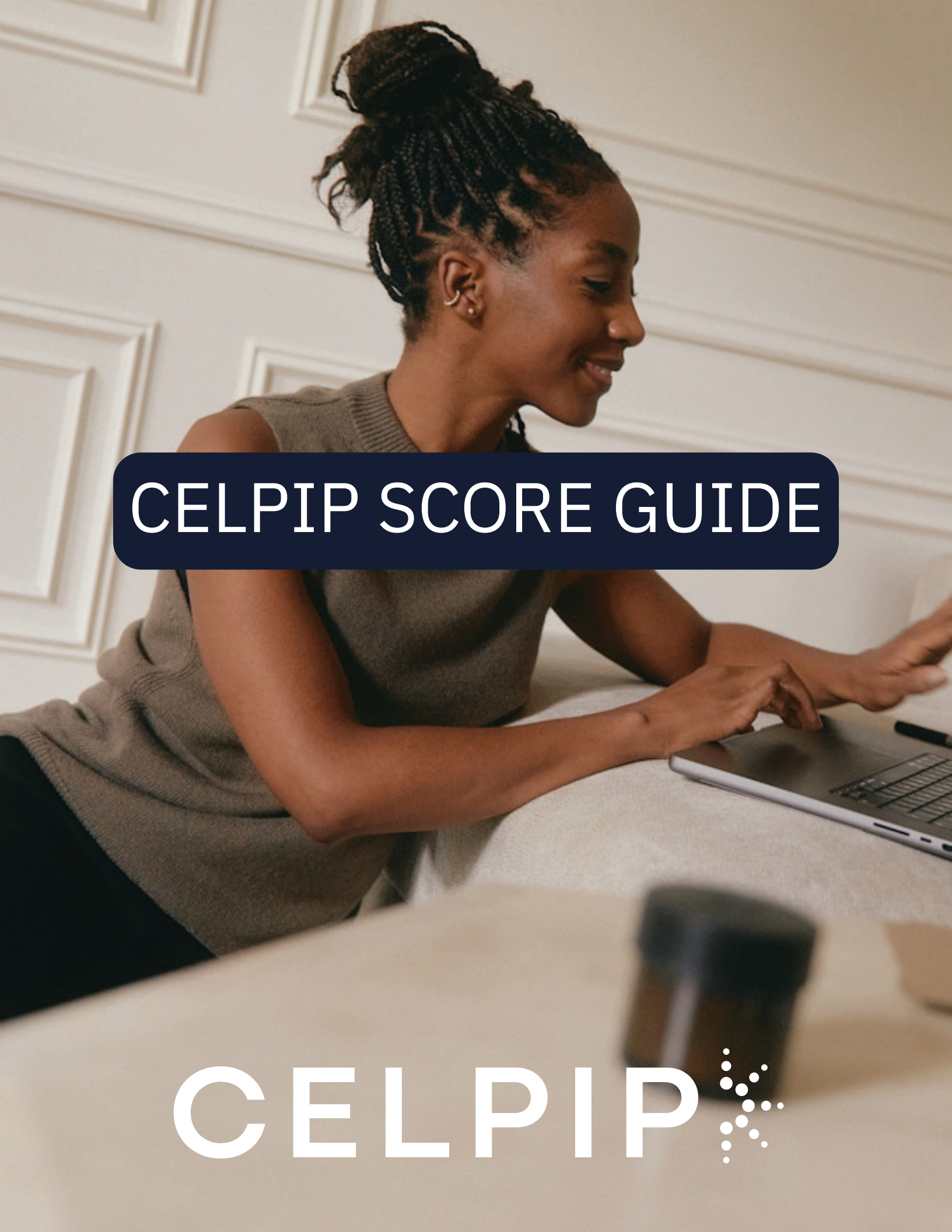
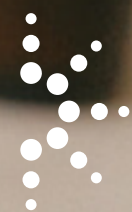


A woman with dark hair in a bun, wearing a grey sleeveless top, is sitting at a desk and smiling while looking at a laptop. The background is a white wall with decorative paneling. A dark blue banner with white text is overlaid on the image.

CELPiP SCORE GUIDE

CELPiP 

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Introduction

The Comprehensive English Language Proficiency Index Program (CELPIP), is a computer-based English language proficiency test. It provides a measure of a test taker’s language ability in writing, reading, speaking, and listening in order to assist government organizations, educational institutions, and professional organizations for qualification and admission purposes. The contents of this guide are presented to allow your organization to understand how the CELPIP test is scored, what the score descriptions for each level mean, how they align with other major proficiency ratings, such as CEFR, and how these scores can be applied for your organizations’ own uses.

CELPIP Score Report Breakdown



CELPIP® OFFICIAL SCORE REPORT

GENERAL

Test Taker Information

LASTNAME, FIRSTNAME
12345 STREET NAME
UNIT NUMBER
OTTAWA, ON
CANADA K1C1N1

Registration Number: 123456789
PIN: 123456

Date of Birth: 26-Oct-1990



Test Information

Test Date: 12-Oct-2024

Test Centre: Test Centre Name
Test Centre Location

CELPIP-General Test Results

Listening

10

Reading

9

Writing

9

Speaking

9

Average

9



19-Oct-2024

Chief Administrative Officer

Date of Issue

This CELPIP Official Score Report was downloaded from the test taker's CELPIP Account.

The overall score is based on a test takers’ performance across the entire test. The overall score ranges between 1 and 12. Note: The overall score is an average calculation of the four skills scores.

CELPIP®

3

CELPIP Score Guide

Using CELPIP Scores

Our experience suggests that most universities, colleges, and professional certifications require:

Degree/Course Type	Recommended Scores
Certification	CELPIP 8-9
Undergraduate	CELPIP 8-9
Graduate	CELPIP 9-10

Each organization determines their own admissions criteria and sets their own minimum threshold for the score required to study at degree level, or reach the desired skill level for a professional certification. This can be based on:

1. A test taker's overall score.
2. A test taker's overall score in conjunction with a specific score on one of the four test components.

For example, institutions may:

Set the admission requirement based on the minimum overall score alone.

Set the admission requirement based on the minimum overall score in combination with a higher minimum on one of the component scores, because it is considered particularly important for the program or certification the test taker wants to enter.

Other combinations of the overall score and one or more of the communicative skills scores may be considered.

Alignment with CEFR

The following table summarizes the recommended mapping of CELPIP overall score levels to CEFR levels at the conclusion of our CELPIP to CEFR alignment study. In addition to individual component scores, the CELPIP test reports an overall performance level (labelled 'Average' on the score report), calculated as the mean of the four component levels and rounded to the nearest integer. Applying the same procedure, the minimum CELPIP levels corresponding to each CEFR level were averaged across components and rounded to the nearest integer to derive the minimum overall CELPIP level required for each CEFR level.

CEFR Level	CELPIP Level	Reading CELPIP Level	Listening CELPIP Level	Writing CELPIP Level	Speaking CELPIP Level
A	1-4	2-4	2-5	2-3	2-4
B1	5-6	5-7	6	4-6	5-6
B2	7-9	8-9	7-9	7-9	7-8
C1	10-11	10-11	10-11	10-11	9-10
C2	12	12	12	12	11-12

The CEFR includes a set of consecutive language levels defined by descriptors of language competencies. The six-level framework was developed by the Council of Europe (2001) to enable language learners, teachers, universities, or potential employers to compare and relate language qualifications by level.

Alignment of CELPIP to the CEFR levels provides a means to interpret CELPIP scores in terms of the level descriptors of the CEFR. As these descriptors focus on what an English language learner can do, scores that are properly aligned to the CEFR give educators and institutions more relevant information about a test taker's ability.

Detailed Score Comparisons

The following detailed tables show the corresponding CELPIP level descriptors for the CEFR ranges. The CELPIP level descriptors are tracked to the Canadian Language Benchmarks (CLB).

CELPIP Level	CELPIP Level Descriptors	CEFR Level	CEFR Level Descriptor
2	2 – Developing Basic Proficiency •Can communicate in a limited way some immediate and personal needs •Asks and responds to simple, routine, predictable questions about personal information •Demonstrates little control of basic grammar structures and tenses • Demonstrates limited vocabulary and a few simple phrases • No evidence of connected discourse • Make long pauses and depends on gestures in expressing meaning; pronunciation difficulties may significantly impede communication • Needs frequent assistance	A1	•Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. •Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. •Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
3	3 – Adequate Basic Proficiency •Can communicate with some difficulty basic needs in informal conversation •Asks and responds to simple familiar questions, including WH questions, uses single words and short sentences; - demonstrate some control of very basic grammar (basic structures and tenses) •Many structures are reduced •Uses basic time expressions (e.g., yesterday) •The correct past tense is used only with some common verbs •Demonstrates use of vocabulary, which is still somewhat limited •Evidence of some connected discourse (and, but); pronunciation difficulties may often impede communication, sometimes needs assistance		

CELPPIP Level	CELPPIP Level Descriptors	CEFR Level	CEFR Level Descriptor
4	4 – Fluent Basic Proficiency •Can take part in short routine conversations •Can communicate basic needs •Can ask and respond to simple familiar questions •Can describe a situation, or tell a simple story •Uses a variety of short sentences; demonstrates control of basic grammar; uses correct past tense with common verbs •Demonstrates adequate vocabulary for basic routine everyday communication •Clear evidence of connected discourse (and, but, first, next, then, because) •Pronunciation difficulties may impede communication. Needs only a little assistance •Can use the phone only for very short, simple, predictable exchanges	A2	•Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). •Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. •Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
5	5 – Initial Intermediate Proficiency •Learner can participate with some effort in routine social conversations and can talk about needs and familiar topics of personal relevance •Can use a variety of simple structures and some complex ones, with occasional reductions •Grammar and pronunciation errors are frequent and sometimes impede communication •Can demonstrate a range of common everyday vocabulary and a limited number of idioms •May avoid topics with unfamiliar vocabulary; can demonstrate discourse that is connected (and, but, first, next, then, because) and reasonably fluent, but hesitations and pauses are frequent •Can use the phone to communicate simple personal information •Communication without the visual support is still very difficult		

CELPPIP Level	CELPPIP Level Descriptors	CEFR Level	CEFR Level Descriptor
6	6 – Developing Intermediate Proficiency •Can communicate with some confidence in casual social conversations and in some less routine situations on familiar topics of personal relevance •Can communicate facts and ideas in some detail •Can describe report and provide a simple narration; can use a variety of structures with some omission/reduction of elements (e.g., articles, past tense) •Grammar and pronunciation errors are frequent and may sometimes impede communication •Can demonstrate a range of everyday vocabulary, some common phrases and idioms •Can demonstrate discourse that is reasonably fluent, with frequent normal hesitations •Can use the phone to communicate on familiar matters, but some exchanges with strangers are stressful	B1	•Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. •Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. •Can produce simple connected text on topics which are familiar or of personal interest. •Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
7	7 – Adequate Intermediate Proficiency •Learner can communicate comfortably in most common daily situations; can participate in formal and informal conversations, involving problem solving and decision making •Can speak on familiar concrete topics at a descriptive level (5 to 10 minutes) •Can present a detailed analysis or comparison; can use a variety of sentence structures (including compound and complex sentences) and expanded inventory of concrete and common idiomatic language •Grammar and pronunciation errors are still frequent, but rarely impede communication •Discourse is reasonably fluent, with frequent self-corrections and/or rephrasing; can use the phone on familiar and routine matters. Clarifying unknown details may still present communication problems		

CELPIP Level	CELPIP Level Descriptors	CEFR Level	CEFR Level Descriptor
8	8 – Fluent Intermediate Proficiency •Can communicate effectively in most daily practical and social situations, and in familiar routine work situations •Can participate in conversation with confidence; can speak on familiar topics at both concrete and abstract levels (10 to 15 minutes) •Can provide descriptions, opinions and explanations; can synthesize abstract complex ideas •Can hypothesize; in social interaction, demonstrates and increased ability to respond appropriately to the familiarity level of the situation •Can use a variety of sentence structures, including embedded/report structures, and an expanded inventory of concrete, idiomatic and conceptual language •Grammar and pronunciation errors rarely impede communication; is reasonably fluent in discourse •Can use the phone on less familiar and some non-routine matters	B2	•Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. •Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. •Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
9	9 – Initial Advanced Proficiency •Can, through oral discourse, obtain, exchange and present information, ideas and opinions for important tasks (work, academic, personal) in complex, routine and some non-routine situations in many demanding contexts of language use •Can actively participate in formal meetings, interviews or seminars about complex, abstract, conceptual, and detailed topics •Can lead routine meetings and manage interaction in small familiar cooperating group •Can make 20- to 40-minute prepared formal presentations •Can communicate to present and analyze information and ideas, to argue a point, to problem-solve and to make decisions, to advise/inform, or persuade, to give complex directions and instructions, and to socialize/entertain in a formal one-on-one business situation •Grammar, vocabulary and pronunciation errors very rarely impede communication •Prepared discourse is almost always grammatically accurate and complex, but may lack flexibility in the structure of information, organization, and style of delivery in view of purpose and audience		

CELPPIP Level	CELPPIP Level Descriptors	CEFR Level	CEFR Level Descriptor
10	10 – Developing Advanced Proficiency •Can, through oral discourse, obtain, exchange and present information, ideas and opinions for important tasks (work, academic, personal) in complex, routine and some non-routine situations in many demanding contexts of language use •Can actively participate in formal meetings, interviews or seminars about complex, abstract, conceptual, and detailed topics •Can lead routine meetings and manage interaction in small familiar cooperating group •Can make 20- to 40-minute prepared formal presentations •Can communicate to present and analyze information and ideas, to argue a point, to problem-solve and to make decisions, to advise/inform, or persuade, to give complex directions and instructions, and to socialize/entertain in a formal one-on-one business situation •Grammar, vocabulary and pronunciation errors very rarely impede communication •Prepared discourse is almost always grammatically accurate and complex, but may lack flexibility in the structure of information, organization, and style of delivery in view of purpose and audience	C1	•Can understand a wide range of demanding, longer texts, and recognise implicit meaning. •Can express him/herself fluently and spontaneously without much obvious searching for expressions. •Can use language flexibly and effectively for social, academic and professional purposes. •Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
11	11 – Adequate Advanced Proficiency •Can, through oral discourse, obtain, exchange and present information, ideas, and opinions for complex tasks (work, academic, personal) •Can satisfy many social, academic or work-related expectations for competent communication •Can contribute to expanded authentic exchanges (over 60 minutes) over complex, abstract, conceptual and detailed topics, in large formal and unfamiliar groups •Can lead routine meetings and manage interaction in large familiar and cooperative groups, and deliver prepared presentations; •Can skillfully communicate to persuade, to provide basic counseling (e.g., about products, services, programs), assess needs or evaluate detailed or complex information in a one-on-one routine situation •Grammar, vocabulary or pronunciation errors do not impede communication; can demonstrate complex, accurate language form in presentations with good flexibility in the structure of information, organization and delivery style in view of purpose and audience		

CELPPIP Level	CELPPIP Level Descriptors	CEFR Level	CEFR Level Descriptor
12	12 – Fluent Advanced Proficiency •Can create and co-create oral discourse, formal and informal, general or technical, in own field of study or work, in a broad range of complex situations •Satisfies most academic and work-related expectations for competent communication •Can deliver public presentations to audiences; can lead formal group discussions, meetings and workshops •Can communicate to explain complex ideas to diverse groups, to debate arguments on complex matters, to teach, negotiate, and resolve conflict in a variety of situations •Discourse is fluent with native-like idiomaticity •Uses language that is complex, accurate and flexible in the manipulation of structure of the information in clauses to express emphasis, comment, attitude •Content, organization, format, delivery, tone, and conversational style of discussion or presentation are appropriate to purpose and audience	C2	•Can understand with ease virtually everything heard or read. •Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

CELPIP Scoring Methodology

Scoring and Reporting of Results

The multiple-choice items are scored by computer. Each correct answer contributes proportionately to the final score, and there are no points deducted for wrong answers. The Writing and Speaking components are evaluated by at least three certified raters. Test takers receive a score report that provides a score for each component.

Interpreting CELPIP Results

The CELPIP Test has been designed to assess the English language ability of test takers in general social, educational, and workplace contexts.

When interpreting a CELPIP Test score report, it is important to remember that the CELPIP Test estimates test takers' true proficiency by approximating the kinds of tasks that they may encounter in the course of their regular daily lives, study, or at work. There are, inevitably, small mismatches between the tasks that test takers complete as part of the test and the tasks that they have to perform in a specific context. Also, temporary factors unrelated to test takers' true proficiency, such as fatigue, anxiety, or illness, may affect their CELPIP test results.

When using test scores for decision-making, check the date the test was taken. Language ability changes over time; it can improve with active use and further study of the language, but may also diminish if an individual does not continue to study or use English on a regular basis. It is also important to remember that test performance is only one aspect to be considered. Communicative language ability consists of both knowledge of language and knowledge of the world. Therefore, it is important to consider how factors other than language affect how well someone can communicate. For example, in a workplace context, the ability to function effectively involves not only knowledge of English but also other knowledge and skills such as job-related expertise or knowledge.

Measurement Consistency

Test scores are a numerical measure of a test taker's ability. In theory, a test taker's score should be the same each time the test is taken. In practice, however, even when the test conditions are carefully controlled, an individual's performance on a set of test items will vary from one administration to another due to variation in the items across different versions of the same test (this source of variation is mitigated through IRT form equating) or due to variability in individual performance. Among the reasons for variations in individual performance are temporary factors unrelated to a test taker's English language proficiency.

These include fatigue, anxiety, or illness. Therefore, test scores always contain a small amount of measurement error. The aim is to keep this error to a minimum. For standardized examinations such as the CELPIP Test, a reliability figure of 0.80 and above is expected and acceptable.

We monitor two facets of measurement consistency: internal consistency and test-retest reliability. Internal consistency is a measure of whether items in the test that are intended to measure the same construct produce similar results. Internal consistency estimates (Cronbach's alpha) are calculated for each CELPIP Listening and Reading form.

Next Steps

Visit celPIP.ca/acceptance to learn more about the leading English language proficiency tests for immigration, professional certification, and academic acceptance. Here, you can find more resources about the security measures employed by the CELPIP Test, and the different organizations that use our scores.

To get in touch with a CELPIP expert and to start using CELPIP scores, email: stakeholder@prometric.com