

# CELPIP Test 2018 Annual Report.

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**CELPIP®**

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## 1 Description of the Test

### 1.1 General Description

The Canadian English Language Proficiency Index Program® (CELPIP Test) is a standardized test of general English language proficiency. It is administered by Paragon Testing Enterprises Inc., a subsidiary of The University of British Columbia.

The purpose of the CELPIP Test is to provide a valid and reliable measurement of 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. The CELPIP Test is designated by Immigration, Refugees and Citizenship Canada (IRCC) for permanent resident status in Canada and Canadian citizenship. The CELPIP Test is also accepted by a number of post-secondary institutions and professional associations as proof of English language proficiency for academic and professional purposes.

Paragon is committed to upholding the highest standards in educational measurement. All parts of the CELPIP Test are written following specified guidelines, and results are closely monitored to ensure that they are accurate and informative. Paragon works closely with test centres to make certain that the CELPIP Test is administered in a way that is fair and accessible but also secure, ensuring that the CELPIP Test is available to all individuals who wish to take the exam and that the scores issued are defensible.

### 1.2 Test Format

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. The CELPIP-General LS Test assesses functional Listening and Speaking skills.

Table 1 describes the format and content of each test component. Individuals who take CELPIP-General Test are assessed on all four components. Individuals who take the CELPIP-General LS Test are assessed on the Listening and Speaking components.

**Table 1: Format and Content of the CELPIP Test**

Component	Time Allotted	Item Description	Number of Items
Listening	53 - 60 minutes	Test takers listen to seven passages and answer comprehension questions. The listening passages cover topics in daily conversation, problem-solving, news items, discussions, and viewpoints.	Minimum of 38
Reading	47 - 55 minutes	Test takers read several passages and answer comprehension questions. The reading passages engage the test takers in understanding correspondence, interpreting a diagram, and reading for viewpoints.	Minimum of 38
Writing	55 - 60 minutes	Test takers write an email and write a response to survey questions.	2 Tasks
Speaking	15 - 20 minutes	Test takers speak to give advice, talk about personal experiences, describe scenes, make predictions, compare and persuade, deal with difficult situations, express opinions, and to describe an unusual situation.	8 Tasks

## 2 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 Paragon-certified raters according to a scale established by Paragon.

Test takers receive a score report that provides a score for each component. CELPIP Test component scores are reported in 11 bands: M, 3 - 12.

## 3 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. Table 2 shows each CELPIP level and its corresponding description. Since the CELPIP test scores have been calibrated against the Canadian Language Benchmark (CLB) levels, the CLB level equivalencies are included in the third column. The CELPIP Test is aligned with the Canadian Language Benchmarks (CLB).

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.

**Table 2: Interpretation of CELPIP Test Scores**

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

## 4 Test-Taking Population

This section presents an overview of the test takers who took the CELPIP Test in 2018, providing demographic information for the test population. Every test taker completes a registration form which asks for their date of birth and purpose for taking the test. Cases where information has not been given have been treated as missing data.

Table 3 shows that the majority of the test takers registered for the CELPIP-General Test and were 26 - 35 years old (57.2%). The CELPIP-General LS test takers tended to be older (37.5% were older than 40). Table 4 shows that the majority of test takers reported that they took the test for immigration purposes (92.6%).

**Table 3: Distribution (in %) of CELPIP Test Takers by Age**

Age Group	% of Total Test Population	% of CELPIP-G Test Population	% of CELPIP-LS Test Population
17-19	0.1%	0.1%	0.1%
20-25	10.5%	10.8%	6.1%
26-30	30.1%	31.4%	12.8%
31-35	25.6%	25.8%	22.6%
36-40	16.4%	16.1%	20.9%
> 40	17.3%	15.8%	37.5%
Percentage of Total Pop.	100.0%	79.6%	20.4%

**Table 4: Distribution (in %) of CELPIP Test Takers by Purpose for Taking the Test**

Purpose	% of Test Takers
IRCC	92.6%
Non-IRCC	7.4%

## 5 Test Statistics

### 5.1 Descriptive Statistics

Tables 5a and 5b present descriptive statistics for each component on the CELPIP-General and CELPIP-General LS Tests. The data indicate that CELPIP-General LS test takers perform slightly less well than CELPIP-General test takers. The mean listening band score for CELPIP-General LS test takers is 6.67 while the mean listening band score for CELPIP-General test takers is 8.32. Similarly, the mean speaking band score for CELPIP-General LS test takers is 6.03 while the mean speaking band score for CELPIP-General test takers is 7.11.

**Table 5a: Descriptive Statistics for the CELPIP-General Test**

Component	Minimum Score <sup>1</sup>	Maximum Score <sup>1</sup>	Mean <sup>2</sup>	Standard Deviation <sup>2</sup>
Listening	M	12	8.320	2.430
Reading	M	12	8.490	2.860
Writing	M	12	7.060	1.300
Speaking	M	12	7.110	2.040

**Table 5b: Descriptive Statistics for the CELPIP-General LS Test**

Component	Minimum Score <sup>1</sup>	Maximum Score <sup>1</sup>	Mean <sup>2</sup>	Standard Deviation <sup>2</sup>
Listening	M	12	6.670	2.570
Speaking	M	12	6.030	1.770

Tables 6a and 6b show the percentage of test takers who received each component band score on the CELPIP-General and CELPIP-General LS Tests. The tables are further evidence of the pattern already observed in Tables 5a and 5b; a larger proportion of test takers achieve lower bands on the CELPIP-General LS Test than on the CELPIP-General Test. For instance, in 2018, 67.3% of CELPIP-General LS Speaking scores were at or below CELPIP 6 compared to 47.1% of CELPIP-General Speaking scores. A similar trend is observed for Listening; 49.7% of CELPIP-General LS Listening scores were at or below CELPIP 6 compared to 23.2% of CELPIP-General Listening scores.

<sup>1</sup> 'M' represents a minimal level of English language proficiency falling below CLB level 3.

<sup>2</sup> When calculating the mean and standard deviation, 'M' was treated as 2.

**Table 6a: CELPIP-General Distribution (in %) of Test Takers**

Band	Listening	Reading	Writing	Speaking
12	11.0%	23.9%	0.1%	5.0%
11	12.9%	7.9%	0.4%	5.1%
10	11.3%	7.7%	1.8%	3.4%
9	9.2%	12.8%	5.8%	5.5%
8	20.9%	11.1%	32.2%	16.3%
7	11.7%	10.1%	29.7%	17.6%
6	9.5%	9.6%	19.2%	29.5%
5	6.1%	6.4%	7.3%	11.7%
4	5.0%	5.4%	2.4%	4.4%
3	2.0%	2.5%	0.9%	1.2%
M <sup>1</sup>	0.6%	2.5%	0.2%	0.3%

**Table 6b: CELPIP-General LS Distribution (in %) of Test Takers**

Band	Listening	Speaking
12	4.0%	1.0%
11	5.8%	1.3%
10	6.4%	1.4%
9	5.8%	3.3%
8	16.2%	11.2%
7	12.0%	14.4%
6	13.5%	29.9%
5	12.0%	20.4%
4	13.5%	11.1%
3	7.6%	4.0%
M <sup>1</sup>	3.1%	1.9%

It is important to note here that the CELPIP-General Test is typically taken by the primary applicant for Canadian Permanent Residency. The CELPIP-General LS is required for applications for Canadian Citizenship. The minimum language proficiency score requirements are currently different for permanent residency and citizenship applications. The difference in requirements is likely the main contributor to the difference in the score profiles observed between the two tests.

Appendices A - E offer a more detailed breakdown of test taker performance by gender, first language, and country of citizenship.



## 5.2 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.

Paragon monitors 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. In 2018 the mean reliability estimate for the Listening forms was 0.86 and the mean reliability estimate for the Reading forms was 0.88 (Table 7). These values suggest good internal consistency of measurement for the CELPIP multiple-choice items.

**Table 7: Reliability Estimates for the Listening and Reading forms on the CELPIP Test**

Component	Mean Reliability	Standard Deviation
Listening	0.86	0.07
Reading	0.88	0.06

Table 7 also shows that the standard deviations of form reliability coefficients among the Listening and Reading forms administered in 2018 were 0.07 and 0.06 respectively. These values suggest good consistency of measurement both within and across each of the CELPIP Listening and Reading forms.

Test-retest reliability refers to the stability of test takers’ scores if they take the test on multiple occasions over a period of time. Under experimental conditions, test takers will take the same test form each time. Under naturalistic conditions, test takers will take different, but equivalent, test forms. It is not uncommon for CELPIP test takers to attempt the test more than once, so Paragon monitors test-retest reliability under naturalistic conditions. Changes in test taker performance are measured between first attempt and final attempt.

Since a test taker’s central purpose for taking the test again is to get a higher score, Paragon encourages test takers to undertake a period of study between test attempts. If test takers do not engage in language study between test attempts, their underlying language proficiency is unlikely to change and there should be very small or no changes in their test scores. Under these circumstances, a moderate to high correlation between test attempts should be expected.

Table 8 presents the test-retest correlations (Spearman’s  $r$ ) for the component scores. The correlation figures are moderate to high. This suggests that test takers’ scores are relatively stable across their first and final test attempts.

**Table 8: CELPIP Test-Retest Reliability**

Component	First-Last Correlation
Listening	0.84
Reading	0.84
Writing	0.76
Speaking	0.81

Since CELPIP Test results are reported as bands, it is also important to inspect changes in band score between test attempts. Indeed, 72.2% of retests result in the same band score. Table 9 presents the mean band score changes for each component when test takers retake the CELPIP Test. It indicates that, on average, test takers' component scores change by 0.15 - 0.36 of a band between their first and final attempts.

**Table 9: CELPIP Test-Retest Mean Test-Retest Band Score Changes**

Component	Mean Band Change	Standard Deviation of Band Changes
Listening	0.340	1.410
Reading	0.360	1.640
Writing	0.150	0.850
Speaking	0.220	0.910

### 5.3 Rater Agreement for the Writing and Speaking Components

The raters for the Writing and Speaking components of the CELPIP Test are highly proficient in English and are fully trained and certified by Paragon. Each of the test takers' two writing tasks is rated independently by two accredited raters. If the scores awarded by the raters fall outside an acceptable tolerance, the task is evaluated by a third rater. Each test taker's speaking performance is rated independently by three accredited raters. The responses are evaluated by two additional raters if scores awarded by the original raters fall outside an acceptable tolerance.

Paragon monitors rater agreement for quality control purposes. The percentage of agreement between the raters is monitored. Since the evaluation process for the Writing and Speaking components relies on human judgements and the interpretation and application of a rating scale, variations in judgements are to be expected. Table 10 shows the rater agreement for the Writing and Speaking components in 2018 and shows excellent consistency of judgement between raters.

**Table 10: Rater Agreement for Writing and Speaking**

Component	Proportion of Raters in Agreement
Speaking	87.1%
Writing	84.2%

## Appendices

The following appendices are provided as an overview of the outcomes of test-takers based on different demographics.

### Appendix A CELPIP Scores by Purpose and Gender

Test Purpose	Female			Male		
	IRCC	NON-IRCC	Not Specified	IRCC	NON-IRCC	Not Specified
Listening Mean	7.92	8.55	7.36	7.96	8.65	7.23
Reading Mean	8.38	8.48	7.53	8.58	8.72	8.13
Writing Mean	7.06	7.22	6.70	7.03	7.23	6.87
Speaking Mean	6.88	7.68	6.49	6.78	7.79	6.47

Test Purpose	Female			Male		
	IRCC	NON-IRCC	Not Specified	IRCC	NON-IRCC	Not Specified
Listening SD	2.58	2.10	2.53	2.57	2.03	2.80
Reading SD	2.89	2.51	2.84	2.89	2.53	3.14
Writing SD	1.29	1.08	1.28	1.34	1.05	1.53
Speaking SD	2.01	2.21	1.84	2.00	2.14	2.00

### Appendix B CELPIP-G Scores by Declared First Language \*

Language	Listening	Reading	Writing	Speaking
<b>AFRICA</b>				
Afrikaans	9.60	9.23	7.60	9.30
Akan	7.69	7.38	7.20	7.25
Bemba	7.62	6.94	7.50	7.62
Bini	8.47	8.82	7.35	7.35
Creoles and pidgins, French-based (Other)	8.31	8.48	7.34	7.07
Efik	8.14	8.36	7.50	7.86
Ewe	9.27	9.55	8.00	7.45
Fanti	8.07	7.47	7.00	6.86
French	9.13	9.72	7.34	7.27
Hausa	8.56	9.33	7.72	7.89
Igbo	8.00	7.82	7.16	7.05
Kinyarwanda	8.17	8.62	7.29	7.17
Shona	10.04	10.42	8.31	8.52
Swahili	8.77	8.79	7.48	7.65
Tswana	9.00	9.96	7.83	7.26
Twi	8.46	8.59	7.64	7.39

Language	Listening	Reading	Writing	Speaking
Wolof	8.54	8.62	7.08	7.08
Yoruba	8.46	8.52	7.36	7.08
<b>AMERICAS</b>				
Azerbaijani	8.70	9.27	7.19	6.78
Bengali	8.55	8.79	7.31	6.90
Bosnian	8.38	7.54	6.85	6.92
English	9.73	10.04	7.92	9.27
Kannada	8.82	8.90	7.32	6.80
Konkani	9.29	9.91	7.93	7.49
Kurdish	8.25	8.04	7.17	7.21
Portuguese	8.80	9.30	7.09	6.81
Spanish	8.65	9.04	7.05	6.86
Spanish; Castilian	8.41	8.78	6.91	6.64
Urdu	8.50	8.57	7.23	7.16
<b>ASIA</b>				
Armenian	9.03	8.88	7.12	7.19
Assamese	9.67	10.08	7.75	7.83
Bikol	5.95	5.21	5.58	5.11
Cantonese (Chinese)	8.00	8.34	6.85	6.30
Cebuano	6.31	5.99	6.16	5.85
Chinese	7.71	8.19	6.75	6.14
Georgian	7.45	6.82	6.36	6.45
Gujarati	8.34	8.22	6.98	6.64
Hiligaynon	6.57	6.17	6.43	5.90
Hindi	8.66	8.85	7.30	7.03
Iloko	5.48	5.10	5.89	5.35
Indonesian	8.94	9.40	7.19	6.67
Japanese	6.96	6.92	6.35	5.60
Kashmiri	7.71	7.86	7.43	6.93
Kazakh	8.38	8.62	7.33	7.08
Korean	6.66	6.89	6.12	5.43
Malay	10.18	11.09	7.77	7.50
Malayalam	8.44	8.70	7.17	6.72
Mandarin (Chinese)	7.92	8.21	6.77	6.18
Marathi	8.88	8.91	7.33	6.94
Mongolian	8.81	9.94	7.56	6.88
Nepali	8.05	7.70	6.72	6.49
Oriya	8.59	8.90	7.26	6.65
Other Language	8.05	7.93	7.11	7.05
Pampanga	5.84	5.61	6.00	5.50

Language	Listening	Reading	Writing	Speaking
Pangasinan	5.33	4.82	5.55	5.24
Panjabi	7.50	7.25	6.61	6.39
Philippine (Other)	6.01	5.59	5.90	5.46
Pushto	8.07	7.28	6.92	6.77
Sindhi	8.78	8.69	7.17	7.00
Sinhalese	7.90	7.20	6.65	6.47
Tagalog	6.05	5.64	6.02	5.58
Tamil	8.29	8.60	7.08	6.65
Telugu	8.33	8.43	7.01	6.45
Thai	6.76	6.25	6.03	5.50
Turkish	8.75	9.17	7.20	6.75
Uzbek	7.88	7.88	7.00	7.06
Vietnamese	7.78	8.37	6.92	6.13
	6.18	6.27	6.05	5.64
<b>EUROPE</b>				
Albanian	7.81	7.37	6.50	6.57
Bulgarian	10.03	10.18	8.00	7.65
Catalan	9.83	11.00	7.50	7.25
Croatian	8.42	8.51	6.63	6.70
Czech	8.39	8.45	6.85	6.66
Danish	10.13	10.26	7.77	9.58
Dutch	9.91	10.22	7.62	8.49
Estonian	11.25	11.00	8.00	8.42
Finnish	10.29	11.17	7.75	8.50
German	9.56	9.78	7.49	8.06
Greek	8.13	8.19	6.87	6.74
Hungarian	8.14	8.39	6.89	6.72
Icelandic	10.20	10.00	7.60	7.91
Italian	8.20	8.69	6.83	6.54
Latvian	7.80	7.60	7.00	6.53
Lithuanian	8.38	8.40	6.96	6.94
Macedonian	7.94	7.78	6.39	6.67
Polish	8.33	8.29	6.85	6.70
Romanian	7.86	7.86	6.66	6.50
Serbian	7.33	7.35	6.26	6.11
Slovak	8.70	8.73	7.10	7.03
Slovenian	9.07	9.00	7.33	7.13
Swedish	10.55	10.68	7.84	8.80
Ukrainian	7.37	7.34	6.42	6.30

Language	Listening	Reading	Writing	Speaking
<b>MIDDLE EAST/NORTH AFRICA</b>				
Amharic	9.50	9.38	7.62	7.44
Arabic	8.30	8.05	6.98	6.94
Farsi	8.37	8.09	7.01	6.83
Hebrew	9.31	9.22	7.11	7.29
Persian (Farsi)	8.38	8.20	7.11	6.75
Russian	8.26	8.48	6.92	6.69
Tigrinya	7.67	6.33	6.92	6.75
<b>PACIFIC REGION</b>				
Australian languages	9.82	9.91	7.91	10.36

### Appendix C CELPIP-LS Scores by Declared First Language

Language	Listening	Speaking
<b>AFRICA</b>		
Afrikaans	9.41	8.89
Creoles and pidgins, French-based (Other)	5.68	5.53
French	6.80	6.54
Igbo	6.00	6.20
Kinyarwanda	5.62	5.75
Somali	4.34	4.55
Swahili	5.48	5.87
Tigrinya	4.45	4.50
Yoruba	5.92	6.15
<b>AMERICAS</b>		
Low German; Low Saxon; German, Low; Saxon, Low	5.54	4.85
Portuguese	8.59	6.95
Spanish; Castilian	8.62	6.66
<b>ASIA</b>		
Armenian	5.95	5.62
Azerbaijani	6.57	6.21
Bengali	5.93	5.52
Cantonese (Chinese)	5.86	5.16
Cebuano	6.91	6.70
Chinese	5.88	5.25
Georgian	4.61	4.61
Gujarati	5.78	5.44
Hindi	7.16	6.47
Indonesian	7.92	5.88
Japanese	7.21	5.38

Language	Listening	Speaking
Kannada	7.46	6.62
Khmer	3.67	4.20
Korean	6.23	5.24
Malayalam	8.12	6.74
Mandarin (Chinese)	6.13	5.31
Marathi	7.71	6.46
Mongolian	6.23	4.92
Nepali	5.40	5.14
Other Language	6.95	6.35
Panjabi	5.24	5.05
Philippine (Other)	6.38	5.60
Pushto	5.58	5.44
Sinhalese	5.57	5.28
Tagalog	6.52	5.71
Tamil	5.49	5.13
Telugu	5.98	5.69
Thai	6.01	5.28
Tibetan	5.38	5.44
Turkish	6.46	5.67
Urdu	6.15	5.92
Uzbek	5.94	5.56
Vietnamese	5.03	4.84
<b>EUROPE</b>		
Albanian	5.14	5.32
Aramaic	4.67	4.87
Bosnian	6.11	6.00
Bulgarian	7.34	6.16
Croatian	7.78	6.49
Czech	8.60	7.22
Danish	10.05	9.67
Dutch	9.97	8.70
English	7.78	7.85
German	8.39	7.46
Greek	7.51	6.65
Hungarian	7.12	6.13
Italian	8.48	6.90
Latvian	8.19	7.16
Lithuanian	7.46	6.36
Macedonian	7.59	6.28
Moldavian	6.25	5.94

Language	Listening	Speaking
Polish	7.60	6.45
Romanian	7.31	6.18
Russian	7.36	6.17
Serbian	7.12	6.18
Slovak	8.74	7.14
Spanish	7.71	6.43
Swedish	10.53	9.30
Ukrainian	6.36	5.78
<b>MIDDLE EAST/NORTH AFRICA</b>		
Amharic	5.14	4.82
Arabic	6.07	5.72
Farsi	6.11	5.75
Hebrew	8.52	7.18
Iranian (Other)	6.36	6.00
Kurdish	4.71	4.77
Oromo	3.58	4.00
Persian (Farsi)	6.22	5.76

#### Appendix D CELPIP-G Scores by Country of Origin \*

Country	Listening	Reading	Writing	Speaking
<b>AFRICA</b>				
BENIN	7.91	8.55	7.09	6.73
BOTSWANA	9.19	10.00	7.85	7.52
BURKINA FASO	7.56	7.25	6.56	6.38
CAMEROON	8.38	8.37	7.27	7.12
CONGO	8.82	9.18	7.09	7.18
COTE D'IVOIRE	8.00	8.12	6.69	6.38
GAMBIA	8.50	8.50	7.36	7.71
GHANA	8.49	8.57	7.54	7.49
KENYA	9.29	9.38	7.65	7.94
MAURITIUS	8.74	9.05	7.60	7.25
NIGERIA	8.53	8.67	7.40	7.48
RWANDA	8.59	9.30	7.41	7.48
SENEGAL	7.65	7.35	6.71	6.61
SOUTH AFRICA	10.20	10.22	8.06	10.03
TANZANIA	9.33	9.16	7.78	8.45
UGANDA	8.49	8.65	7.59	7.80
ZAMBIA	9.00	8.71	7.62	8.06
ZIMBABWE	10.21	10.54	8.22	9.05



Country	Listening	Reading	Writing	Speaking
<b>AMERICAS</b>				
ANTIGUA AND BARBUDA	9.14	8.11	7.43	8.79
ARGENTINA	9.36	10.19	7.51	7.19
BAHAMAS	9.81	9.83	7.81	9.02
BARBADOS	10.36	10.57	8.17	9.12
BELIZE	9.64	9.73	7.82	9.27
BERMUDA	10.00	10.36	7.64	9.00
BOLIVIA	8.80	8.93	7.07	6.93
BRAZIL	8.82	9.35	7.12	6.82
CANADA	9.04	9.02	7.45	8.51
CHILE	8.53	9.05	6.96	6.57
COLOMBIA	8.79	9.31	7.22	6.90
COSTA RICA	8.79	8.76	7.24	7.65
CUBA	7.72	7.75	6.75	6.38
DOMINICA	9.17	9.92	7.75	8.50
DOMINICAN REPUBLIC	8.41	8.84	6.93	6.74
ECUADOR	9.20	9.68	7.41	7.21
EL SALVADOR	7.81	7.87	6.45	6.36
GUATEMALA	8.19	7.89	6.63	6.67
GUYANA	8.78	8.52	7.44	7.61
HAITI	7.54	6.88	6.69	6.73
HONDURAS	9.14	9.41	7.37	7.57
JAMAICA	8.77	8.61	7.46	8.04
MEXICO	8.39	8.64	6.76	6.67
NICARAGUA	8.72	8.94	7.11	6.39
PANAMA	9.15	10.12	7.50	7.42
PERU	8.70	9.12	7.23	6.70
SAINT KITTS AND NEVIS	8.72	9.33	7.78	7.78
SAINT LUCIA	9.82	9.76	8.06	8.82
ST. VINCENT & GRENADINES	10.16	10.21	7.89	8.26
TRINIDAD AND TOBAGO	9.97	10.22	8.13	8.59
UNITED STATES	10.84	11.30	8.47	10.67
VENEZUELA	8.84	9.27	7.27	7.03
<b>ASIA</b>				
AFGHANISTAN	8.24	7.56	7.08	6.84
ARMENIA	9.31	9.69	7.06	6.81
AZERBAIJAN	8.59	9.15	7.22	6.85
BANGLADESH	8.47	8.43	7.25	6.97
CHINA	7.70	8.18	6.74	6.11

Country	Listening	Reading	Writing	Speaking
GEORGIA	7.55	6.91	6.36	6.82
INDIA	8.44	8.58	7.15	6.82
INDONESIA	8.95	9.37	7.19	6.67
JAPAN	6.96	6.88	6.35	5.59
KAZAKHSTAN	8.91	9.30	7.49	7.27
KYRGYZSTAN	7.31	7.38	6.75	6.38
MALAYSIA	10.00	10.78	8.02	7.76
MONGOLIA	9.17	10.50	7.67	7.17
NEPAL	7.97	7.71	6.70	6.43
PAKISTAN	8.58	8.68	7.29	7.27
PHILIPPINES	5.99	5.59	5.98	5.55
SINGAPORE	9.88	10.58	7.98	8.20
SOUTH KOREA	6.65	6.88	6.11	5.43
SRI LANKA	7.91	7.50	6.73	6.61
THAILAND	6.77	6.18	6.04	5.49
TURKEY	8.80	9.26	7.24	6.80
UZBEKISTAN	8.95	9.00	7.42	7.26
VIETNAM	7.82	8.47	6.96	6.09
<b>EUROPE</b>				
ALBANIA	8.20	7.86	6.64	6.52
AUSTRIA	10.03	10.73	7.77	8.20
BELARUS	8.11	8.60	6.94	6.80
BELGIUM	10.11	10.46	7.57	8.15
BOSNIA & HERZEGOVINA	6.86	5.59	5.86	5.95
BULGARIA	10.07	10.31	8.00	7.52
CROATIA	8.37	8.50	6.58	6.65
CZECH REPUBLIC	8.33	8.41	6.84	6.63
DENMARK	10.18	10.26	7.85	9.06
ESTONIA	11.18	10.91	7.73	8.09
FINLAND	9.82	10.42	7.67	8.30
FRANCE	9.40	10.21	7.43	7.39
GERMANY	9.49	9.71	7.51	8.06
GREECE	7.94	8.05	6.79	6.59
HUNGARY	8.06	8.35	6.82	6.61
ICELAND	10.20	10.00	7.60	7.91
IRELAND	10.34	10.79	8.30	10.64
ITALY	8.19	8.56	6.82	6.61
KOSOVO	7.92	7.50	6.58	7.42
LATVIA	7.67	7.52	6.81	6.43
LITHUANIA	8.54	8.54	7.02	6.96

Country	Listening	Reading	Writing	Speaking
MACEDONIA	8.29	8.24	6.53	6.59
MOLDOVA	7.16	6.89	6.29	6.02
NETHERLANDS	9.85	9.94	7.53	8.43
NORWAY	7.79	7.46	6.67	7.17
POLAND	8.26	8.18	6.77	6.59
PORTUGAL	7.91	7.80	6.17	6.40
ROMANIA	7.95	8.04	6.64	6.40
RUSSIAN FEDERATION	8.94	9.25	7.29	7.03
SERBIA	7.52	7.54	6.34	6.17
SLOVAKIA	8.67	8.68	7.06	6.98
SLOVENIA	9.07	9.00	7.33	7.13
SPAIN	8.65	9.44	7.18	6.64
SWEDEN	10.41	10.50	7.77	8.69
SWITZERLAND	9.63	9.53	7.37	7.61
UKRAINE	7.48	7.55	6.55	6.34
UNITED KINGDOM	10.38	10.96	8.30	10.82
<b>MIDDLE EAST/NORTH AFRICA</b>				
ALGERIA	7.56	7.26	6.44	6.48
EGYPT	8.50	8.46	7.10	7.00
ETHIOPIA	9.33	9.11	7.44	7.42
IRAN	8.46	8.38	7.09	6.80
IRAQ	7.62	7.01	6.60	6.56
ISRAEL	7.78	7.63	6.35	6.36
JORDAN	8.42	8.18	7.09	7.12
LEBANON	8.74	8.75	7.30	7.39
LIBYAN ARAB JAMAHIRIYA	7.68	7.03	6.67	6.37
MOROCCO	6.82	6.63	6.13	6.26
OMAN	8.42	8.75	7.17	7.33
PALESTINE	8.39	8.04	6.88	6.62
SAUDI ARABIA	8.77	8.08	7.12	7.03
SUDAN	8.19	7.65	6.81	7.02
SYRIA	8.28	7.91	6.96	6.80
TUNISIA	7.53	7.60	6.59	6.48
UNITED ARAB EMIRATES	8.00	7.64	7.00	6.76
YEMEN	8.52	8.43	7.14	7.12
<b>PACIFIC REGION</b>				
AUSTRALIA	10.59	11.04	8.29	10.71
NEW ZEALAND	10.73	11.03	8.25	10.77
HONG KONG, CHINA	7.70	7.86	6.68	6.21
TAIWAN, CHINA	7.58	7.57	6.56	6.05

**Appendix E CELPIP-LS Scores by Country of Origin \***

Country	Listening	Reading
<b>AFRICA</b>		
CONGO	4.71	5.35
ERITREA	4.44	4.46
GHANA	5.48	6.03
KENYA	6.43	6.18
MAURITIUS	6.21	5.67
NAMIBIA	5.33	5.48
NIGERIA	6.22	6.15
SOMALIA	4.39	4.59
SOUTH AFRICA	9.28	9.27
ZIMBABWE	8.17	8.22
<b>AMERICAS</b>		
ARGENTINA	9.44	7.21
BRAZIL	8.92	7.03
CANADA	8.03	6.95
CHILE	8.65	6.78
COLOMBIA	7.28	6.03
COSTA RICA	7.18	5.94
CUBA	6.47	5.90
DOMINICAN REPUBLIC	6.24	5.87
ECUADOR	7.83	6.58
EL SALVADOR	7.08	6.34
GUATEMALA	6.95	6.08
GUYANA	5.66	5.95
HAITI	4.93	5.50
HONDURAS	5.70	5.41
JAMAICA	6.00	6.26
MEXICO	7.93	6.53
PERU	7.98	6.70
SAINT LUCIA	6.00	6.40
ST. VINCENT & GRENADINES	5.42	5.97
TRINIDAD AND TOBAGO	7.65	7.00
UNITED STATES	9.13	8.76
URUGUAY	6.92	6.25
VENEZUELA	8.56	6.85
<b>ASIA</b>		
AFGHANISTAN	5.03	5.20
ARMENIA	7.00	6.07

Country	Listening	Reading
AZERBAIJAN	8.20	6.80
BANGLADESH	5.78	5.45
CAMBODIA	3.12	4.00
CHINA	5.84	5.19
GEORGIA	4.53	4.68
INDIA	6.28	5.76
INDONESIA	7.88	5.88
JAPAN	7.38	5.58
KAZAKHSTAN	6.12	5.78
KYRGYZSTAN	5.93	5.50
MALAYSIA	8.67	6.61
MONGOLIA	6.23	4.92
MYANMAR	4.18	4.29
NEPAL	5.59	5.26
PAKISTAN	6.15	5.91
PHILIPPINES	6.49	5.72
SOUTH KOREA	6.23	5.24
SRI LANKA	5.05	4.86
TAJIKISTAN	6.00	5.75
THAILAND	5.95	5.24
TURKEY	6.51	5.71
UZBEKISTAN	6.00	5.57
VIETNAM	5.04	4.83
<b>EUROPE</b>		
ALBANIA	5.36	5.47
BELARUS	8.05	6.39
BELGIUM	10.62	9.19
BOSNIA & HERZEGOVINA	6.03	5.58
BULGARIA	7.36	6.17
CROATIA	7.68	6.44
CZECH REPUBLIC	8.61	7.23
DENMARK	9.74	9.35
FRANCE	8.62	7.56
GERMANY	8.62	7.69
GREECE	7.62	6.65
HUNGARY	7.23	6.15
IRELAND	9.49	10.05
ITALY	8.59	7.00
KOSOVO	4.70	4.89
LATVIA	7.77	6.84

Country	Listening	Reading
LITHUANIA	7.59	6.38
MACEDONIA	7.50	6.29
MOLDOVA	6.96	5.89
NETHERLANDS	9.47	8.37
POLAND	7.61	6.46
PORTUGAL	7.37	6.63
ROMANIA	7.34	6.22
RUSSIAN FEDERATION	7.92	6.42
SERBIA	7.11	6.28
SLOVAKIA	8.70	7.14
SPAIN	9.41	7.07
SWEDEN	10.00	8.89
SWITZERLAND	10.24	8.12
UKRAINE	6.60	5.91
UNITED KINGDOM	9.37	10.01
<b>MIDDLE EAST/NORTH AFRICA</b>		
ALGERIA	5.92	5.92
EGYPT	7.45	6.45
ETHIOPIA	4.68	4.61
IRAN	6.28	5.81
IRAQ	5.07	5.11
ISRAEL	7.56	6.45
JORDAN	7.05	6.35
KUWAIT	3.82	4.00
LEBANON	5.98	5.74
LIBYAN ARAB JAMAHIRIYA	6.11	5.72
MOROCCO	6.62	6.19
PALESTINE	6.08	5.65
SAUDI ARABIA	6.69	6.12
SUDAN	5.44	5.36
SYRIA	5.74	5.52
TUNISIA	5.91	5.67
YEMEN	5.44	5.78
<b>PACIFIC REGION</b>		
AUSTRALIA	9.77	10.56
FIJI	6.17	6.35
NEW ZEALAND	10.47	10.53
HONG KONG, CHINA	6.14	5.69
TAIWAN, CHINA	6.65	5.66

\*Countries with fewer than 10 test-takers are excluded from descriptive statistics.