



<b>Category:</b> Marketing, Admissions and Recruitment	<b>Responsible Owner:</b> Marketing, Admissions and Recruitment	<b>Effective Date:</b> February 2023
<b>Policy/Form Number:</b> 4.1	<b>Approval Body:</b> Board of Governors	<b>Policy/Form Name:</b> English Testing Policy and Procedure (High School)

#### A. POLICY:

##### PURPOSE/COMMITMENT:

At Columbia College, we offer a comprehensive English for Academic Purposes (EAP) program which includes English 097, English 098 and English 099; English 097, English 098 and English 099 serve College level students who do not test to post-secondary English standard. All EAP courses are non-credit. High School students who do not meet High School grade level standards are placed in English 097 before proceeding to the appropriate High School English level. Columbia College no longer offers English courses below English 097. Students testing below English 097 are referred to partner language schools prior to enrolling in English 097.

The EAP program is specifically designed to support academic delivery. Therefore, the term EAP is the acronym now used for the programs that serve English Language Learning (ELL) learners at Columbia College. In English 097, the ELL High School Standards are embedded into the course design.

Instructors teaching EAP courses are skilled in making adaptations to the curriculum in order to make the subject matter comprehensible for ELL learners, and to assist them in acquiring academic English appropriate to various content areas. Additional support may be deemed necessary and is provided through tutoring by trained tutors in the College Learning Centre. The Columbia College High School is additionally serviced by dedicated Academic Advisors, a Counsellor and a Nurse.

The purpose of this policy is to ensure that Columbia College has a process in place to thoroughly assess international students' English abilities and that Columbia College uses the assessment results to provide international students with an appropriate level of learning supports.

Guidelines are additionally detailed to support the delivery of ELL at the College High School program. This policy provides a basis for consistency, quality, and equity while allowing for flexibility in delivery.

It outlines:

- Our teaching philosophy
- ELL Standards as they relate to English 097
- Initial assessment and ongoing assessment
- Supports for EAP International Students, and
- Maintenance of ongoing records in relation to summative language proficiency assessments.

- Identification and Involvement of ELL Learners in Large-Scale Assessments

### **Teaching Philosophy:**

EAP Instructors create a student-centred environment in their classes whereby students can learn collaboratively. Each lesson is supplemented by a combination of student e-textbooks and online resources, instructor-created material, and educational technology (such as presentation/communication tools, interactive educational apps, and audio-visual components).

The instructors with extensive EAP experience and language learning training are encouraged to seek out current, relevant material whenever possible, and it is always crucial to include and appreciate local and global perspectives.

In a sample grammar lesson, the instructor may ignite students' interest through a series of self-reflective questions where students can share their experiences in a small group. Students may then discover a grammar construct by listening to a dialogue between two teenagers trying to resolve a situation. The instructor would first elicit students' prior knowledge and encourage them to discover patterns without simply providing the proper responses, enabling them to think more critically. It is also common for the students to act as facilitators and present what they understand to the class, with instructors clarifying the information when needed. Students are not only learning about the grammar structure itself as a formula per se, but instead, they are acquiring the skills to communicate efficiently and effectively. As a follow-up activity, the students may further discuss the situation in the initial listening and work out a possible solution alone or with a partner. They can then share the answer in various forms, such as a role play, a recorded voice message or video, a written or typed journal entry, and so on. These ideas are often brought back the next day for discussion. Students can review and practice the grammar structure from the previous lesson and learn to recognize and respect the different solutions different people might generate.

High School students enrolled in English 097 may enrol in one other High School course.

### **ELL Standards and English 097:**

The ELL Standards are used as a guideline in English 097: when English language learners enter the school system in order to establish baseline proficiency and to identify the level and types of instructional supports these learners require to be successful on an ongoing basis to monitor language proficiency growth and to inform instructional planning at each reporting period to assess students' current English language proficiency

### **The ELL Standards in English 097:**

- provide common language for describing language proficiency among schools and school districts for potential clarity and consistency throughout the province;
- facilitate communication with ELL students and their parents;
- encourage collaboration among all educators regarding the ELL students' language proficiency and support needs.

### **Ongoing Assessment**

Students are evaluated through a combination of formative (such as an exit ticket or a reflective summary) and summative assessments (such as a grammar and vocabulary test or an in-class essay) and their participation in various experiential learning opportunities. An example of this can be a field study where the students prepare questions to survey Vancouverites in the local neighborhood. A report sharing their findings can help further their understanding of multiculturalism and interculturalization. Despite them feeling extremely anxious before the activity, this has frequently come up as one of the most memorable experiences during their study.

During the term, our English 097 teachers meet with all other High School teachers to discuss students as they progress through the semester. After a semester in English 097, students are given another assessment of English language proficiency to ensure they are ready for the next level. We also look at ongoing assessment records (as described above) together with the student's report cards and other meeting information such as minutes of school-based team or department meetings pertaining to particular students.

If this review shows that the student is not making progress in language development, it may be necessary to conduct further assessment and to adjust services accordingly. This may include asking the student to repeat English 097. A more extensive assessment of student strengths and needs should be conducted to determine any needs beyond the scope of language development.

### **Supports for Students**

At Columbia College, class sizes are small which enables us to ensure more one on one instruction. With ELL learners, supports are in place daily from weekly meetings with the ELL teachers, daily assessment, and feedback plus teachers' ability to differentiate instruction by adapting the language environment in the classroom by:

- providing a variety of texts and formats of text (e.g., dual language, authentic, wordless picture books);
- using oral language strategies, talk moves and wait time to support thinking and learning;
- engaging in open and parallel tasks which allow for multiple entry points in the learning;
- planning with graphic organizers to support learners in their writing;
- strategically using the first language to support learners to make sense of new learning; and
- co-creating word walls that are multilingual and graphic.

### **Maintenance of ongoing records in relation to summative language proficiency assessments.**

A progress report will be filed in the student's file at the end of each reporting period as applicable. Progress will be shared with parents and custodians on a regular basis.

When learning expectations are adapted for ELL, evaluation will be based on the documented adapted expectations. This will be noted on the report card and explained to parents.

Teachers will indicate on the report card when adaptations to curriculum expectations have been made to address the needs of ELL learners.

In completing the report card, teachers will indicate that accommodations have been provided (e.g., extra time to complete assignments, access to a dictionary, opportunities to work in the student's first language).

To appropriately assess and evaluate the learning of ELL learners, Columbia College may need to make some accommodations related to the assessment process. These may include:

- the granting of extra time;
- the use of alternative forms of assessment such as oral interviews, learning logs, or portfolios.

Interaction with parents or custodians will further support parent engagement in the student's educational experiences and achievements.

Information on each ELL student's level of English language acquisition will be summarized on the progress report and included in the Student Record at least twice each semester.

### **Identification and Involvement of English Language Learners in Large-Scale Assessments**

ELL learners who complete English 097, will participate in the Grade 10 and Grade 12 school wide assessments in reading, writing, and mathematics.

#### **SCOPE:**

Effective August 2021 all Group 4 independent schools that offer an educational program to international students who are ELL learners, in schools where English is the primary language of instruction, are required to have an ELL Assessment Policy to support these students.

#### **WHEN TO USE THE POLICY:**

The policy is used as a guideline for English language assessment and learning at Columbia College with a specific focus on the High School.

#### **DEFINITIONS:**

**ENGLISH LANGUAGE LEARNING (ELL) LEARNER:** refers to international students enrolled in independent schools with English as the primary language of instruction whose primary language is other than English.

**ENGLISH FOR ACADEMIC PURPOSES (EAP):** refers to the language and associate practices that people need in order to undertake study or work in English and succeed in their academic careers.

#### **Responsible Owner:**

Recruitment, Marketing and Admissions

**Category:** The category or grouping that the policy falls into i.e.  
4.0 Marketing, Admissions and Recruitment

#### **B. PROCEDURES:**

Columbia College recognizes the importance of language support for its predominantly international student population. English department, under the authority of the Dean of English.

High School students who do not meet English requirements for their level are placed in a non-credit English 097 course (previously EAP 097) or, if lower than the requirements for English 097, referred to partner English language schools for English language training before returning.

College level students who do not meet English requirements for their level are placed in English 097 (previously EAP 097), English 098 or English 099. If students test lower than the requirements for English 097, they are referred to partner English language schools for English language training before returning.

## 1. ELL Initial Assessment

Students are required to submit an external language proficiency test result (as detailed on the college website: <https://www.columbiacollege.ca/future-students/requirements/english-language-requirements/>) or complete the internal Language and Writing Assessment (LWA). Both internal and external tests are accepted for admission as part of the student's application process for entry into the school.

The purpose of the initial assessment of English language proficiency is to obtain information regarding the student's proficiency in listening, speaking, reading and writing. This information can be used to determine instructional starting points, and for High School, identify initial language proficiency levels within the ELL K–12 Standards.

At Columbia College, we also consider the background information gathered during the initial intake and other important factors that may impact student learning and knowledge such as a student's prior English level.

## 2. Testing Process:

To demonstrate English ability, a student must do one of the following (details in the table below):

- **Present minimum external standardized English test scores**
- **Take the Columbia College's language and Writing Assessment (LWA)**. For those students who do not provide an external test score, the Columbia College Language Writing Assessment (LWA) is used to assess language ability and familiarity with basic academic skills like paragraph writing and essay writing. In other words, the LWA can indicate which students need lower-level English for Academic Purposes classes, (such as English 097), and are not yet at the required level e.g. English 10 or English 100. Students testing below the English 097 level are referred to our partner language schools until they reach that level.

**OR:**

- **Present minimum required scores in English 12 or equivalent**
- **[Present minimum required scores in first-year English taken at another college or at university in British Columbia, listed in the BC Transfer Guide, or equivalent](#)**
- **Present proof of completing the most recent 4 years of full-time study in an English-speaking country and/or recognized international curriculum where English is the language of instruction and attain a minimum of a C in English 12 or approved**

**equivalent. This exemption is only for issuance of Letter of Acceptance. It is not for placement into any English courses.**

However, the placement of Secondary students is not finally determined by external tests scores or the LWA. A high school student’s placement is determined by their transcript and what courses they have done before, as well as the results in the LWA.

The LWA is made up of two components: a multiple-choice part and writing part. We use the computer- based Michigan English Placement Test (MEPT) for the multiple-choice part. This 60-minute test assesses language proficiency by measuring performance in listening comprehension, grammar, vocabulary, and reading comprehension. Minimum placement ranges are used as guidelines for level placement. The writing assessment part of the LWA includes different types of prompts and writing requirements for each level and is completed separately in 30 minutes. Our English assessor provides academic advisors a placement guideline based upon the result of the LWA. Academic advisors then consider the last High School English grade completed (or required) in order to place the student in the appropriate course.

If a student writes the LWA and also presents external test results (as listed below), the College will place the student according to whichever score is better.

For placement purposes, all English tests scores are considered to have a shelf life of two years. This also applies to High School courses such as an English 12 in British Columbia and its equivalent elsewhere. Post-secondary courses listed in the BC Transfer Guide are considered to have a shelf-life of five years. The charts

below delineate the range of scores used as a guideline for English placement at the College.

## External English test scores<sup>2</sup> Revised: November 12, 2021

### High School Courses<sup>3, 4,5,6,7</sup>

	English 12	English 11	English 10	English 097 <sup>12</sup>	<English 097 <sup>11</sup>
IELTS Academic	Overall Band 6.0 and Writing Band 5.5	Overall Band 5.5 and Writing Band 5.5	Overall Band 5.0 and Writing Band 5.0	Overall Band 5.0 and Writing Band 4.5	-
LWA; <sup>7, 8, 9</sup>  MEPT:  Listening Grammar Vocabulary Reading <b>Placement Range</b>  Writing	  20-25 17-20 14-20 11-15 <b>62-89</b>  Level	  20-25 17-20 14-20 11-15 <b>62-89</b>  Level	  20-25 14-20 12-20 7-15 <b>53-56</b>  Level	  15-25 12-20 10-20 5-15 <b>46-52</b>  Level Assessment	  -  -
	English 12	English 11	English 10	English 097 <sup>12</sup>	<English 097 <sup>11</sup>

	Assessment	Assessment	Assessment		
Grade completion <sup>3,4,5,6,10</sup>	Completion of Grade 11 English	Completion of Grade 10 English	Completion of Grade 9 English	N/A	–
Duolingo <sup>1</sup>	100+	90+	85+	80+	

<sup>1</sup>. Duolingo valid until Fall 2022.

<sup>2</sup>. For placement purposes, all English tests scores are considered to have a shelf life of two years. This also applies to High School courses such as English 12 in British Columbia and its equivalent elsewhere. Post-secondary courses listed in the BC Transfer Guide are considered to have a shelf-life of five years.

<sup>3</sup>. All students who have completed Grade 9 English overseas are registered in Grade 10 English unless they test (by the LWA) into English 097 which is non-credit; if a student tests into English 097 they complete it first and then take Grade 10 English.

<sup>4</sup>. Senior Secondary High School students who have completed Grade 10 English overseas are registered in Grade 10 English (mandatory for senior secondary in BC), unless they test into English 097; after they complete 097, they then take Grade 10 English.

<sup>5</sup>. Accelerated High School students who have completed Grade 10 or 11 English overseas are registered in Grade 11 or 12 English (depending on their pre-requisite) unless they test into English 097. If an accelerated High School student tests into English 097 and has completed Grade 10 or 11 overseas, they are registered in English 097 and continue on to Grade 11 or Grade 12 English upon completion. Note: Accelerated High School students do not need to complete Grade 10 English in BC.

<sup>6</sup>. Adult High School students must have completed Grade 10 and 11 English either in Canada or overseas. If an adult High School student tests into English 097 and has completed Grade 10 and 11 overseas, they are registered in English 097 and continue on to Grade 12 English upon completion. Note: Adult High School students do not need to complete Grade 10 English in BC.

<sup>7</sup>. The Language Writing Assessment (LWA) is the College's placement test. A High School student's placement is determined by the LWA results and the student's previous academic experience, locally or overseas. (See above and note 10 below.)

<sup>8</sup>. The LWA is made up of two components: a multiple-choice objective test, and written work, responding to prompts. The College uses the computer-based Michigan English Placement Test (MEPT). This 60-minute test assesses language proficiency by measuring performance in listening comprehension, grammar, vocabulary, and reading comprehension. Placement ranges for each are used as guidelines for level placement.

<sup>9</sup>. Our English assessor provides academic advisors a placement guideline based upon the result of the LWA; high school courses completed elsewhere are honored within Ministry requirements.

<sup>10</sup>For High School placement, Academic advisors consider the last High School English grade completed (or required) in order to place the student in the appropriate course.

<sup>11</sup> Referred to partner language schools

<sup>12</sup> English 097, 098 and 099 are non-credit.

**LINKS TO SUPPORTING FORMS, DOCUMENTS, WEBSITE:**

<https://www.columbiacollege.ca/future-students/requirements/english-language-requirements/>

<https://www.columbiacollege.ca/programs/academic-esl/>

**REFERENCE TO EMPLOYMENT AGREEMENT CLAUSES:**

N/A

**REFERENCE TO BYLAWS:**

N/A

**RELATED ACTS AND REGULATIONS:**

N/A

**RELATED POLICIES:**

**C. APPROVALS:**

**IF APPLICABLE:**

<b>Chair, Academic Board</b>	<b>Date:</b>
<b>Chair, Marketing and Recruitment Committee:</b>	<b>Date:</b>
<b>Chair, Finance Committee:</b>	<b>Date:</b>

**APPROVAL FOR ALL POLICIES:**

<b>Responsible Owner:</b>	<b>Date:</b>
<b>Principal or Designate:</b>	<b>Date:</b>
<b>Chair, Board of Governors</b>	<b>Date:</b>

<b>Proposed Review Date:</b> February 2028	<b>Dates(s) revised:</b>	<b>Replaces Policy/Form Number:</b>
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