ELA- English Language Assessment

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(This assessment is for the internal use of Coastal College of British Columbia)
Please note that English Languages Assessments through CCBC are valid for applications submitted before January 1, 2025

Scores:
Grammar Assessment Score: **13/14**
Oral Language Proficiency: **11/12**
Reading Assessment: **12/12**
Writing Assessment: **11/12**

Final Score: 47/50

Assessment completed by: _____Harkia Bains _____
Date assessment completed: ____September 30, 2024_____

Applicants must demonstrate an acceptable level of English skills. The minimum level of English is IELTS 5 for the program, or equivalent. Equivalency on this assessment is a mark of 40. Acceptance is at the discretion of the Senior Educational Administrator.

You have <mark>fully met</mark> the English Language requirements at Coastal College of British Columbia.

GRAMMAR | READING

GRAMMAR

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14

13/14

READING

1. 4/4
2. 4/4
3. 3/4

11/12

ORAL (SPEAKING)

CATEGORY	3	2	1	0
Grammar	Grammar was used to communicate effectively.	A few minor difficulties arose from not using the grammar rules.	Grammatical errors led to many minor difficulties or one major breakdown in communication.	Grammatical errors severely hampered communication.
Vocabulary	Vocabulary studied in class was used to express ideas eloquently.	A few minor difficulties arose from not using appropriate vocabulary.	Some difficulties arose due to limited vocabulary and/or bad diction.	Communication was severely hampered due to lack of vocabulary.
Listening	Student responded to questions with appropriate answers, acknowledged all statements, and incorporated them into the discussion.	Student responded to most questions, acknowledged most statements, and incorporated many of these into the conversation.	Student failed to answer some questions appropriately OR failed to acknowledge some statements and incorporate these into the conversation.	Student didn't understand or ignored most questions and statements. Student may have been using notes.
Voice and non-verbal communication	Pronunciation was clear and inflection and expressions were used to enhance communication. Student sounded confident.	No serious problems arose, but better pronunciation, could have made communication more efficient.	Some communication problems arose due to unclear pronunciation or expression. Student may have been difficult to hear.	Pronunciation, inflection, and/or expression confused communication. Student may have been very difficult to hear.

ASPECT	1	2	3
Meaning ● *Developing ideas* ● *Detail* ● *Strategies*	● Express logical idea (s) with little focus or elaboration using lists, copying, or adapting text, sentence starters, models, & repetitive patterns; meaning is somewhat comprehensible ● Provide limited related details to support meaning	● Express a main idea in simple text that is partially developed & may have many digressions; meaning is generally comprehensible ● Provide a few related details to support meaning that is generally comprehensible	● Express a focused idea in more complex text with more elaboration & clarification; meaning is usually comprehensible ● Provide some relevant supporting details to support & enhance meaning
Style ● *Word Choice (precise language & phrasing)*	● Use some vocabulary including high frequency, descriptive & subject-specific vocabulary related to familiar objects, actions & topics ● Produce detailed simple sentences & compound sentences; often repetitive	● Use more vocabulary including high frequency descriptive, academic words, subject-specific words, & familiar words with multiple meanings ● Produce simple, compound, & some complex sentences with little variety	● Select from a wider range of vocabulary including high frequency, descriptive, subject-specific & academic words, including some words with multiple meanings ● Produce a variety of simple compound & complex sentences
Form ● *Connecting and transition words* ● *Sequencing and organization* ● *Introductions and conclusions* ● *Paragraphing* ● *Following rules and expectations for various forms/genres*	● Connect sentences using "and" & simple time markers ● Organize some related ideas together with a simple or vague introduction and no conclusion; sequence may be inconsistent ● Produce some examples, with appropriate linguistic & structural features, of components of a few basic genres (i.e. pieces of information about an object or thing, parts of a recount, descriptive words, or phrases for a procedure) to suit purpose	● Connect ideas in related sentences using common conjunctions, time & sequence markers ● Organize related ideas together in a simple paragraph with a predictable introduction and abrupt conclusion; sequence is generally logical ● Produce longer and more complex examples, with appropriate linguistic & structural features, of a wider range of genres (i.e., sequential explanations, factual texts, simple arguments, narratives) to suit purpose	● Connect sentences into a cohesive paragraph using a variety of conjunctions, time & sequence markers ● Organize ideas in a multi-paragraph composition with a clear introduction and formulaic conclusion; sequence is logical ● Produce longer and increasingly complex examples, with appropriate linguistic & structural features, of a variety of genres (i.e., arguments, causal explanations, reports, narratives, poetry) to suit purpose
Conventions ● *Capitals* ● *Punctuation* ● *Spelling* ● *Word choice (diction)* ● *Grammar* ● *Sentence structure (syntax)*	● Use nouns, present, past & continuous tense verbs, pronouns, prepositions, & articles with errors ● Use basic punctuation & spelling of high frequency & sight words, and invented spelling as necessary	● Use adjectives, adverbs and demonstrate some control of word order, plurals & tenses ● Use some conventional punctuation & spelling with the aid of word lists and/or personal dictionary	● Use a range of grammatical structures showing more control of word order, plurals, tenses, & subject-verb agreement ● Use conventional punctuation, common & irregular spellings, & homophones & homonyms