

# Guidebook for Teachers

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*CELPIP is the leading English proficiency  
test for immigration to Canada*



**CELPIP<sup>®</sup>**

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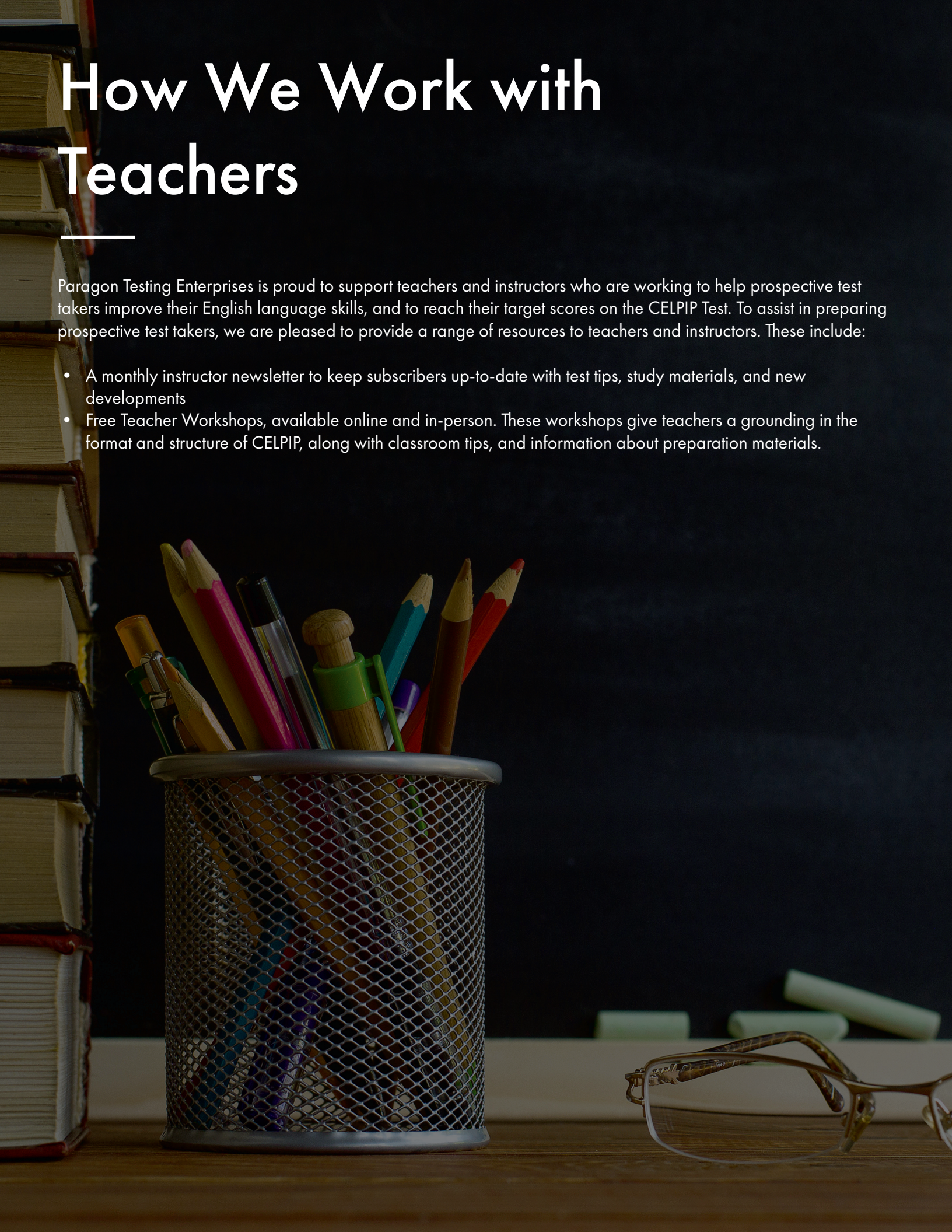


# How We Work with Teachers

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Paragon Testing Enterprises is proud to support teachers and instructors who are working to help prospective test takers improve their English language skills, and to reach their target scores on the CELPIP Test. To assist in preparing prospective test takers, we are pleased to provide a range of resources to teachers and instructors. These include:

- A monthly instructor newsletter to keep subscribers up-to-date with test tips, study materials, and new developments
- Free Teacher Workshops, available online and in-person. These workshops give teachers a grounding in the format and structure of CELPIP, along with classroom tips, and information about preparation materials.





# About CELPIP

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The Canadian English Language Proficiency Index Program (CELPIP) is a general English language proficiency test.

The CELPIP Test allows test takers to demonstrate their ability to function in English. The test clearly, accurately, and precisely assesses a test taker's English abilities in a variety of everyday situations, such as communicating with co-workers and superiors in the workplace, interacting with friends, understanding newscasts, and interpreting and responding to written materials.

There are two versions of the CELPIP Test: the CELPIP-General Test and the CELPIP-General LS Test. The CELPIP-General Test assesses functional Listening, Reading, Writing, and Speaking skills. In addition to being accepted by IRCC, the CELPIP-General Test is accepted by the Real Estate Council of British Columbia and Immigration Consultants of Canada Regulatory Council. The CELPIP-General LS Test assesses functional Listening and Speaking proficiency.





# Why Choose CELPIP

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The CELPIP Tests are Canada's leading English language proficiency tests. Since all components are completely computer-delivered in just one sitting, it offers a unique testing experience that requires no additional appointments. The computer-delivered Speaking component allows test takers to demonstrate their English proficiency without the possible confounding effects associated with human interaction, as used in other testing systems.

## Test Features

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### Computer-delivered Test

Increased availability, security, fraud protection, and test results turnaround



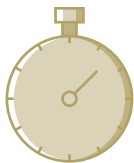
### Quick Online Results

Available online in 8 business days, or 3 business days with express rating



### Free Study Materials

Sample tests, videos, online information sessions, and online preparation courses



### Single Test Sitting

Taken in a single 3-hour sitting with no separate Speaking test



### Single North American Accent

Easy-to-understand English and vocabulary taken from everyday situations



### Online Identification System

Test-taker identity verification system that allows you to directly validate identity and scores



# CELPIP Band Scores

Each component of the CELPIP-General Test and the CELPIP-General LS Test is given a CELPIP level. Below is a chart of each CELPIP level and its corresponding description. Since the CELPIP test scores have been calibrated against the Canadian Language Benchmark (CLB) levels, we have included the CLB level equivalencies for your information.

CELPIP Score	CLB Level	CELPIP Score Descriptor
12	12	Advanced proficiency in workplace and community contexts
11	11	Advanced proficiency in workplace and community contexts
10	10	Highly effective proficiency in workplace and community contexts
9	9	Effective proficiency in workplace and community contexts
8	8	Good proficiency in workplace and community contexts
7	7	Adequate proficiency in workplace and community contexts
6	6	Developing proficiency in workplace and community contexts
5	5	Acquiring proficiency in workplace and community contexts
4	4	Adequate proficiency for daily life activities
3	3	Some proficiency in limited contexts
M	0, 1, 2	Minimal proficiency or insufficient information to assess
NA	/	Not Administered: test taker did not receive this test component



# CLB Explained

The CLB are a descriptive scale of English language ability. There are 12 benchmarks (or reference points) along a continuum from advanced (CLB 12) to basic (CLB 1) language ability. The benchmarks describe adult learners of English communicative competence and ability to perform tasks that require the use of language knowledge and language skills. The CLB provide a common framework to describe and measure communicative language ability.

The CELPIP tests can be used to identify candidates' English language abilities according to the CLB. The link between the CELPIP tests and CLB was established through a standard setting exercise. Standard setting is an extensive, research-based process. Language experts work with testing professionals to identify what language learners need to be able to do at each performance level, such as CLB 8. The experts then analyze the test in detail and determine what level of performance a test taker needs to demonstrate for each CELPIP level. This process has established a defensible link between the CLB and CELPIP test scores.

Paragon provides a variety of other resources that help you understand the CELPIP. Visit [www.celpip.ca](http://www.celpip.ca) to find more information about the CELPIP tests.

## Canadian Language Benchmarks (CLB) Band Descriptors

Canadian Language Benchmarks Ability Level Descriptions (Adapted from Vandergrift, 2006, p. 63-70).

CLB Level	Ability Level	Description
12	Fluent Advanced Proficiency	<ul style="list-style-type: none"><li>✓ 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</li><li>✓ Satisfies most academic and work-related expectations for competent communication</li><li>✓ Can deliver public presentations to audiences; can lead formal group discussions, meetings and workshops</li><li>✓ 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</li><li>✓ Discourse is fluent with native-like idiomaticity</li><li>✓ Uses language that is complex, accurate and flexible in the manipulation of structure of the information in clauses to express emphasis, comment, attitude</li><li>✓ Content, organization, format, delivery, tone and conversational style of discussion or presentation are appropriate to purpose and audience</li></ul>
11	Adequate Advanced Proficiency	<ul style="list-style-type: none"><li>✓ Can, through oral discourse, obtain, exchange and present information, ideas and opinions for complex tasks (work, academic, personal)</li><li>✓ Can satisfy many social, academic or work-related expectations for competent communication</li><li>✓ Can contribute to expanded authentic exchanges (over 60 minutes) over complex, abstract, conceptual and detailed topics, in large formal and unfamiliar groups</li><li>✓ Can lead routine meetings and manage interaction in large familiar and cooperative groups, and deliver prepared presentations;</li><li>✓ 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</li><li>✓ 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</li></ul>



10	<b>Developing Advanced Proficiency</b>	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ Can actively participate in formal meetings, interviews or seminars about complex, abstract, conceptual, and detailed topics</li> <li>✓ Can lead routine meetings and manage interaction in small familiar cooperating group</li> <li>✓ Can make 20- to 40-minute prepared formal presentations</li> <li>✓ 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</li> <li>✓ Grammar, vocabulary and pronunciation errors very rarely impede communication</li> <li>✓ 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</li> </ul>
9	<b>Initial Advanced Proficiency</b>	<ul style="list-style-type: none"> <li>✓ Learner can independently, through oral discourse, obtain, provide and exchange key information for important tasks (work, academic, personal) in complex routine and a few non-routine situations in some demanding contexts of language use</li> <li>✓ Can actively and effectively participate in 30-minute formal exchanges about complex, abstract, conceptual and detailed information and ideas to analyze, problem-solve and make decisions</li> <li>✓ Can make 15- to 30-minute prepared formal presentations</li> <li>✓ Can interact to coordinate tasks with others, to advise or persuade (e.g., to sell or recommend a product or service), to reassure others and to deal with complaints in one-on-one situations</li> <li>✓ Grammar, vocabulary, or pronunciation errors very rarely impede communication</li> <li>✓ Prepared discourse is mostly accurate in form, but may often be rigid in its structure/organization and delivery style</li> </ul>
8	<b>Fluent Intermediate Proficiency</b>	<ul style="list-style-type: none"> <li>✓ Can communicate effectively in most daily practical and social situations, and in familiar routine work situations;</li> <li>✓ Can participate in conversation with confidence; can speak on familiar topics at both concrete and abstract levels (10 to 15 minutes)</li> <li>✓ Can provide descriptions, opinions and explanations; can synthesize abstract complex ideas</li> <li>✓ Can hypothesize; in social interaction, demonstrates and increased ability to respond appropriately to the familiarity level of the situation</li> <li>✓ Can use a variety of sentence structures, including embedded/report structures, and an expanded inventory of concrete, idiomatic and conceptual language</li> <li>✓ Grammar and pronunciation errors rarely impede communication; is reasonably fluent in discourse;</li> <li>✓ Can use the phone on less familiar and some non-routine matters</li> </ul>
7	<b>Adequate Intermediate Proficiency</b>	<ul style="list-style-type: none"> <li>✓ Learner can communicate comfortably in most common daily situations; can participate in formal and informal conversations, involving problem solving and decision making</li> <li>✓ Can speak on familiar concrete topics at a descriptive level (5 to 10 minutes)</li> <li>✓ 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</li> <li>✓ Grammar and pronunciation errors are still frequent, but rarely impede communication</li> <li>✓ 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</li> </ul>
6	<b>Developing Intermediate Proficiency</b>	<ul style="list-style-type: none"> <li>✓ Can communicate with some confidence in casual social conversations and in some less routine situations on familiar topics of personal relevance</li> <li>✓ Can communicate facts and ideas in some detail</li> <li>✓ 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)</li> <li>✓ Grammar and pronunciation errors are frequent and may sometimes impede communication</li> <li>✓ Can demonstrate a range of everyday vocabulary, some common phrases and idioms</li> <li>✓ Can demonstrate discourse that is reasonably fluent, with frequent normal hesitations</li> <li>✓ Can use the phone to communicate on familiar matters, but some exchanges with strangers are stressful</li> </ul>

5	<b>Initial Intermediate Proficiency</b>	<ul style="list-style-type: none"> <li>✓ Learner can participate with some effort in routine social conversations and can talk about needs and familiar topics of personal relevance</li> <li>✓ Can use a variety of simple structures and some complex ones, with occasional reductions</li> <li>✓ Grammar and pronunciation errors are frequent and sometimes impede communication</li> <li>✓ Can demonstrate a range of common everyday vocabulary and a limited number of idioms</li> <li>✓ 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</li> <li>✓ Can use the phone to communicate simple personal information</li> <li>✓ Communication without the visual support is still very difficult</li> </ul>
4	<b>Fluent Basic Proficiency</b>	<ul style="list-style-type: none"> <li>✓ Can take part in short routine conversations</li> <li>✓ Can communicate basic needs</li> <li>✓ Can ask and respond to simple familiar questions</li> <li>✓ Can describe a situation, or tell a simple story</li> <li>✓ Uses a variety of short sentences; demonstrates control of basic grammar; uses correct past tense with common verbs</li> <li>✓ Demonstrates adequate vocabulary for basic routine everyday communication</li> <li>✓ Clear evidence of connected discourse (and, but, first, next, then, because)</li> <li>✓ Pronunciation difficulties may impede communication. Needs only a little assistance</li> <li>✓ Can use the phone only for very short, simple, predictable exchanges</li> </ul>
3	<b>Adequate Basic Proficiency</b>	<ul style="list-style-type: none"> <li>✓ Can communicate with some difficulty basic needs in informal conversation</li> <li>✓ 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)</li> <li>✓ Many structures are reduced</li> <li>✓ Uses basic time expressions (e.g., yesterday)</li> <li>✓ The correct past tense is used only with some common verbs</li> <li>✓ Demonstrates use of vocabulary, which is still somewhat limited</li> <li>✓ Evidence of some connected discourse (and, but); pronunciation difficulties may often impede communication; sometimes needs assistance</li> </ul>
2	<b>Developing Basic Proficiency</b>	<ul style="list-style-type: none"> <li>✓ Can communicate in a limited way some immediate and personal needs</li> <li>✓ Asks and responds to simple, routine, predictable questions about personal information</li> <li>✓ Demonstrates little control of basic grammar structures and tenses</li> <li>✓ Demonstrates limited vocabulary and a few simple phrases</li> <li>✓ No evidence of connected discourse</li> <li>✓ Make long pauses and depends on gestures in expressing meaning; pronunciation difficulties may significantly impede communication</li> <li>✓ Needs frequent assistance</li> </ul>
1	<b>Initial Basic Proficiency</b>	<ul style="list-style-type: none"> <li>✓ Can speak very little, responding to basic questions about personal information</li> <li>✓ Speaks in isolated words or strings of two or three words</li> <li>✓ Demonstrate almost no control of basic grammar structures and tenses</li> <li>✓ Demonstrates very little vocabulary</li> <li>✓ No evidence of connected discourse; makes long pauses, often repeats the words spoken</li> <li>✓ Depends on gestures</li> <li>✓ May switch to first language at times</li> <li>✓ Pronunciation difficulties may significantly impede communication</li> <li>✓ Needs considerable assistance</li> </ul>



# CELPIP Test Format

The CELPIP Test is available in two versions: the CELPIP-General Test and the CELPIP-General LS Test. The CELPIP-General Test has four components—Listening, Reading, Writing, and Speaking,—and the CELPIP-General LS Test has two components—Listening and Speaking.

The CELPIP Test is fully computer delivered, providing test takers the opportunity to complete all test components in one sitting with no additional appointments, interviews, or test sittings required. CELPIP Test Takers use a computer mouse and keyboard to complete Reading and Writing components of the test, and a computer microphone and headset to complete the Listening and Speaking components. Computerized tests offer test takers a quick and reliable testing experience.

## CELPIP-General Test Format & Price

**\$280** Total test time is  
+ Taxes about 3 hours, and is  
done in one sitting.

### Listening

Listen to passages and answer questions

47–55 minutes

### Reading

Read passages and answer questions

55–60 minutes

### Writing

Respond to questions with written answers

53–60 minutes

### Speaking

Reply to on-screen prompts verbally

15–20 minutes

## CELPIP-General LS Test Format & Price

**\$195** Total test time is  
+ Taxes about 1 hour, and is  
done in one sitting.

### Listening

Listen to passages and answer questions

47–55 minutes

### Speaking

Reply to on-screen prompts verbally

15–20 minutes

# CELPIP Components

## Speaking

Number of Questions	Component Sections
1	Practice Task
1	Task 1: Giving Advice
1	Task 2: Talking about a Personal Experience
1	Task 3: Describing a Scene
1	Task 4: Making Predictions
1	Task 5: Comparing and Persuading
1	Task 6: Dealing with a Difficult Situation
1	Task 7: Expressing Opinions
1	Task 8: Describing an Unusual Situation

### Speaking Tip

Use your own words to show the CELPIP Raters your full ability, rather than repeating the words in the prompt exactly. During your response, try not to repeat the same words too often, think of synonyms and paraphrases to express your ideas and demonstrate the range of your vocabulary.

## Reading

Number of Questions	Component Sections
1	Practice Task
11	Part 1: Reading Correspondence
8	Part 2: Reading to Apply a Diagram
9	Part 3: Reading for Information
10	Part 4: Reading for Viewpoints

### Reading Tip

On a regular basis, try to read as much as possible in English. Whether it's English magazines, online articles, or full novels, any English reading will help you improve your overall comfort and speed when reading.



## Listening

Number of Questions	Component Sections
1	Practice Task
8	Part 1: Listening to Problem Solving
5	Part 2: Listening to a Daily Life Conversation
6	Part 3: Listening for Information
5	Part 4: Listening to a News Item
8	Part 5: Listening to a Discussion
6	Part 6: Listening to Viewpoints

### Listening Tip

Each audio file can be heard only once, so you will need to listen very carefully to the recordings. Make sure that you read all the instructions so that you know when the recording will be starting and what you will need to do when the recording ends.

## Writing

Number of Questions	Component Sections
1	Task 1: Writing an Email
1	Task 2: Responding to Survey Questions

### Writing Tip

Use the first 5 minutes to plan your response to the prompt, and leave 5 to 7 minutes at the end to revise your work and make improvements. The rest of the time should be spent writing the response itself.

## Study Tips

**Manage your time:** Each part of the CELPIP Test has a timer in the corner of your screen, so watch the clock! Make sure that you have enough time to complete all the questions in each part of the Listening Test.

**Check your answers:** Before moving on to the next question or section on the CELPIP Test, make sure that you have clicked on your answer choice. This is especially important on the parts of the test where there is no opportunity to go back and change your answer.

**Practice using a computer:** The CELPIP Test is fully computer-delivered, so ensuring that you are comfortable with a mouse and computer keyboard will help you on the CELPIP Test.

# Accepting Organizations

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The CELPIP Tests are officially accepted by several governments, professional organizations, and employers. The CELPIP Tests currently prove English language proficiency for:

- Immigration, Refugees and Citizenship Canada (IRCC):
  - Permanent Resident Status
  - Canadian Citizenship
  - Canadian Experience Class (CEC)
  - Federal Skilled Trades Program (FSTP)
  - Federal Skilled Worker Program (FSWP)
  - Start-up Visa Program
  - Various Provincial Nominee Programs
- Alberta Human Services – Child Care Staff Certification
- Alberta Institute of Massage
- Association of Saskatchewan Realtors
- BC Health Care Assistant (HCA) Program
- Immigration Consultants of Canada Regulatory Council (ICCRC)
- NorQuest College ELP (English Language Proficiency)
- Real Estate Council of Alberta (RECA)
- Real Estate Council of British Columbia (RECBC)
- Saskatchewan Apprenticeship and Trade Certification Commission
- TLC-Edmonton Training for Foreign Caregivers

For a complete list of organizations that accept CELPIP scores, visit [celPIP.ca](https://celPIP.ca).



# How to Register for the CELPIP Test Online

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*Registering for CELPIP online is fast and easy:*

1

## **Create a CELPIP Account**

Visit [celPIP.ca](http://celPIP.ca) and click on the "Sign In" link at the top of the page. This will take test takers to the account page, where they can create a CELPIP account.

2

## **Sign into a CELPIP Account**

After creating a new CELPIP account or signing into an existing account, test takers can register for a test.

3

## **Register for CELPIP**

During registration test takers select the country, region, and city in which they will take the CELPIP Test. Test takers can then choose an available test centre and testing date.

4

## **Choose the identification to bring**

Test takers can choose the type of personal identification that they will provide on test day from a list of acceptable identification choices.

5

## **Confirm information and payment option**

Test takers can pay via credit card online, or submit a paper test registration form through the mail with an alternative form of payment.

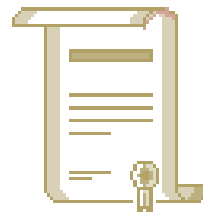
# How Test Takers Access CELPIP Test Results

CELPIP Test scores are available online through a CELPIP Account in 8 business days after a test date. For test takers that order Express Rating, CELPIP Test scores will be available in 2 business days after a test date. Test takers will also be notified that their scores are ready via email, and can choose to receive SMS notifications about their scores as well. Test takers will receive two print copies of the Official CELPIP Score Report via registered mail, with priority shipping available.



## Updates via SMS

Test takers can select to receive SMS updates when their CELPIP scores are available



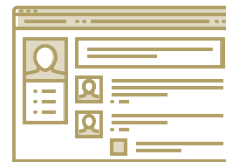
## Quick Online Results

Available to test takers online in 8 business days, or 3 business days with express rating



## Updates via Email

Test takers will receive test day confirmations and score results via email



## Account Dashboard

Test takers can sign into their accounts at [celPIP.ca](http://celPIP.ca) to see their results



# Test Research

## A Research Leader

Paragon's Test Research and Development team includes assessment professionals with a background in Applied Linguistics, Education, Statistics, and Psychometrics. In support of the company's overall mission, the unit is responsible for producing innovative and high-quality language tests through collaboration within the team and with external stakeholders.

The goals of the unit are as follows:

- Maintain current assessment products and develop new assessments
- Ensure the security and integrity of Paragon's assessments
- Provide evidence for the validity of Paragon's testing products
- Show leadership in language assessment design and research in Canada and internationally

For a complete list of research publications, conference presentations, working papers, and more, visit [paragontesting.ca/research](http://paragontesting.ca/research).

## Research Publications



PARAGON RESEARCH BLOG: CONTEXT

October 5, 2018

Paragon Research Blog: Context



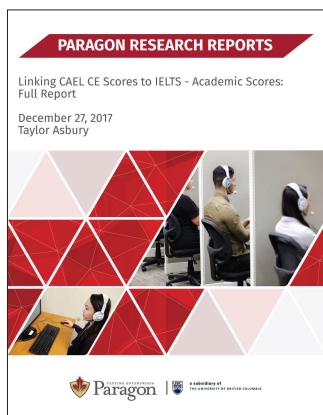
ACHIEVING FAIRNESS IN DEVELOPING  
CONTENT FOR STANDARDIZED LANGUAGE  
TESTS

Paragon Research Blog: Achieving  
Fairness in Developing Content for  
Standardized Language Tests



UNDERSTANDING TEST RESPONSE  
PROCESS: A STUDY OF TEST-TAKING  
STRATEGIES IN A READING

Paragon Research Blog:  
Understanding Test Response Process:  
A Study of Test-Taking Strategies in a  
Reading Comprehension Test



Linking CAEL CE Scores to  
IELTS – Academic Scores: Full Report



CELPIP Test 2017 Report

# Opportunities

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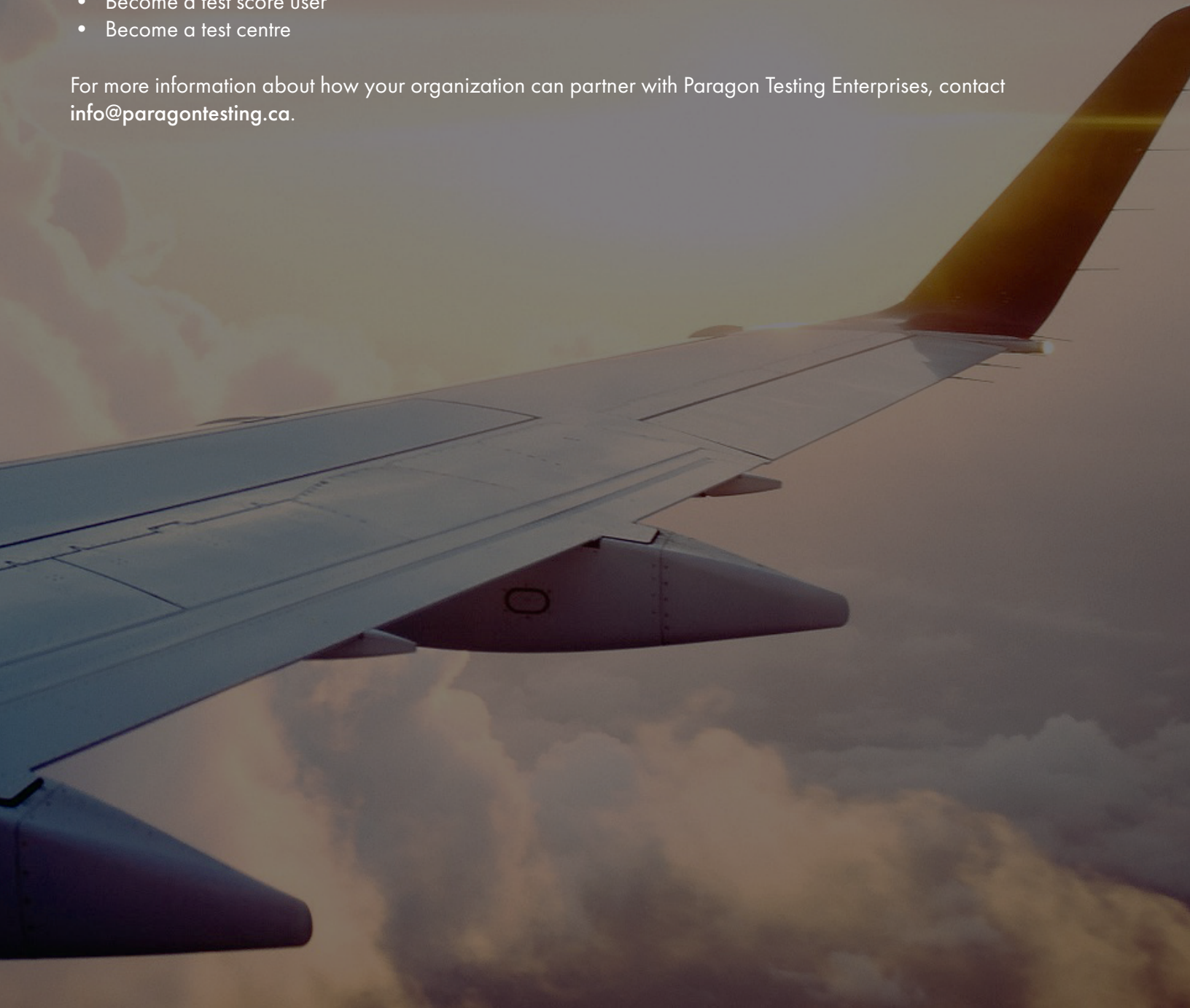
As Canada's leading English language testing organization, Paragon Testing Enterprises is always looking for highly-motivated, energetic, and skilled people to join its team. Paragon offers competitive salaries and a comprehensive and competitive benefits package to employees and their eligible dependents. It also has a company-wide profit-sharing plan for full-time employees, a professional development program, and financial support for conference attendance, research, and publication related to its tests.

For a full listing of available positions, and detailed job descriptions, visit [paragontesting.ca/careers](https://paragontesting.ca/careers).

Opportunities with Paragon Testing Enterprises for organizations include:

- Offering a test taker preparation course at your school
- Become a test score user
- Become a test centre

For more information about how your organization can partner with Paragon Testing Enterprises, contact [info@paragontesting.ca](mailto:info@paragontesting.ca).



# Offering Test Preparation

The CELPIP Preparation Program has been designed to prepare test takers for the CELPIP Test and includes four modules, and includes exclusive use of instructor guides to match each module.

To support instructors who will be delivering the CELPIP Preparation Program, an online instructor training course taught by a CELPIP expert is offered. The training features insights into each test component, an explanation of the Performance Standards, and tips for teaching test preparation.

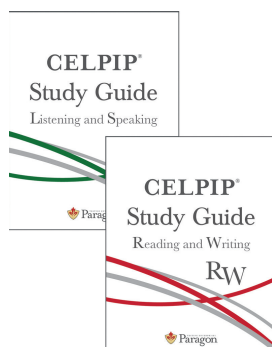
To learn more about the CELPIP Preparation program, including information about the program syllabus, program materials, and guidelines for test preparation service providers, visit [celpip.ca/offer-preparation-program](http://celpip.ca/offer-preparation-program). For any additional questions about the CELPIP Preparation Program, contact [prepprograms@paragontesting.ca](mailto:prepprograms@paragontesting.ca).

## Official CELPIP Study Materials



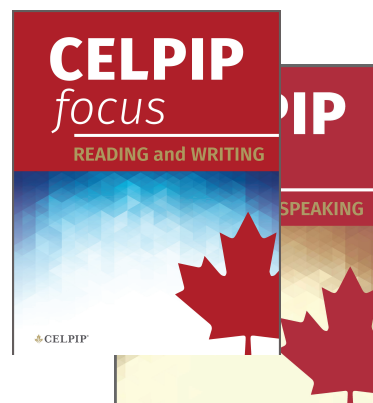
### CELPIP Accelerate

A pair of self-directed study programs designed to help test takers boost their English skills



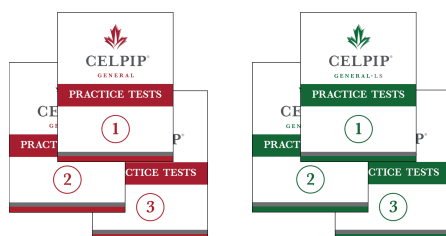
### CELPIP Study Guides

Available in paperback & ebook format, these study guides will help test takers learn about CELPIP



### CELPIP Focus

These CELPIP textbooks provide thorough preparation exercises for the CELPIP Tests



### Online Practice Tests

Complete practice tests with a detailed answer key



# Contact Us

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Visit [celPIP.ca](https://celPIP.ca) to learn more about Canada's leading English language proficiency test for immigration and professional certification, or email [info@celPIP.ca](mailto:info@celPIP.ca) for more information.

Follow @CELPIPTest on social media

