

ESL Assessment

- Students write an English proficiency test when applying to British Columbia Middle and High Schools. Based on the test results, a student may enter directly into the British Columbia Grade 10 program or be placed in an ESL Level 1,2,3 or 4 classes to receive English instruction appropriate for his or her level.
- ESL students may enter the British Columbia Grade 10 program after successful completion of ESL Level 4, with the approval of the ESL Director and BC principal. This approval requires passing of the BC Entrance Test (ESL Level 4 Final Test) and an oral interview with the BC principal (or designate). Students will not be permitted to enter the BC Grade 10 Program after the second semester begins, as it is not possible for them to meet the minimum hours of instruction required for BC course.
- Assessment tests for levels 1,2,3 and 4 are provided twice per semester
- Students who fail an ESL level test are permitted to repeat this level of ESL instruction one time
- New applicant students write their English proficiency assessment tests at the Admission Office. Written tests are evaluated by the ESL Director and the team of teachers trained for this purpose.
- All students must have completed a Basic English language program with a minimum of three years' instruction, before they

can be considered for admission in to British Columbia's ESL program. The minimum English vocabulary is 1000 words.

- Applicant students whose English proficiency testing indicates an ESL level of one, or lower, will likely require more than one year to complete ESL Level 4 and have the English proficiency required to enter the BC Grade 10 program.

Grading and Progress Reports

- ESL students receive Progress Reports and marks twice per semester (or four times a school year) after their ESL level test is completed.
- The ESL report is divided into five skills areas: Grammar, Extensive Reading, Speaking Listening, and Writing.
- Assessment methods are both formative and summative. Students' ongoing progress in English proficiency is assessed and recorded.
- Use of portfolios. Student portfolios provide a comprehensive picture of students' learning progress and abilities. They incorporate both summative and formative assessment and demonstrate students' ongoing language development. Students include their best English work in their portfolios, in order to track their own progress and achievement.