELTS, currently the most popular external test, the problem begins with the practice of basing ESL placements on the commonly accepted university entrance score of 6.5 and moving down one EAP level for each half point.

Students are not typically moved to a different level if their external test scores place them too high, and this can result in a high failure rate within the course. One institution allows students to do their in-house test and use whichever score is better. Another reports that they use tests such as IELTS and TOEFL for ESL placement to provide students with flexibility of access, but the prerequisites are becoming complex and difficult to understand for students, teachers and administrators. The third stipulates that if a student wants to use an IELTS or TOEFL score to move to a higher level, he or she must provide it before the course begins.

Three institutions accept IELTS for placement at EAP III and IV levels only, and four accept IELTS for placement into EAP IV or equivalent. One only accepts external tests if in-house placement is not possible. Two others specify that an IELTS score of 5.0 or 5.5 can be used for admission to their EAP program, i.e., EAP I. Of the institutions using external tests for ESL placement already, one representative whose institution uses IELTS stated clearly that she would prefer not to use IELTS and would not do so if other institutions also did not. These representatives above raised concerns about the integrity and accuracy of an external test for ESL placement.

Consideration of a Common External ESL Placement Test

Because of the variety and complexity of external and in-house placement tests, respondents were asked whether they would support the use of a common external standardized test for ESL placement. Several representatives gave an unequivocal "yes". Most of the rest said they would consider using an external test for ESL placement if it would work for their levels and if it could accurately place students either on the articulation grid or at a CLB level. Most institutional representatives who said they would consider using an external test noted that they would expect controversy among their instructors, who they say do not trust external tests to place correctly.

Advantages of a Common External Standardized Placement Test

Institutional representatives suggested that students would save time and money by writing a common external standardized test: they would not have to take an in-house test for placement in addition to an external standardized test for academic admission. Institutions would benefit by achieving consistency of standards for placement across articulated programs. In addition, institutions would be able to plan programs and assign teaching loads in advance based on students' submission of test scores prior to their arrival.

Disadvantages of a Common External Standardized Placement Test

Respondents cited the cost (if the students were not otherwise going to take the test) as the primary disadvantage of an external standardized placement test for students. They also felt that the disadvantages for institutions were that one test probably could not serve all placement needs, and programs could lose some control over testing and grading procedures.

Discussion: ESL Placement Tools

Among the standardized tests commonly taken by students for entry into ESL programs, none stands out as an obvious choice for a common provincial test that could be used for ESL placement. One possibility for EAP programs is Vancouver Community College's English Language Assessment (ELA), which tests from one level below EAP I up to EAP IV. CLBPT was suggested by one representative and vetoed by another who was concerned that its security may have been compromised since only three versions exist Canada-wide.

While respondents were unable to identify a satisfactory common placement tool, there was general agreement on the unsuitability of admissions tests such as IELTS and TOEFL for ESL placement. Respondents reported that admissions tests were unsuitable because they were not placement tests, and to use them for placement was to misuse the tests as they were intended. They stated that even if these tests were placement tests, much research would have to be done to align them with articulated courses. Further, respondents emphasized that both TOEFL and IELTS place too generally, and they believed a finer instrument was needed for ESL course placement. For several terms until September 2007, one institution tracked in-house assessment and final grade results of students who initially used IELTS scores for placement. The results showed that IELTS did not function well as a placement test. Students with IELTS scores of 5.5 and 6, which commonly place students at EAP III or IV, were placed into EAP I by the in-house assessment and finished the course with B grades. Because of this tracking, it was felt by this institution that students were better placed by the in-house placement.

The data reported here create a snapshot of placement tools used today, and will certainly change according to the needs and requirements of students, student recruiters, and ESL Departments. While IELTS is currently favoured by ESL students, TOEFL formerly held that position: complaints about IELTS have replaced complaints about TOEFL when used as a placement test. However, complaints are in the same vein. The perception of many ESL practitioners is that standardized test scores, when used for placement, usually place students at levels for which they are not in fact ready. Therefore, using these test scores can work against student success.

Most institutions would probably support a policy like the one at Northwest Community College which states that "entry assessment at NWCC will be used for the sole purpose of assisting students to succeed in their studies at the college" (Northwest Community College Education Policy on Program Entry Assessment, 06/06/2003). The current trend in post-secondary institutions to accept standardized test scores that place students in ESL and academic courses at a higher level than their English proficiency warrants has significant implications for students, and it seems counter to most post-secondary institutions' objectives of supporting and enhancing student success and retention.

Placement is not an exact science, and a person's mastery of English has many layers of complexity. Consequently, many institutions take into account factors such as age and educational background for placements rather than relying solely on standardized test scores (see *Administration of Program Placement, p.* 16).

2.2.3 In-house Placement

In-house placement varies; throughout the province much of it combines a standardized test with an in-house test developed by the program or institution. Of the twenty-five institutions that responded to the questionnaire, twenty use a combination which covers the four skill areas of listening, speaking, reading and writing. These standardized tests include CLBPT, Michigan, Accuplacer, and SLEP (See Appendix 4 for institutional in-house components).

In-house Placement Tool Components in Conjunction with Standardized Tests

The in-house placement tool components cover the four traditional skill areas of listening, speaking, reading, and writing as well as grammar. In some cases, the oral skills are broken down into specific tests for different levels as in the case of one institution that has a video presentation (listening) with multiple choice comprehension questions for advanced students and another that uses an audio-only format. A number of institutions use an interview to assess both listening and speaking. The interviews range from a question and answer format to role plays with two students or group interactions with three or four students. In-

house writing assessment generally consists of an essay based on a designated topic. For some institutions the topics depend on the level of the student; for example, in one case the topic depends on the Accuplacer result and in another case, it is based on an initial "rough sort" to see if the student should be tested as an intermediate or advanced student. Writing is variously assessed by a dedicated assessor or by one to three instructors. Every institution relies on in-house marking of writing that is reviewed by program faculty or staff. Reading generally follows a multiple choice format. Ten programs of the twenty-one that responded to the on-line questionnaire have a separate grammar component. In one case the grammar assessment is a short piece of writing about learning a new language in which the different parts of speech are in twenty-five different sentences replaced with multiple choice answers; this test is used to determine if students should take intermediate or advanced placement tests.

Advantages of In-house Placement

Respondents from all institutions found that their in-house placement tests work for their programs because of reliability, ease of administration, autonomy and appropriateness for their programs. Representatives reported that instructors find that in-house placement is reliable since it places students accurately for their programs, so little or no adjustment is necessary. Some specific numbers attest to this: for example, one institution reported that in the winter 2010 term only four out of eighty students moved after first-week diagnostics while another reported only one or two students are incorrectly placed each semester. Others simply said that students rarely need to be moved once placed and that their in-house test is "tried and true." A number of respondents commented about the ease of administration since the in-house tests can be administered any time, are straightforward to administer, and are time efficient. Autonomy was also a theme that emerged from the interviews. Instructors mark the tests and have more control over placement, get a sense of the students personally, and have control over the placement process. In-house placement is based on the institutions' curricula and matches the program levels.

Disadvantages of In-house Placement

While respondents found many advantages with their in-house placement tools, some disadvantages also exist: time, requirements of training, skill-specific gaps, difficulty of calibrating with standardized tests, and institutional constraints. The greatest single disadvantage noted was the time-consuming nature of the tests. In particular, if instructors rather than assessors in an assessment centre are responsible for the assessment, time is an issue. This feeds into the problem of training. The assessment demands experienced faculty, and if new faculty are taking on the role of assessing, training becomes necessary. For example, difficulties arise with new faculty who are not used to the levels or are not familiar with the descriptors. The skill-specific gaps in the standardized tests demand that specific skill assessment be developed. While respondents noted

advantages with the development of their own skill-specific tests, issues concerning reliability and calibration with the standardized test scores can become a problem. Finally, institutional constraints can pose challenges. For instance in one case, students are only allowed to write the placement test once. Accommodating large numbers of students and turnaround time is another problem. In one institution, tests are all done in one day with registration into classes the next; this requires many instructors, and it is difficult to find space for all the sixty to eighty students to write at the same time.

Discussion: In-house Placement

Accurate in-house placement relies in large part on the experience and expertise of the ESL assessors whether the placement is done in a formal assessment centre or within the department. The following comment reflects this: "really experienced teachers [do the assessment, and] most have been at the institute for over ten years, and they understand the program." It is also true that accurate in-house placement within a particular program or institution reflects the focus of the program, so it is natural that institutions prefer their own assessment tool. Because students are often tested in-house shortly before the semester begins, the administration is unable to plan or assign all work in advance. This in turn can have negative consequences on faculty (especially new faculty) morale and program stability. However, since the courses in question for the particular program have been articulated, one can be reasonably confident that these assessment tools, even though they are in-house and fit the local context, could also fit within the provincial articulated framework. Moreover, the in-house placement tests as described by the respondents are remarkably similar; this would seem to indicate the possibility of establishing a coherent and integrated ESL post-secondary system that embraces both articulated objectives *and* placement descriptors.

2.2.4 Role of Canadian Language Benchmarks

The Canadian Language Benchmarks Test (CLBPT) is not used consistently in the province. Three of the responding institutions accept the CLBPT for initial placement into their ESL programs, and one of the three (Vancouver Community College) accepts the CLBPT in three of their four ESL departments. The same three institutions that accept the CLBPT plus an additional two institutions accept CLB scores as entry into their ESL programs.

Six responding institutions use Canadian Language Benchmarks descriptors and/or assessment tools for course assessment.   Four respondents use both. One of these three (Vancouver Community College) uses both in two of their four ESL departments. Across the departments or institutions, they are used from Access level 1-8, including the equivalent to EAP I. Two institutions use the descriptors only. One of the two reports using descriptors for Access levels 1, 2, 3 and 5, 6, 7 as well as EAP II - III and the other reports using descriptors for

EAP I - IV. One uses the assessment tool only for EAP III. Of the total six, three are satisfied with the CLB descriptors and/or assessment tools, and three are somewhat satisfied.

In the follow-up interviews, when asked how the institutions used or referenced the CLB, eleven institutions or departments said they do not use or reference CLB. One respondent noted that that they reference CLB for newly designed beginner courses but not for intermediate or advanced. The most common reason (given by 7 of the 11) was that CLB work better for lower level domestic students and were not suitable, a good fit, or academic enough for EAP or university-level programs. In fact, one respondent said their department objects strongly to the use of CLB in their program for the reasons given above. Three respondents said they do not use CLB because it has not seemed a priority or necessary to do so. They are happy with their ESL programs as they exist and do not feel the need to make changes in curriculum to match or incorporate CLB.

Fifteen respondents reference or use CLB to some degree. One institution uses CLB to place students coming from community ELSA programs, and this has built a trust relationship with those programs. Some reference CLB in course descriptions, curriculum guides, or learning outcomes/course objectives or determine equivalents between course levels and CLB often as a result of the articulation process. Two departments at one institution (Vancouver Community College) are working towards putting benchmark equivalencies on student report cards. Because the new Access level descriptors in the *BC ESL Articulation Guide* are aligned with the Benchmarks, it is reported that alignment with the CLB works better for Access level courses than in the past.

At one institution, both the course objectives and assessments for courses are based on CLB. Four respondents (three from one institution) report they use CLB for assessment, either by using existing CLB assessment tasks, developing CLB-type tests, or developing criteria or rubrics for assessment.

One institution is trying to align its in-house scores to the CLB and is attempting to incorporate it in EAP II listening and speaking courses. Another institution uses the CLBPT for EAP II & III listening tests, which makes up 10% of the final listening and speaking exam. Another copies the descriptors to external job support agencies or receiving ESL programs.

The CLB is used in some specialized programs. Since the Canadian English Language Benchmark Assessment for Nurses (CELBAN) is based on the CLBPT, two respondents report using CLB in health programs: IEHP (Internationally Educated Health Professionals) and EHS 1 & 2 (English for Health Sciences). In the latter, the curriculum developed is fully referenced to CLB levels. At Vancouver Community College, a number of health programs have been benchmarked in response to student need.

Five respondents, three of whom are at Vancouver Community College, have used information contained within the CLB documents to develop and include tasks to add to existing programs or to design and develop curriculum. One Vancouver Community College program has made a proposal to adapt and revise their curriculum to more closely match benchmark levels 6, 7, and 8 to facilitate student movement into benchmarked applied programs at the college.

Advantages to Using Canadian Language Benchmarks

Respondents noted system-wide advantages as well as individual institutional advantages. The CLB is an objective external measure which places institutions using it on an equal footing with Canada-wide programs, including ELSA and Skills Connect in BC. This assists in dealing with external agencies such as job support agencies since there is a common language which the government funded programs understand. This system-wide advantage can potentially facilitate pathways for students and assist in the acceptance of courses across institutions. At an institutional level, because the CLB is becoming well established and recognized, negotiation for entry into some programs such as trades and career programs may no longer be required if these programs recognize CLB.   A further advantage of the CLB is that they put more value and focus on language assessment in skill area programs where content is usually seen as more important.

Within ESL programs, the CLB lends itself well as a framework for instructor training by having developed tools such as criteria sheets to assist in inter-rater reliability. The CLB also provides a snapshot of a student's English level at one particular time. This in turn can give confidence, help prepare new course material, save assessment time, and provide a guide to discuss specific items and analyze graduated tasks.

Disadvantages to Using Canadian Languages Benchmarks

Respondents noted a number of disadvantages related to the focus of the CLB, the Benchmark descriptors themselves, the lack of consistency in use, the cumbersome nature of the CLB, and the lack of specific descriptors for higher levels. One respondent noted that the CLB is "regarded as non-academic, focuses on length of essay/reading rather than quality or academic appropriateness of essay/reading. Upper levels [are] not well-described. Even though it may have changed to respond to academic demands, people have lost interest." Another felt that because the CLB is task-based, it is difficult to clearly differentiate between and within levels within the document itself, and yet another felt the Benchmarks seem to be unevenly spaced the higher up they go, with the higher level Benchmarks too broad. This idea informed a related idea that program levels are more narrowly defined and to be accurate, more gradations within the Benchmarks are needed.

As one respondent noted, "Within the document there are the terms 'initial, developing, and proficient,' but [instructors] are not sure how to determine these gradations or how to clearly communicate this to students." Another related response indicated that the Benchmarks create unrealistic expectations. Others felt the Benchmark descriptions are difficult to use and that although the Benchmarks are supposed to be easy to explain to students, they are not necessarily so. Some felt that there were logistical problems switching to the CLB: they would need to change their programs and since they felt their own programs were working well, they could not see the point in doing this. One expressed a concern that they would be expected to use Benchmarks instead of grades and that grades were preferable. Standardization was also considered an issue, and one respondent noted: "Although standardization is stated as an advantage to CLB, there isn't really national agreement as to what it means to be a certain level. If a student is at a certain level, at what point of the band are they beginning it, ending it, or ending it and part way into the next level up?" Some issues with the CLBPT were noted including concerns about cost, test security and accuracy at higher levels. A few respondents felt that a better CLB placement tool is needed for CLB 6 and above.

Discussion: Role of Canadian Language Benchmarks

In some BC institutions, CLB is used in a variety of ways including placement, curriculum development or enhancement, and assessment. There are clear advantages of a shared provincial and national reference to language learning used by governments, agencies, and educators. However, a significant number of programs in BC do not use or reference CLB because administrators or instructors in these programs feel Benchmark descriptors are not suitable or academic enough, not necessary, or not a priority. However, it is not clear from respondents' remarks whether this criticism of the CLB is due to experiential dissatisfaction with the CLB or to a lack of in-depth knowledge of the CLB. A worthwhile project would be to discover how extensively CLB has been reviewed or analyzed for suitability by those programs who say they do not use Benchmarks.

Many more disadvantages than advantages were noted by respondents to the survey and follow up questions, especially those with EAP programs. Due to differing interpretations, questions have also been raised about whether CLB functions accurately as a national language for assessment. Given the high level of support by some programs and the extent of the criticism by others, an objective investigation into both the advantages and disadvantages of using the CLB in language programs at BC institutions may be warranted to determine the best path for the future.

2.2.5 The Role of the BC ESL Articulation Guide

Almost half of the respondents (10) indicated their programs use the *BC ESL Articulation Guide* descriptors for course assessment. Of those that did (7-8), the descriptors were mostly used by EAP programs (7-8). While Access programs at all levels cited Guide descriptor use at least once, levels 5 and 6 received the most responses (4). All other Access levels were cited only by one to three respondents. Those ten respondents who indicated descriptor use also all indicated general satisfaction with the descriptors, with two being very satisfied and one being somewhat satisfied. All other respondents indicated they were satisfied.

2.2.6 Administration of Program Placement

A slight majority of program respondents (13) reported that assessment was conducted within the department either by non-dedicated faculty or administrative staff or by both faculty and administrative staff. Slightly over a third of respondents (9) indicated that assessment was done centrally through an institutional assessment centre. Just under a quarter (6) reported assessment administration was done by dedicated assessors within the department.
Just under half of the respondents (10) indicated that assessment interpretation and placement were done by non-dedicated assessors. However, this was closely matched by the number of respondents (9) who indicated that dedicated assessors were used. Just under a quarter (6) reported that assessment interpretation was done centrally at the institution's assessment centre; however, two of those respondents also indicated that faculty or department heads/coordinators did the final placement using interpreted results.

A large majority of respondents (16) indicated that factors other than assessment results were taken into consideration when placing students into programs, although almost a fifth of respondents (5) said that no other factors were considered.   Of those who considered other factors, a clear majority (16) indicated that skill level difference was a factor for consideration. All of the other factor choices in the survey (full-time vs. part-time study, length of time in Canada, maturity, student goals, student preference, and test performance problems) received between six and nine affirmative responses.

There were also a variety of other factors cited by various respondents. Previous academic experience was cited three times, while course or level availability was indicated two times. Proficiency or level of other language skills and work experience (for English for Work) were two other factors cited.

Placement and Course Assessment Challenges

A large majority of respondents (17) indicated mild to heavy pressure from various sources to modify placement and/or course assessment procedures. Students were cited most often as a source of pressure. Reasons for student

dissatisfaction tended to centre around a want or need for higher placement or a perceived unfairness or inconsistency in the placement or course assessment procedures.

Respondents also cited international education, marketing, and student service areas as influencing placement or course assessment procedures. At one institution, concerns from the International Education department about lengthy student processing times resulted in a more streamlined, continuous approach to the placement procedure which benefitted everyone involved: students, instructors, staff, and International Education. However, other respondents stated that they were pressured by these areas to accept standardized placement test results despite concerns over the accuracy of these tests.

Senior administration, English language program faculty themselves, and agencies referring ESL students to training (especially those using CLB) were also cited equally often as sources of pressure to influence existing placement practices. One respondent cited physical considerations such as lab availability.

2.2.7 Internal Assessment of Courses

Progress between Levels

Of the twenty-one institutional programs reflected in the survey results, seventeen (81%) used final exams to determine progress to the next level and four (19%) did not. The latter four programs used a variety of exit tasks depending on levels and individual instructor preference. Some examples include final projects or portfolios at the upper levels and CLB exit tasks.

Eighteen programs (86%) stated that exit was determined by grades, while three (14%) said it was by a complete/incomplete designation. (See Appendix 5, Transitions Chart, for a full description of the minimum pass grade and percentage equivalence required by each institution.)

While there is consistency among institutions in terms of awarding grades for progress through ESL levels, what constitutes a passing grade and how that grade is reflected in a percentage varies widely. This is not likely to be of great concern within institutions, but it has important implications on the articulation of courses and transferability among BC post-secondary institutions. Although having a consistent passing grade and percentage equivalency would be advantageous, it is an unlikely outcome in the short term since the passing grade and/or percentage equivalency is often established by the post-secondary institution itself rather than the ESL Department. Moreover, it is not clear how a passing mark of 50% would differ from a passing mark of 85%. Therefore, to facilitate articulation and transferability, we need to look at what competencies constitute a pass, regardless of the grade and/or percentage assigned.

Consistency of Internal Course Assessment

Nine program representatives (39%) did not regard consistency of course assessment problematic. Their rationale included the following: for small programs, the program often runs only one section of a course; a course is often taught consistently by the same teacher; students are well-placed because of standardized placement tests; receiving institutions/programs are satisfied with the students; some Access programs have continuous intake which makes common exams and collaborative marking very complex; and some institutions thought it might be necessary at higher levels but not necessary at the lower levels.

However, the majority of institutions (14 or 61%) identified consistency of course assessment within their program or department as an ongoing concern, especially those programs with multiple sections of the same course. There was general agreement that common exams, collaborative marking and collaborative goal setting improve consistency, validity and internal standardization. Survey results indicate that twelve programs (57%) held common exams in all or some of the skill areas:

Writing: 12 Reading: 12 Listening: 11 Speaking: 9   Grammar: 8   Vocabulary: 5

Survey results also indicate that many institutions are engaged in some kind of collaborative marking in final exams:

Writing assignments: 9 (43%)   Reading, Listening, Speaking: 4 (19%)
Grammar and vocabulary: 2 (10%)

One institution indicated instructors collaboratively review all students who are borderline.

Management of Common Exams, Collaborative Marking and Goal–Setting

Institutions managed this process in a variety of ways, from fairly loose collaborative approaches to extremely standardized prescriptive procedures.

Common Exams

Respondents' descriptions of their common exam procedures reflect the variety of procedures used within ESL programs. The following list demonstrates this:

- A course coordinator is elected by all instructors teaching that course in a particular semester. Instructors write an exam collaboratively or choose one from the exam bank and work on it together if it needs amending. The exam bank is managed by the Chair.

- The same tests are given across sections of the same level. Instructors meet as a group to discuss expected answers and criteria for marking. There is a bank of four tests per level, so that each test is given only once a year. The level head teacher or academic coordinator manages these tests.
- The assessment head teacher organizes the testing and prepares standardization kits for teachers before they begin marking writing and speaking.
- Standardized mid-terms and finals provide extensive standardization on writing.
- Some institutions only allow changes to common exams with the department's approval.
- Instructors develop an exam together and give it in the same room at the same time. They try to change exams every semester and create new exams. This can also include common exams at mid-term.
- All assignments are the same; for example, a three-page essay is due on the same date, at the same time, and on the same topic. The program cannot insist but encourages teachers to have meetings before the semester and follow the same rubric at all levels.
- Common reading, listening, and speaking final exams and common reading and vocabulary quizzes can occur during the semester. Writing tests and final exams are set by the individual instructors within course outline parameters.
- Some programs use common exit speaking tests with a training video to demonstrate the process.
- There are new exams (or new versions) every semester but no common exams. However, there is much collaboration about what the exam should include and often instructors who are teaching different sections of the same course will choose to use the same exam.

Collaborative Marking

Collaborative marking indicates the level of commitment to consistency of assessment within a number of programs throughout the BC ESL system. The following list reflects the variety of ways ESL programs address this issue in their institutions:

- Instructors at the same level mark each other's assignments.
- Instructors mark final writing papers together. They calibrate a few papers to ensure similar standards, look at the marking grid, and then divide up papers amongst teachers for that level. Instructors do not mark their own papers. Each paper is marked by two instructors. If there is a large discrepancy, the instructor of that student can get a third opinion or take the average between the two marks.
- Instructors exchange papers with the English Department on an informal basis.

- A program can have a common grading system for assignments but instructors mark independently.
- Instructors get into level groups at department meetings and discuss writing assignments or problem-solve issues. There is also a binder of marked compositions that instructors may refer to as a resource.
- Oral testing is collaborative with two students being tested by two instructors.
- Every student's final composition is marked by two instructors and even a third if there is disagreement between the two.
- After testing, instructors meet with the level coordinators to go over individual students' marks and consult about the next term's recommended placement.

Collaborative Goal Setting

Collaborative goal setting is another method programs use to strengthen and tighten program assessment practices. Institutions report:

- Instructors discuss expectations, set curricula, and outline daily lesson plans at department meetings which are held three times per semester.
- Each course has a co-coordinator who holds two to three meetings each semester with instructors of other sections of the same course to discuss the course objectives and number and types of tests, and to share materials, assignments, and tests.
- Inter-rater reliability sessions, binders with examples, and the mentoring of new faculty aid goal setting.
- One institution articulates exit criteria at one level with pre-requisites at the higher level.
- The program determines grade break-down, sets guidelines for the weighting of homework, written work and what to include for the participation grade; team teachers discuss course expectations.
- Instructors must submit an end-of-term record of marks. The department requires and monitors course outlines and consults with instructors about students' marks at the end of each term in order to enhance consistency. The department holds rater-reliability workshops and tracks students when they are misplaced at a level. The department provides new instructors with training and support.
- Each course is under a convener who sets the textbooks and major assignments.
- The department holds bi-weekly meetings, mid-term assessments, and common writing assignments in order to improve consistency and accountability. There are no common final exams; each instructor marks his or her own exams, but discusses multiple points such as what rationale is used to make the final decision.

Common exams and collaborative marking remain contentious issues among institutions and are seen to have both advantages and disadvantages.

Advantages of Common Exams and Collaborative Marking

Fairness was the main reason for using common exams and collaborative marking. Fairness would be achieved by setting more consistent standards across sections of the same course, encouraging more teacher accountability for student assessments, and increasing academic rigour because of greater accuracy and reliability of marks. Respondents emphasized the importance of making the process fair and transparent for students. They also cited positive outcomes for teachers. These include reduction in instructor workload once the exams are written and implemented; collaboration among teachers on course content, assignments, in-class and final assessment which in turn further the collective aims of the department; support for teachers in their decisions, so students cannot pressure individual teachers and therefore fewer grade challenges exist by dissatisfied students; for new instructors, it increases their knowledge of how things are done in the department and gives them more confidence. One respondent said that a "gatekeeper" exam is needed to ensure that students are not passed without having mastered the skills. Sometimes there is a tendency to pass the student just so they can do something new as they "can't just keep on failing."

Disadvantages of Common Exams and Collaborative Marking

The main disadvantage was related to time commitment and increased workload for teachers and co-coordinator, head teacher or chair. Respondents reported that it takes time to build common exams into the system; developing common exams is very labour intensive; multiple common exams need to be developed; it necessitates meetings during the semester to discuss common goals, assignments, and final assessment; organizing joint marking sessions for final exams takes time and effort; creating a non-conflicting common exam schedule is complex. Another strong objection was that it conflicted with academic freedom so teachers could not be forced to comply. Some teachers are comfortable with collaboration; others are not. Moreover, common exams and collaborative marking imply that this will result in objective assessment which one respondent believed was incorrect. The respondent explained his/her rationale thus:

> To tie [teachers] to any kind of standardized rubrics is to 1) assume (incorrectly) that such standardization will keep subjectivity out of it 2) assume there is one way to assess/provide feedback 3) question the professional judgement of faculty, the ones who know the individual student and know best how to provide feedback to the student.

Closely connected to the above objection is the belief that testing should reflect what is taught and since every teacher should respond to the needs, interests and goals of each class of students, common exams cannot and should not be the focus of the educational experience. One respondent explained that it didn't work well for programs that have continuous intake or multiple locations as the logistics of scheduling common exams and organizing collaborative marking sessions were too complex and it would be difficult to guarantee security.

Discussion: Common Exams and Collaborative Marking

The improved fairness, transparency, and consistency that many respondents see resulting from the use of common exams and collaborative marking in internal course assessment would also contribute positively to the articulation process and help ensure effective transferability. However, common exams and collaborative marking remain challenging issues for most ESL departments, for the following reasons: common exams and collaborative marking work well when there is agreement among all instructors, but it is not always possible to get "buy in" from everyone; there is always some resistance from some teachers. In most programs instructors are expected to teach all courses which change most semesters. Thus maintaining the system can be problematic for both the chair/head teacher or co-ordinator and the instructors due to the following challenges:

- Passing instructions, materials and exams on to the instructors teaching the courses the following semester
- Ensuring exam security (One institution explained that they kept an 'exam bank' but instructors do not always return exams or delete their copies each semester.)
- Making sure new exams are developed regularly and not relying on the same exams year after year.

There are sometimes disagreements amongst instructors over exam items and marking grids. For example, there may be common exams but not common teaching through the semester; instructors have not necessarily covered all the same material each semester, which could result in disagreement over what should appear on the exam.

2.2.8 Integration of ESL Students into Post-Secondary Courses

Institutions and non-ESL programs set their own pre-requisites for an English requirement, but most admit students upon completion of their ESL program. Nine institutions require students to meet their language requirement entirely before they can take any non-ESL courses at all. UNBC offers students the incentive to finish their ESL program by giving a total of 12 unspecified credits for their EAP IV course and another three credits for their EAP III course. The largest universities offer a conditional acceptance and an amount of time to complete English training.

Fourteen institutions allow students to take one to three non-ESL courses while they are still in ESL. Two institutions allow students to take a limited selection of courses on completion of EAP I and Access 6 (e.g., Math and Computers), seven institutions allow students to take courses after EAP II, and five only after EAP III. One institution has students move from ESL to ABE, where they complete Grade 12 equivalency courses. In Applied Programs that have been benchmarked with the Canadian Language Benchmarks, appropriate CLB scores are accepted for entry.

Admission of Students to College and University Programs

- After EAP I (2) 9%
- After EAP II (7) 30%
- After EAP III (5) 22%
- After EAP IV (9) 39%
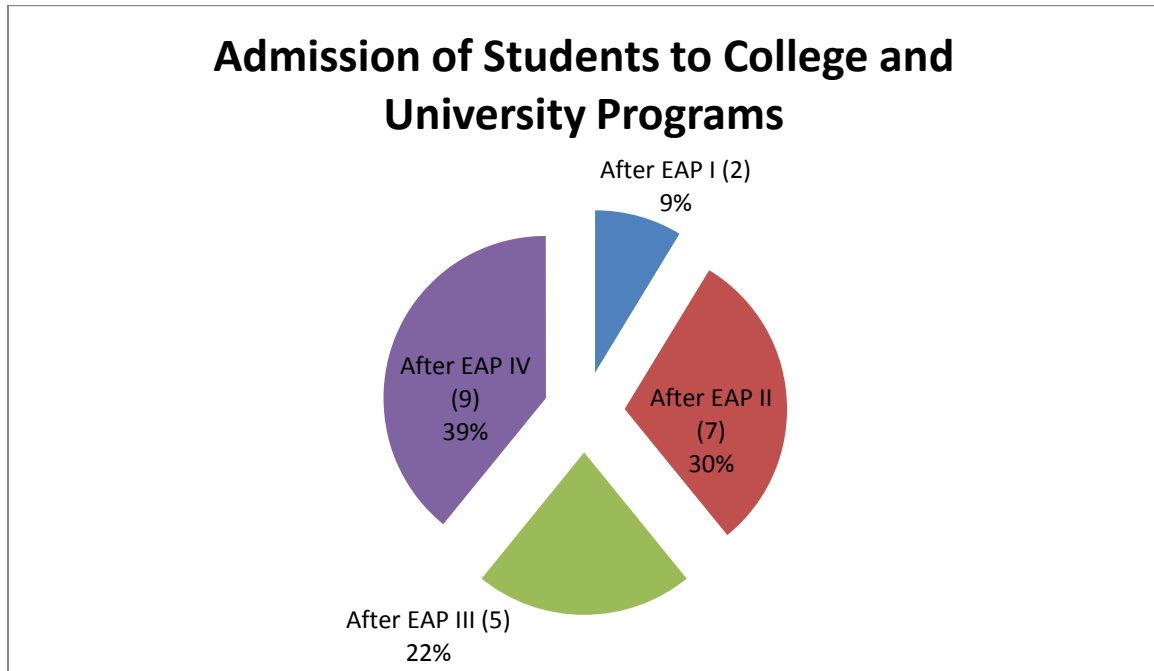
Most institutions allow students to enter directly into a combined program of academic courses with ESL. At one institution, new students can only enter non-ESL courses with external test scores such as the TOEFL, IELTS, or CAEL. There is an unofficial "ESL Plus" admission, decided case-by-case by the Registrar. All other institutions allowing students to do an "ESL-Plus" program use either external standardized tests or their own in-house ESL placement tests to decide how many non-ESL courses a student can take. This number varies from institution to institution. For example, in one case, new students placed at EAP III can take two academic courses from a choice of five courses (e.g., Econ 103, MA 104); students placed at EAP IV can take three courses from the five available to students placed at EAP III, in addition to five other courses. English pre-requisites have been set for all the courses. In another case, students enter directly into the ESL skill courses they need according to ESL placement (internal or external tests). They can take other courses depending on how much room is left in their schedule. For example, a student at EAP III in all skill areas has room for one non-ESL course; a student at EAP IV in all skill areas has room for two

non-ESL courses. However, if a student tests "out" of a skill area, that student may be able to take more non-ESL courses. Another institution uses GPA and an assessed level of EAP III (either by the ESL department's assessment or through IELTS or TOEFL scores or CLB placement), to allow students to begin taking university classes.

First-Year English

Thirteen institutions accept students into First Year English with EAP IV only; 2 require further assessment (institution's own English Diagnostic Test and LPI); and two require students to take a pre-first year English course. Of the institutions whose English Departments accept ESL students into first year English with EAP IV, three specified a prerequisite minimum grade, ranging from C- to B.

Prerequisite ESL level for Admission to First Year English

- After EAP IV only (13)
- EAP IV plus further assessment (2)
- EAP IV plus pre-first-year English course (2)

12%

12%

76%
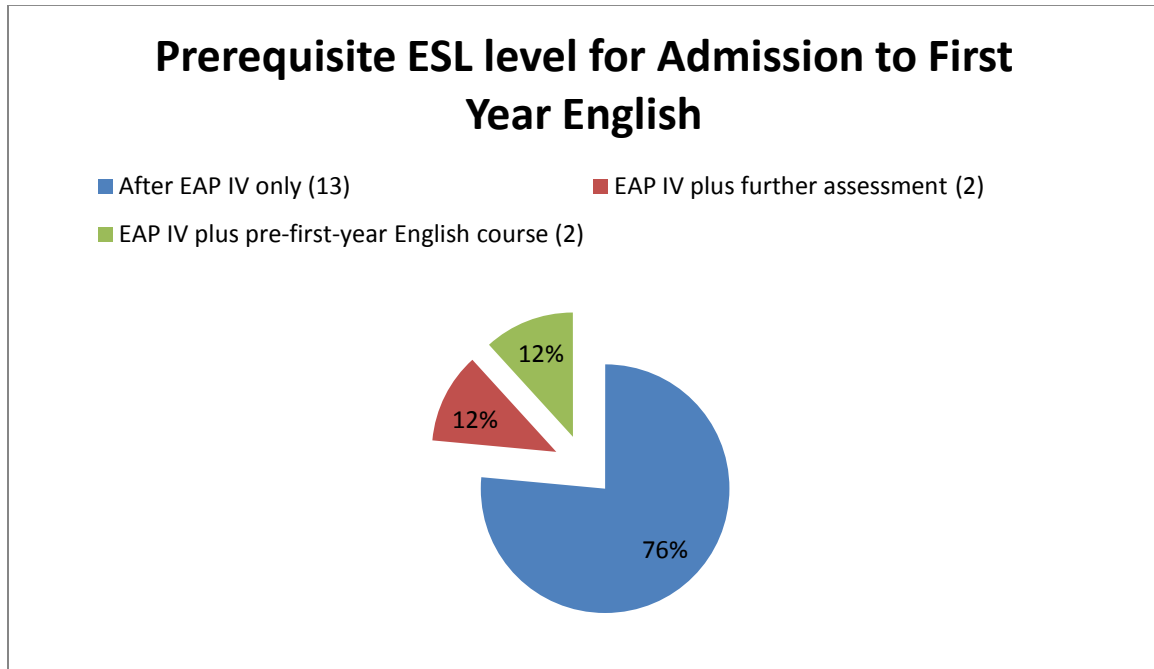
Discussion: Integration of ESL Students into Post-Secondary Courses

While the goal of the BC Transfer System is mobility and transferability, the varying entrance requirements for English proficiency can be confusing and discouraging for students moving around in the system. Especially discouraging is the need for students who have completed a course articulated at the EAP IV level to prove again their proficiency for the few, but largest, institutions that will not accept EAP IV-level courses as meeting their English language requirement. The outcomes of EAP IV have proven to show a clear transition from EAP IV to first-year English, one of the toughest courses for ESL students (*Benchmarking First-Year English: An Analysis of the Language Proficiencies Required for Entry into First-Year English Composition, 2008)*. Therefore, requiring in addition a

standardized test score for admission is unnecessary. The standardized test requirement is known to lure students away from completion of their ESL program in favour of studying for the test as a shortcut. These students may learn how to write and pass the entrance test, but they are likely to lack the broader set of English skills they need to launch their academic career. It is of special concern that IELTS scores, for example, have been set lower than the level at which an ESL student is deemed capable by IELTS to study unsupported. The IELTS website section "How do institutions set their IELTS requirements" "provides guidance on setting appropriate band scores" and explains that students with a score of 7.0 should be able to complete "linguistically demanding" studies in English without language support while students with 6.5 in linguistically "less demanding courses" would probably be able to handle the language but in "linguistically demanding" courses would still require language support (www.ielts.org/institutions/global_recognition/setting_ielts_requirements.aspx). It also seems unfair for institutions to require further testing--or even another non-transferable course–for entry into first-year English.

3. CONSULTATION

In order to clarify some questions regarding standardized tests, particularly IELTS, Sarah Fleming, the Bridge Program Coordinator at Simon Fraser University and the IELTS Test Centre Coordinator, was consulted. Debra Lewis, an experienced IELTS tester and ESL instructor at Camosun College, was also consulted on her insights into testing in the UK and Canada. The researchers presented the preliminary results of this research at the annual BC TEAL Conference in Vancouver in April, 2010. The participants at this session provided valuable feedback. This project could not have been completed without ongoing consultation of the ESL Articulation Steering Committee.

4. IMPLICATIONS TO THE BC TRANSFER SYSTEM

A number of important recommendations for ESL programs, institutions and the BC Post-Secondary System emerged from the eight areas in the questionnaire and follow-up interview results.

4.1 Recommendations for ESL

1. Since respondents have indicated an overwhelming endorsement of in-house placement assessments, institutions need to
    - provide opportunities for new faculty to be trained and experienced faculty to engage in ongoing norming sessions
    - provide faculty with opportunities to continually monitor assessments and fine-tune them for accuracy

- track students in order to ensure that the in-house placement assessments are reliable predictors of student success
- develop a mechanism to include information on in-house placement descriptors in the Articulation Guide.

2. Continue to dialogue and disseminate information at BC ESL Articulation meetings, conferences, in ESL publications and departmental PD sessions on
   - best practices regarding ways to manage and maintain the collaborative process in teaching, testing, and grading
   - ways of balancing the need for fairness, transparency, rigour, and consistency, especially in relation to student needs and perceptions, with faculty's right to academic freedom and the need to "test what you teach."

3. Establish consistent competencies/outcomes for each level that must be achieved in order to progress.

4. Advocate for policies that support access but also recognize the need to support and encourage student success and retention.

5. Monitor the placement and progress of students entering ESL or academic programs through various standardized tests in order to determine their effectiveness in predicting student success.

6. Refine the use of standardized test scores for placement by utilizing the sub-scores when available, targeting the sub-score of a particular skill area. For example, placement in EAP I might require an IELTS score of 4.5 with no sub-score less than 4.0. This could be further specified by requiring a sub-score of 4.5 in writing for placement in a writing course.

4.2 Recommendations for Institutions

1. Review policies for admission to first-year English based on results from the above research.

2. Review policies on the use of standardized test scores such as IELTS for ESL placement by:
   - supporting a province-wide tracking study on the use of IELTS and TOEFL scores as placement measures into ESL courses to determine the level of accuracy and validity of placement based on successful progression to the next level (BC ESL Articulation Steering Committee proposal May 2010)
   - encouraging relevant departments to track students who have been placed through external scores in order to determine the reliability of standardized scores in predicting student success.

3. Track students from EAP IV through first-year university courses, particularly first-year English, to determine their success rate. This could be done by:
    - tracking students who enter first-year English and other university courses by standardized tests to monitor their success with these courses
    - comparing the success rate of students who enter first-year English and other university courses through EAP IV with the success rate of students who enter first-year English and other university courses by standardized tests.

4. Lobby for greater consistency of passing grades and percentage equivalencies among BC post-secondary institutions.

4.3 Recommendations for the Post-Secondary System

1. Advocate on behalf of students for the acceptance of EAP IV as an acceptable language proficiency requirement for admission to all institutions in the BC post-secondary transfer system.

2. Support the inclusion of placement descriptors in the Articulation Guide to facilitate greater transparency in placement.

3. Encourage institutions and ESL departments to adopt best practices for in-house assessments for placement.

4. Support a project to investigate the advantages and disadvantages of using CLB in BC programs and institutions.

5. ONGOING REVIEW

This report provides much needed centralized information on ESL assessment practices in the BC post-secondary transfer system. As the section on the implications to the BC transfer system indicates, a number of recommendations have emerged and these require follow-up, so the ESL Articulation Committee will provide an ongoing review.

6. **GLOSSARY**

Access   See ESL Articulation Committee Working Committees

Accuplacer   Computer based, adaptive, skill-focused test of English as a second language proficiency (produced by Educational Testing Service (ETS))

CAEL   Canadian Academic English Language Assessment

CAT   Canadian Achievement Test

CELBAN   Canadian English Language Benchmark Assessment for Nurses

CLB   Canadian Language Benchmarks

CLBPT   Canadian Language Benchmarks Placement Test

Descriptor   A description of a specific language skill

ELA   English Language Assessment (VCC)

EAP Committee   See ESL Articulation Committee Working Committees

EAP   English for Academic Purposes

EAP IV   Highest EAP level in the BC Post-Secondary System and commonly used as a prerequisite for first-year college and university courses.

ELSA   English Language Services for Adults

ESL Articulation Committee Working Committees
     EAP: English for Academic Purposes Committee: EAP courses deal with the language demands of further academic study.
     Access: ESL Articulation Access Committee: English for Access courses provide students with the language and socio-cultural competencies to function and participate effectively in Canadian society and international contexts.
     Work: ESL Articulation Work Committee: These courses and programs are designed to assist learners in achieving their workplace goals.

ESL   English as a Second Language

ibTOEFL   internet based Test of English as a Foreign Language (ETS)

Internal Assessment
                Assessment that determines progress from one course to the next

IELTS   International English Language Testing Service

LPI   Language Proficiency Index

Michigan/ MELAB   Michigan English Language Assessment Battery

Placement Assessment
                Assessments that place students in specific courses

SLEP   Secondary Level English Proficiency Test (ETS)

Skills Connect The Skills Connect for Immigrants program (Skills Connect) is an
                individualized employment bridging program that helps skilled
                immigrants connect to jobs in BC that build on their pre-arrival
                skills, training, knowledge, and experience.

TOEFL   Test of English as a Foreign Language (ETS)

Versant   Computerized test of spoken language available from Pearson
                Publishing Company

Work Committee
                See ESL Articulation Committee Working Committees

7. **APPENDICES**

Appendix 1: ESL Assessment Questionnaire

> **Please complete this questionnaire online at http://bit.ly/6oU9qR . You may wish to use this version to prepare your responses ahead of time, either in a word processor or by printing out only the pages you need.**

This questionnaire is designed to help determine the assessment practices of ESL in the BC Post-secondary system. This questionnaire marks the beginning of an ESL Articulation project whose major outcome will be a description and analysis of ESL assessment practices within BC ESL, including recommendations about best practices and implications for ESL, English, and the BC post-secondary system. We would appreciate 20 to 30 minutes of your time to complete this questionnaire. We will follow up with an individual interview in January, 2010 for further information. Because of this, your responses will not be anonymous at this stage. However, for the purposes of the report, your anonymity will be ensured. For your convenience, we have linked the questionnaire to a PDF file, so if you want to consider the questions beforehand, you can do so. It may be helpful to refer to the results of the 2004 BC Placement Survey.

Please submit your response by December 20, 2009.

General
1) What institution do you represent?

2) What program do you represent at your institution? Answers to the following questions will be directed to your program. (Choose all that apply)
    ☐ Access
    ☐ EAP
    ☐ Work

Placement

3) Does your program accept Accuplacer for initial placement into your program?
    ☐ Yes
    ☐ No
What are the cutoff scores or totals for Accuplacer?

4) EAP IV

    Listening Test and Scores   _____

Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

5) EAP III

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

6) EAP II

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

7) EAP I

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

8) Access Level 8

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

9) Access Level 7

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

10) Access Level 6

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

11) Access Level 5

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

12) Access Level 4

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

13) Access Level 3

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

14) Access Level 2

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

15) Access Level 1

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

16) Do you use Accuplacer in conjunction with another assessment tool?
    ☐ Yes
    ☐ No

17) Does your program accept CAEL for initial placement into your program?
    ☐ Yes
    ☐ No

What are the cutoff scores or totals for CAEL?

18) EAP IV

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

19) EAP III

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

20) EAP II

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

21) EAP I

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

22) Access Level 8

Listening Test and Scores   _____

Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

23) Access Level 7

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

24) Access Level 6

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

25) Access Level 5

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

26) Access Level 4

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

27) Access Level 3

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

28) Access Level 2

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

29) Access Level 1

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

30) Do you use CAEL in conjunction with another assessment tool?
     ☐ Yes
     ☐ No

31) Does your program accept CAT for initial placement into your program?
     ☐ Yes
     ☐ No
What are the cutoff scores or totals for CAT?

32) EAP IV

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

33) EAP III

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

34) EAP II

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____

Writing Test and Scores   _____
Integrated Skills   _____

35) EAP I

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

36) Access Level 8

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

37) Access Level 7

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

38) Access Level 6

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

39) Access Level 5

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

40) Access Level 4

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

41) Access Level 3

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

42) Access Level 2

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

43) Access Level 1

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

44) Do you use CAT in conjunction with another assessment tool?
☐ Yes
☐ No

45) Does your program accept CELBAN for initial placement into your program?
☐ Yes
☐ No

What are the cutoff scores or totals for CELBAN?

46) EAP IV

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____

Integrated Skills _____

47) EAP III

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

48) EAP II

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

49) EAP I

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

50) Access Level 8

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

51) Access Level 7

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

52) Access Level 6

Listening Test and Scores _____
Speaking Test and Scores _____

Reading Test and Scores　　　_____
Writing Test and Scores　　　_____
Integrated Skills　　　　　　 _____

53) Access Level 5

Listening Test and Scores　　 _____
Speaking Test and Scores　　　_____
Reading Test and Scores　　　_____
Writing Test and Scores　　　_____
Integrated Skills　　　　　　 _____

54) Access Level 4

Listening Test and Scores　　 _____
Speaking Test and Scores　　　_____
Reading Test and Scores　　　_____
Writing Test and Scores　　　_____
Integrated Skills　　　　　　 _____

55) Access Level 3

Listening Test and Scores　　 _____
Speaking Test and Scores　　　_____
Reading Test and Scores　　　_____
Writing Test and Scores　　　_____
Integrated Skills　　　　　　 _____

56) Access Level 2

Listening Test and Scores　　 _____
Speaking Test and Scores　　　_____
Reading Test and Scores　　　_____
Writing Test and Scores　　　_____
Integrated Skills　　　　　　 _____

57) Access Level 1

Listening Test and Scores　　 _____
Speaking Test and Scores　　　_____
Reading Test and Scores　　　_____
Writing Test and Scores　　　_____
Integrated Skills　　　　　　 _____

58) Do you use CELBAN in conjunction with another assessment tool?

☐ Yes
☐ No

59) Does your program accept CLBPT for initial placement into your program?
        ☐ Yes
        ☐ No

What are the cutoff scores or totals for CLBPT?

60) EAP IV

Listening Test and Scores	_____
Speaking Test and Scores	_____
Reading Test and Scores	_____
Writing Test and Scores	_____
Integrated Skills	_____

61) EAP III

Listening Test and Scores	_____
Speaking Test and Scores	_____
Reading Test and Scores	_____
Writing Test and Scores	_____
Integrated Skills	_____

62) EAP II

Listening Test and Scores	_____
Speaking Test and Scores	_____
Reading Test and Scores	_____
Writing Test and Scores	_____
Integrated Skills	_____

63) EAP I

Listening Test and Scores	_____
Speaking Test and Scores	_____
Reading Test and Scores	_____
Writing Test and Scores	_____
Integrated Skills	_____

64) Access Level 8

Listening Test and Scores	_____
Speaking Test and Scores	_____
Reading Test and Scores	_____

Writing Test and Scores   _____
Integrated Skills   _____

65) Access Level 7

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

66) Access Level 6

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

67) Access Level 5

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

68) Access Level 4

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

69) Access Level 3

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

70) Access Level 2

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

71) Access Level 1

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

72) Do you use CLBPT in conjunction with another assessment tool?
    ☐ Yes
    ☐ No

73) Does your program accept ELA for initial placement into your program?
    ☐ Yes
    ☐ No
What are the cutoff scores or totals for ELA?

74) EAP IV

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

75) EAP III

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

76) EAP II

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____

Integrated Skills   _____

77) EAP I

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

78) Access Level 8

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

79) Access Level 7

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

80) Access Level 6

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

81) Access Level 5

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

82) Access Level 4

Listening Test and Scores   _____

Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

83) Access Level 3

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

84) Access Level 2

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

85) Access Level 1

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

86) Do you use ELA in conjunction with another assessment tool?
    ☐ Yes
    ☐ No

87) Does your program accept IELTS for initial placement into your program?
    ☐ Yes
    ☐ No
What are the cutoff scores or totals for IELTS?

88) EAP IV

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

89) EAP III

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

90) EAP II

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

91) EAP I

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

92) Access Level 8

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

93) Access Level 7

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

94) Access Level 6

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____
Integrated Skills   _____

95) Access Level 5

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

96) Access Level 4

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

97) Access Level 3

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

98) Access Level 2

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

99) Access Level 1

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

100) Do you use IELTS in conjunction with another assessment tool?

☐ Yes
☐ No

101) Does your program accept LPI for initial placement into your program?

☐ Yes
☐ No

What are the cutoff scores or totals for LPI?

102) EAP IV

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

103) EAP III

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

104) EAP II

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

105) EAP I

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

106) Access Level 8

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____

Writing Test and Scores   _____
Integrated Skills   _____

107) Access Level 7

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

108) Access Level 6

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

109) Access Level 5

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

110) Access Level 4

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

111) Access Level 3

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

112) Access Level 2

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

113) Access Level 1

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

114) Do you use LPI in conjunction with another assessment tool?
    ☐ Yes
    ☐ No

115) Does your program accept Michigan for initial placement into your program?
    ☐ Yes
    ☐ No
What are the cutoff scores or totals for Michigan?

116) EAP IV

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

117) EAP III

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

118) EAP II

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____

Integrated Skills _____

119) EAP I

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

120) Access Level 8

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

121) Access Level 7

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

122) Access Level 6

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

123) Access Level 5

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

124) Access Level 4

Listening Test and Scores _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

125) Access Level 3

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

126) Access Level 2

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

127) Access Level 1

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

128) Do you use Michigan in conjunction with another assessment tool?
    ☐ Yes
    ☐ No

129) Does your program accept SLEP for initial placement into your program?
    ☐ Yes
    ☐ No

What are the cutoff scores or totals for SLEP?

130) EAP IV

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

131) EAP III

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

132) EAP II

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

133) EAP I

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

134) Access Level 8

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

135) Access Level 7

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

136) Access Level 6

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____

Writing Test and Scores _____
Integrated Skills _____

137) Access Level 5

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

138) Access Level 4

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

139) Access Level 3

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

140) Access Level 2

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

141) Access Level 1

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

142) Do you use SLEP in conjunction with another assessment tool?
☐ Yes
☐ No

143) Does your program accept TOEFL for initial placement into your program?

        ☐ Yes

        ☐ No

What are the cutoff scores or totals for TOEFL?

Please include scores for paper-based TOEFL, CBT, IBT, TWE, and TSE in the appropriate boxes.

144) EAP IV

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

145) EAP III

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

146) EAP II

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

147) EAP I

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

148) Access Level 8

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____
Integrated Skills   _____

149) Access Level 7

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

150) Access Level 6

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

151) Access Level 5

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

152) Access Level 4

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

153) Access Level 3

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

154) Access Level 2

Listening Test and Scores   _____

Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

155) Access Level 1

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

156) Do you use TOEFL in conjunction with another assessment tool?
    ☐ Yes
    ☐ No

157) Does your program accept VERSANT for initial placement into your program?
    ☐ Yes
    ☐ No
What are the cutoff scores or totals for VERSANT?

158) EAP IV

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

159) EAP III

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

160) EAP II

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

161) EAP I

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

162) Access Level 8

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

163) Access Level 7

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

164) Access Level 6

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

165) Access Level 5

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

166) Access Level 4

Listening Test and Scores   _____
Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

167) Access Level 3

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

168) Access Level 2

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

169) Access Level 1

Listening Test and Scores   _____

Speaking Test and Scores   _____

Reading Test and Scores   _____

Writing Test and Scores   _____

Integrated Skills   _____

170) Do you use VERSANT in conjunction with another assessment tool?
      ☐ Yes
      ☐ No

171) Does your program have an "in house" assessment for initial placement into your program?
      ☐ Yes
      ☐ No

172) Please describe your "in house" assessment that your program uses for placement.

_____
_____
_____

173) Do you use your in-house assessment tool(s) in conjunction with another assessment tool?

☐ Yes
☐ No

174) Does your program have an "other" assessment for initial placement into your program?
☐ Yes
☐ No

175) Please describe the "other" assessment that your program uses for placement.

_____
_____
_____

What are the cutoff scores or totals for this assessment tool?

176) EAP IV

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

177) EAP III

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

178) EAP II

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

179) EAP I

Listening Test and Scores _____
Speaking Test and Scores _____
Reading Test and Scores _____
Writing Test and Scores _____
Integrated Skills _____

180) Access Level 8

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

181) Access Level 7

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

182) Access Level 6

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

183) Access Level 5

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

184) Access Level 4

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

185) Access Level 3

Listening Test and Scores   _____
Speaking Test and Scores   _____

Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

186) Access Level 2

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

187) Access Level 1

Listening Test and Scores   _____
Speaking Test and Scores   _____
Reading Test and Scores   _____
Writing Test and Scores   _____
Integrated Skills   _____

188) Do you use this assessment tool in conjunction with another assessment tool
☐ Yes
☐ No

189) Does your program accept a CLB as entry?
☐ Yes
☐ No

190) Who administers your program's assessment? (Choose all that apply)
☐ Institutional Assessment Centre
☐ Departmental Assessment with dedicated assessors
☐ Departmental Assessment without dedicated assessors
☐ Other (please specify)
If you selected other please specify:

_____

191) Who interprets the results for placement into your program? (Choose all that apply)
☐ Institutional Assessment Centre
☐ Departmental Assessment with dedicated assessors
☐ Departmental Assessment without dedicated assessors
☐ Other (please specify)
If you selected other please specify:

_____

192) Does your program take factors other than test scores into consideration in placement?
        ☐ Yes
        ☐ No

193) What other factors do you take into consideration?
        ☐ Full time vs. part time
        ☐ Length of time in Canada
        ☐ Maturity
        ☐ Skill level differences
        ☐ Student goals
        ☐ Student preference
        ☐ Test performance problems
        ☐ Other (please specify)
        If you selected other please specify:

_____

194) Generally, how satisfied are faculty in your program with the accuracy of the placement tools you accept and the placement process? Please answer on a scale of 1 to 5, where 1 is "very satisfied and 5 is "very dissatisfied."
        ☐ 1 Very satisfied
        ☐ 2
        ☐ 3
        ☐ 4
        ☐ 5 Very dissatisfied

195) Does your program use Canadian Language Benchmarks descriptors or assessment tools for course assessment?
        ☐ Neither
        ☐ Both
        ☐ Assessment tools
        ☐ Descriptors

196) For what levels do you use the CLB descriptors or assessment tools? (Choose at least one)
        ☐ EAP IV
        ☐ EAP III
        ☐ EAP II
        ☐ EAP I
        ☐ Access Level 8
        ☐ Access Level 7
        ☐ Access Level 6
        ☐ Access Level 5
        ☐ Access Level 4
        ☐ Access Level 3

□ Access Level 2
□ Access Level 1

197) How satisfied are you with the CLB descriptors or assessment tools? Please answer on a scale of 1 to 5, where 1 is "very satisfied and 5 is "very dissatisfied."
□ 1 Very satisfied
□ 2
□ 3
□ 4
□ 5 Very dissatisfied

198) Do you use the BC ESL Articulation Guide descriptors for course assessment?
□ Yes
□ No

199) For what levels do you use the BC ESL Articulation Guide descriptors?
□ EAP IV
□ EAP III
□ EAP II
□ EAP I
□ Access Level 8
□ Access Level 7
□ Access Level 6
□ Access Level 5
□ Access Level 4
□ Access Level 3
□ Access Level 2
□ Access Level 1

200) How satisfied are you with the BC ESL Articulation Guide descriptors? Please answer on a scale of 1 to 5, where 1 is "very satisfied" and 5 is "very dissatisfied."
□ 1 Very satisfied
□ 2
□ 3
□ 4
□ 5 Very dissatisfied

201) Does your program use final exams?
□ Yes
□ No

202) What percentage of the exit grade is determined by the final exam(s)?
□ 5-10%
□ 11-15%

☐ 16-20%
☐ 21-30%
☐ 31-40%
☐ 41-50%
☐ 51-60%
☐ 61-70%
☐ 71-80%
☐ 81-90%
☐ 91-100%
Additional comments:

_____

203) Does your program use common exams? (ie same exam for same level)
☐ Yes
☐ No

204) If so, for which skill areas or courses?
☐ Listening
☐ Speaking
☐ Reading
☐ Writing
☐ Grammar
☐ Vocabulary
☐ Other (please specify)
If you selected other please specify:

_____

205) Does your program use collaborative marking?
☐ Yes
☐ No

206) For which skill areas or courses does your program use collaborative marking?
☐ Listening
☐ Speaking
☐ Reading
☐ Writing
☐ Grammar
☐ Vocabulary
☐ Other (please specify)
If you selected other please specify:

_____

207) How is exit determined between levels within the program? (Choose 1 only)

        ☐ Grade
        ☐ Credit /No credit (NCR or CR)
        ☐ Complete/incomplete (COM or NC)
        ☐ Other

208) If exit between levels is determined by grade, what is the minimum grade and what percentage does this represent?

_____

209) If exit between levels is determined by complete/incomplete or credit/no credit, does this represent a percentage, and if so what percentage?

_____

210) How is exit from EAP IV determined?

        ☐ Grade
        ☐ Credit/No credit (NCR or CR)
        ☐ Complete/incomplete (COM or NC)
        ☐ Other

211) After completion of which level can a student take a college-level course?

        ☐ EAP IV
        ☐ EAP lll
        ☐ EAP ll
        ☐ EAP I
        ☐ Access Level 8
        ☐ Access Level 7
        ☐ Access Level 6
        ☐ Access Level 5
        ☐ Access Level 4
        ☐ Access Level 3
        ☐ Access Level 2
        ☐ Access Level 1
        Additional comments:

_____

212) Once a student has completed EAP IV at your institution, how do students enter first-year English?

        ☐ Successful completion of EAP IV only
        ☐ Further assessment
        ☐ Other

☐ N/A
☐ Other (please specify)
If you selected other please specify:

_____

Additional comments:

_____

213) Do any of your non ESL programs at your institution accept a CLB as entry?
☐ Yes
☐ No

Comments

214) Please use this space for anything you would like to add about assessment practices in your program or in general.
_____
_____
_____
_____
_____

215) We will be following up with a telephone interview in January 2010. We will contact you individually to set up a convenient time for a follow-up interview. Please include your phone number in the space provided.

_____

Thank you very much for your time with this questionnaire.

Appendix 2: EAP Standardized Placement Tests in the BC Post-Secondary System
Placement Test Scores, Spring 2010
Please note: These scores are constantly under review. Also, some institutions may use these scores in combination with other placement tools.

Institution	EAP IV	EAP III	EAP II	EAP I
Alexander College	IELTS: 5 on each band LPI: L,S,R: 3 overall and 50% on each of the 3 components; writing 20 TOEFL: L: 17 S: 16 R: 17 W: 16 Integrated: 71	IELTS: 4.5 on each band LPI: L,S,R: 3 overall and 50% on each of the 3 components; writing 20 TOEFL: L: 15 S: 14 R: 15 W: 14 Integrated: 64		
BCIT	In-house placement only	In-house placement only	In-house placement only	In-house placement only
Camosun College	Under Review			
Capilano University	ACCUPLACER L: 90+	ACCUPLACER L: 80-89	ACCUPLACER L: 65-79	ACCUPLACER L: 55-64

Institution	EAP IV	EAP III	EAP II	EAP I
	Reading 106+ & Sentence Meaning 106+ Language Use 110+ ELA Listening & Speaking Total 44-50 Listening & Speaking Total 44-50 Reading & Vocab Total 44-50 Grammar & Comp Total 42-50 SLEP L: 69-74 R: 62-71	Reading 96-105 & Sentence Meaning 95-105 Language Use 100-109 ELA Listening & Speaking Total 40-43 Listening & Speaking Total 40-43 Reading & Vocab Total 37-41 Grammar & Comp Total 37-41 SLEP L: 65-68 R: 58-61	Reading 86-95 & Sentence Meaning 80-94 Language Use 90-99 ELA Listening & Speaking Total 35-39 Listening & Speaking Total 35-39 Reading & Vocab Total 30-36 Grammar & Comp Total 31-36 SLEP L: 60-64 R: 52-57	Reading 72-85 & Sentence Meaning 65-79 Language Use 80-89 ELA Listening & Speaking Total 30-34 Listening & Speaking Total 30-34 Reading & Vocab Total 23-29 Grammar & Comp Total 24-30 SLEP L: 55-59 S: 45-51
College of New Caledonia	In-house placement only	In-house placement only	In-house placement only	In-house placement only
College of the Rockies	In-house placement only(TELP)	In-house placement only(TELP)	In-house placement only(TELP)	In-house placement only(TELP)
Columbia College				

Institution	EAP IV	EAP III	EAP II	EAP I
Coquitlam College				
Corpus Christi College				
Douglas College	TOEFL iBT Overall score of 79-82 EAP IV IELTS L/S/R/W: 6	TOEFL iBT Overall score of 65 – 78 EAP III, R/W and EAP IV, L/S Overall score of 57 – 64 EAP III, L/S/R/W IELTS L/S/R/W: 5.0 – 5.5	In-house placement only	In-house placement only
Kwantlen Polytechnic University	Accuplacer L: 98 S: 98 R: 108 W: 109 IELTS L: 6.0 with no sub-score less than 5.5 S: 6.0 with no sub-score less than 5.5 R: 6.0 with no sub-score less than 5.5	Accuplacer L: 88 S: 88 R: 98 W: 98 IELTS L: 5.5 with no sub-score less than 5.0 S: 5.5 with no sub-score less than 5.0 R: 5.5 with no sub-score less than 5.0	Accuplacer L: 78 S: 78 R: 88 W: 88 IELTS L: 5.0 with no sub-score less than 4.5 S: 5.0 with no sub-score less than 4.5 R: 5.0 with no sub-score less than 4.5	Accuplacer L: 68 S: 68 R: 78 W: 78 IELTS L: 4.5 with no sub-score less than 4.0 S: 4.5 with no sub-score less than 4.0 R: 4.5 with no sub-score less than 4.0

Institution	EAP IV	EAP III	EAP II	EAP I
	W: 6.0 with no sub-score less than 5.5 TOEFL L: iBT 79 sub-score 19 or cb 21 or TOEFL 55 S: iBT 79 sub-score 19 or TSE 40 R: iBT 79 or cb 213 or TOEFL 550 W: iBT 79 sub-score 21 or (TOEFL 550 and TWE 4.5)	W: 5.5 with no sub-score less than 5.0 TOEFL L: iBT 61 sub-score 15 or cb 16 or TOEFL 50 S: iBT 61 sub-score 15 or TSE 35 R: iBT 61 or cb 173 or TOEFL 500 W: iBT 61 sub-score 18 or (TOEFL 500 and TWE 4)	W: 5.0 with no sub-score less than 4.5 TOEFL L: iBT 45 sub-score 11 S: iBT 45 sub-score 11 R: iBT 45 or cb-133 or TOEFL 450 E: iBT 45 sub-score 15 or (TOEFL 450 & TWE 3)	W: 4.5 with no sub-score less than 4.0 TOEFL L: iBT 32 sub-score 6 or cbTOEFL 97 or TOEFL 400 S: iBT 32 subscore 6 R: iBT 32 or cb 97 or TOEFL 400 W: (iBT 32 subscore 12 or (TOEFL 400 & TWE 2)
Langara College	In-house placement only	In-house placement only	In-house placement only	In-house placement only
North Island college	Accuplacer IS: Average 100 on Reading, Language, and Sentence	Accuplacer IS: Average 93 on Reading, Language, and Sentence	Accuplacer IS: Average 85 on Reading, Language, and Sentence	Accuplacer IS:
Northern Lights College				
Northwest Community College				
Okanagan College				

Institution	EAP IV	EAP III	EAP II	EAP I
Selkirk College	IELTS LPI Integrated Skills 4+ TOEFL213 CBT; 80 iBT			
Simon Fraser University				
Thompson Rivers University	Accuplacer L: N/A S: 5 R: RD/Skills103-114; RD/Voc.101-110; Combined 204-225 W: 5 CAEL L,S,R,W: Overall 60+ with no subtest below 50 IELTS L,S,R,W,IS: 6.0+ with no band below 5.5 TOEFL IS: iBT 80+; paper-based 550-569, TWE 4.0+	Accuplacer L: 86-95 S: 4 R: RD/Skills91-102; RD/Voc.91-100; Combined 182-203 W: 4 CAEL L,S,R,W: Overall 50+ with no subtest below 40 IELTS L,S,R,W,IS: 5.5+ with no band below 5.) TOEFL IS: iBT 71+; paper-based 530-549	Accuplacer L: 70-85 S: 3 R: RD/Skills79-90; RD/Voc.79-90; Combined 157-181 W: 3 CAEL L,S,R,W: Overall 40+ IELTS L,S,R,W,IS: 5.0+ TOEFL IS: iBT 61+; paper-based 500-529	Accuplacer L: 50-69 S: 2 R: RD/Skills59-78;RD/Voc.59-78; Combined 117-156 W: 2

Institution	EAP IV	EAP III	EAP II	EAP I
Trinity Western University				
University of British Columbia	In-house placement only	In-house placement only	In-house placement only	In-house placement only
University of the Fraser Valley	Accuplacer L: 90-100 S: 90-100 R: 102 – 110 W: 6 CAEL L,S,R,W: 60 for each skill CAT R: 40-49 CLBPT L:8 S:8 R:9 W:9 IELTS L, S, R, W: Band 6 for each skill LPI L,S,R,W: 4 on each skill	Accuplacer L: 81-19 S: 81-89 R: 91-101 W: 5 CAEL L,S,R,W: 50 for each skill CAT R: 38-43 CLBPT L:8 S: R:8 W:8 IELTS L, S, R, W: Band 5 for each skill (Under review)	Accuplacer L: 70-80 S: 70-80 R: 82-90 W: 4 CLBPT L:7 S:7 R:7 W:7	Accuplacer L: 50-69 S: 50-69 R: 69-81 W: 3 CLBPT L:5 S:5 R:6 W:7

Institution	EAP IV	EAP III	EAP II	EAP I
	Michigan L, S, R,W: 80 on each skill SLEP L,S: 70-76 on each skill TOEFL L: 550,213,79, --,-- S: 550, 213, 79,--,-- R: 550, 213, 79,--,-- W: 550, 213, 79,--,--	LPI L,S,R,W: 3 on each skill Michigan L, S, R, W: 70 on each skill SLEP L,S: 69-70 on each skill TOEFL L: 500,173, 61, --,-- S: 500,173, 61, --,-- R: 500,173, 61, --,-- W: 500,173, 61, --,--		
University of Northern British Columbia	IELTS Integrated Skills: 6 LPI 4 TOEFL Integrated Skills: 78	IELTS Integrated Skills: 5.5 LPI 3 TOEFL Integrated Skills: 71	IELTS Integrated Skills: 5 TOEFL Integrated Skills: 63	IELTS Integrated Skills: 4.5 TOEFL Integrated Skills: 56
University of Victoria	IELTS A score of 6 or higher and			

Institution	EAP IV	EAP III	EAP II	EAP I
	a minimum of 5.5 in each skill (R/L/S/W) SLEP Integrated Skills: 58 TOEFL A score of PBT 550 or iBT 79 or higher and a minimum score of 17 in the iBT for each skill (R/L/S/W)	SLEP Integrated Skills: 57	SLEP Integrated Skills: 49	SLEP Integrated Skills: 41
Vancouver Community College Program 1	.ELA No direct placement into EAP IV IELTS Note: If a student has Band 5 or above in all 4 skills, we accept them into the program but ask them to do a VCC ELA or a CLBPT, so that we can place them them into our levels. This is for EAP 1-4	ELA L: 26 S: 23 R: 43 (Rdg and voc combined) W: 18 IS: 127 - 144	ELA L: 18 S: 24 R: 35 (Rdg and voc combined) W: 14 IS: 105 - 126	ELA IS: 97-104

Institution	EAP IV	EAP III	EAP II	EAP I
Vancouver Community College Program 2				CLBPT L,S,R,W,IS: CLB 6 in each skill
Vancouver Community College Program 3	CLBPT L,S,R,W,IS: CLB 8 + interview	CLBPT L,S,R,W,IS: CLB 7/8 + interview	CLBPT L,S,R,W,IS: CLB 7 + interview	CLBPT L,S,R,W,IS: CLB 6 + interview
Vancouver Island University	Accuplacer R: 100 - 110	Accuplacer R: 95 - 105	Accuplacer R: 90 - 100	Accuplacer R: 72 - 89

Appendix 3: Follow-up Questionnaire

ESL Assessment Practices in the BC Post-secondary System
ESL Articulation Committee
A Project funded by the BC Council on Admissions and Transfer

Follow-up Questions from the ESL Articulation Survey

Feb. 3, 2010

1. What is the size of your program: EAP, Access, Work?

2. Describe the components of your in-house placement tool? What are the advantages and disadvantages/challenges of this?

3. Would your dept/program consider using a readily available placement test such as CLBPT, IELTS, TOEFL for placement (if 30% or more of BC post-secondary institutions who have articulated courses) in order to facilitate transferability? Why/why not?

4. If new advanced level (EAP III and IV) ESL students do not meet the institution's language proficiency requirement, how do they enter a non-ESL course?

5. How (if at all) does your program use or reference CLB's? If so, what do you see as the advantages and disadvantages? If not, why not?

6. Is consistency of course assessment within your program an issue/concern within your department/program? If so, how?

7. What are the advantages/disadvantages/challenges of common exams and collaborative marking? How do you manage the process of running common exams?

8. Is there any external pressure (from students, administration, or others) to modify placement and course assessment procedures?

9. Institution/specific program questions (To be determined by individual interviewers)

Appendix 4: In-House Placement

The following reflects the responses from the online survey of the in-house placement tools used in ESL programs in BC.

Institution	In-house Placement Tools
Alexander College	Placement test: grammar, reading, writing and interview
BCIT	1 hour written essay-style question and 40 minute multiple-choice grammar test
Camosun College	In house writing test and speaking/listening interview, used in conjunction with CAT test or CLBPT
Capilano University	Oral interview & written composition test
College of New Caledonia	Written placement test covering reading, vocabulary, and grammar and interview for listening and speaking.
College of the Rockies	Test of English Language Proficiency (TELP): listening, reading, vocabulary, grammar, writing and speaking section.
Douglas College	Grammar, reading, writing, listening, speaking, and interview
Kwantlen Polytechnic University	KIST (Kwantlen speaking Test) and Kwantlen ESL Writing band
Langara College	Reading, writing, speaking, and listening
North Island college	Writing and an oral interview in conjunction with Accuplacer. Additional in-house reading and grammar assessments in the event that Accuplacer cannot be used
Selkirk College	Listening, reading, grammar, and writing
Thompson Rivers University	Oral interviews and essays written in Accuplacer.
University of British Columbia	Writing (essay 45 minutes), reading (45 minutes), listening (17 minutes) , speaking (group interaction
University of the Fraser Valley	Writing (30 minutes for a paragraph or multi-paragraph composition on the given topic)
University of Northern British Columbia	50 multiple choice grammar exam, writing (essay), speaking, reading and comprehension
University of Victoria	SLEP scores in conjunction with "in house" speaking test and writing sample to fine tune placement
Vancouver Community College	ELA Test (Program?)Desk Test: grammar, reading ,writing, listening and speaking. Literacy Department: Places into four literacy levels. (not yet articulated). Assessment consists of assessor filling in general information sheet, e.g., education level, nationality, first language etc. (sometimes needs

	interpreter.) This is also used as a speaking/listening assessment. Reading test ranging from recognizing letter of alphabet to short story with pictures. Writing consists of copying, filling in forms, and answering simple comprehension questions. Bridge Literacy, - oral interview - (Listening and speaking must be Access level 4 or higher) and reading assessment.
Vancouver Island University	Oral Interviews, writing assessment (short introductory piece and essay on designated topic)

Appendix 5: Transitions Chart

Transitions between ESL levels and into College and University courses

Programs	Passing Grade between levels within ESL	%	Passing Grade to Exit from EAP IV	Prerequisite for Entry to College or University programs other than external tests such as IELTS & TOEFL	Prerequisite for Entry to First-year English
Alexander College	C	60%	C	After EAP II, students can take 2 courses from 5 choices; After EAP III, students can take 3 courses from 5 choices; for a full course load, EAP IV (not articulated) is required.	Completion of EAP IV (not articulated) only
British Columbia Institute of Technology		50%		EAP IV	Completion of EAP IV only
College of New Caledonia	B	80%	B	After Adv. Level (not articulated), students can take one UT course, but not English. After EAP III, students can take two UT courses, but not English.	Completion of full ESL program
College of the Rockies	B	75 - 79%		After EAP I, limited to 1 course (Math or Computers)	Successful completion of EAP IV, or after EAP II students move into ABE ENGL 80 and ENGL 90 (grade 12) and then to ENGL 100.

Transitions between ESL levels and into College and University courses

Programs	Passing Grade between levels within ESL	%	Passing Grade to Exit from EAP IV	Prerequisite for Entry to College or University programs other than external tests such as IELTS & TOEFL	Prerequisite for Entry to First-year English
Camosun College	C	60%	C	This depends on the prerequisite of the course. After EAP I, students can take some math and other courses that do not require EAP IV as a prerequisite.	Completion of EAP IV only
Capilano University	B-	70%	B+ (76%)	With a grade of 76% (B+) in EAP II, students can take EAP III plus one non-ESL course. With B+ in EAP III, students can take EAP IV plus two non-ESL courses; with B+ in EAP IV, students meet the language requirement.	Further assessment— English Dept's English Diagnostic Test—required, as for non-ESL students
Columbia College				Students must complete highest level of the ESL program (not articulated).	
Coquitlam College	P	50%	C (60%)	English 099 (not articulated)	English 099 (not articulated) 60%

Transitions between ESL levels and into College and University courses

Programs	Passing Grade between levels within ESL	%	Passing Grade to Exit from EAP IV	Prerequisite for Entry to College or University programs other than external tests such as IELTS & TOEFL	Prerequisite for Entry to First-year English
Douglas College	mastery	70%	C-	After EAP II, some students can take one business course plus EAP III. After EAP III, students can enter college programs requiring English 12 with a C; After EAP IV, students can enter college programs requiring English 12 with a B.	Completion of EAP IV only
Kwantlen Polytechnic University	B-	68%	B-	After EAP II, one university course; After EAP III, two courses; after EAP IV, full course load.	B in EAP IV
Langara College	B-	70%	B	EAP IV	Students must take ENGL 1107 which is a college English course (like a pre-first-year English).
North Island College	C+ or P	65%	C+	EAP V for first year university. EAP III for some Career Programming. Currently setting ESL prereqs for career programming.	Completion of EAP IV only

Transitions between ESL levels and into College and University courses

Programs	Passing Grade between levels within ESL	%	Passing Grade to Exit from EAP IV	Prerequisite for Entry to College or University programs other than external tests such as IELTS & TOEFL	Prerequisite for Entry to First-year English
Northwest Community College				Instructor advocacy for academic course placement (e.g., a student at CLB 6 can take 2 college courses). At EAP IV (not articulated but equivalent to Grade 12), i.e., after EAP III, students can take 2 or 3 courses, after EAP II, 2 courses, after EAP I, 1 course (ABE Math 10).	
Selkirk College	C	60%	C		Students must take English 51 (or EAP IV) which is pre-English 110
Thompson Rivers University	C+	65%	C+	A student may take one university-level course while in EAP III and three university-level courses while in EAP IV. After EAP IV, students can take a full university course load.	Completion of EAP IV only
University of British Columbia		75%		EAP IV Conditional acceptance agreement under discussion)	Further assessment:LPI required, as for non-ESL students

ESL Assessment Practices in the BC Post-Secondary System, Final Report, September 30, 2010

Transitions between ESL levels and into College and University courses

Programs	Passing Grade between levels within ESL	%	Passing Grade to Exit from EAP IV	Prerequisite for Entry to College or University programs other than external tests such as IELTS & TOEFL	Prerequisite for Entry to First-year English
University of the Fraser Valley	C-	55%	C-	Depending on GPA and the pre-requisites for the university courses, students can start taking courses after EAP II; After EAP IV, students can take a full university course load.	Completion of EAP IV only with grade of C+
University of Northern British Columbia	A	85% (Going to change to 75%)	C 63%	EAP IV	Completion of EAP IV only
University of Victoria		80%	80%	EAP IV	Completion of EAP IV and further assessment (LPI required)

Transitions between ESL levels and into College and University courses

Programs	Passing Grade between levels within ESL	%	Passing Grade to Exit from EAP IV	Prerequisite for Entry to College or University programs other than external tests such as IELTS & TOEFL	Prerequisite for Entry to First-year English
Vancouver Island University	C	60%	C	• After EAP I a student with a B+ can take one academic course. • After EAP II a student with a B can take one academic course and a student with a B+ can take two academic courses. • After EAP III a student with a B can take one academic course and a student with a B+ can take two academic courses. N.B. It is rare for a student to take a non-ESL course concurrently because of course schedule conflicts. • After EAP IV, students can take a full university course load.	Completion of EAP IV only
Vancouver Community College #1	C	60%	C	EAP IV	Completion of EAP IV only

Vancouver Community College #3	B	76%	B Or CLB S8, L8, R8, W7	There is a variety of ways to enter, but students can use CLB levels if the applied program has been benchmarked. E.g., Health Sciences courses require CLB S8, L8, R8, W7.	