

More Information

- Register ...
 - On-Line
 - At the LPI Office
 - By Fax or Mail
- ▶ Study Materials
- ▶ Download 2008 Application Guide & Schedule (PDF)
- ▶ Online Score Report
- ▶ FAQ (Frequently Asked Questions)
- ▶ LPI Brochure



The Test

The purpose of the Language Proficiency Index (LPI) is to provide information about an individual's competency in English. This information is used primarily by post-secondary institutions and professional organizations.

The LPI provides a consistent and standardized measure of Canadian English language proficiency in order to assist instructors, professional associations, and

administrators to assess the level of post-secondary English the examinee has mastered. This helps to maximize both the success rate of the applicants, and the success rate of the institution's or organization's programs.

Quick Links


- ▶ ARES / LPI / CELPIP Home Page
- ▶ Contact Us




The test consists of four parts: identifying errors in sentence structure (10 points); identifying errors in English usage (10 points); evaluating and/or summarizing short prose passages (20 points); and writing an argumentative essay (40 points). The maximum time allowed is 2 hours and 30 minutes.

NOTE TO INDIVIDUALS WITH VISION CONCERNS: The LPI exam is printed in various colours. Anyone with colour-related or other vision concerns should contact the LPI office to ensure that appropriate accommodations can be made. Requests for accommodations must be received before registration and received at least three (3) weeks before the desired examination date.

The Four Parts of the LPI

The LPI is composed of four parts as follows:

<p>Part I (10 points)</p>	<p>Sentence Structure: (expand)</p>	<p>Ten sentences in which students are asked to recognize, though not identify by name, common errors in sentence structure. (2 examples) </p>
--	--	---

<p>Part II (10 points)</p>	<p>English Usage: (<u>expand</u>)</p>	<p>Ten sentences in which students are asked to recognize, though not identify by name, common errors in English usage of the type made by second language students. (2 examples) </p>
<p>Part III (20 points)</p>	<p>Reading Comprehension: (<u>expand</u>)</p>	<p>Five prose selections, two of which are accompanied by multiple-choice questions, and three of which require the student to write a two- or three-sentence summary. (Sec A example)  (Sec B example) </p>
<p>Part IV (40 points)</p>	<p>Essay Writing: (<u>expand</u>)</p>	<p>The student is required to write a 300- to 400-word argumentative essay on one of three topics. (<u>examples here</u>)</p>

Scoring

Sentence structure (Part I), English Usage (Part II), and the multiple choice questions in Paragraph Development, Structure and Content (Part III) are scored by computer. The three paragraph summaries in Part III and the essay in Part IV are evaluated by members of the marking committees, which are made up of veteran teams of secondary and post-secondary English specialists. The paragraph summaries are assessed only once; however, the essay is read and marked by two markers. If both do not place the essay at the same level, it is evaluated and discussed by the committee until a consensus is reached on an appropriate mark. During this process, markers may also consult evidence from the rest of the test in order to aid placement of the essay in the correct level.

The Six Essay Marking Levels

--	--

LEVEL	COMMENTS (click below to expand)
Level 6	<u>Advanced Proficiency</u>
Level 5	<u>Effective Proficiency</u>
Level 4	<u>Adequate Proficiency</u>
Level 3	<u>Developing Proficiency</u>
Level 2	<u>Minimal Proficiency</u>
Level 1	<u>No Proficiency</u>
Level 0	<u>No essay, essay too short, or essay off-topic</u>

Applying the LPI Essay Scores

Each institution applies the LPI scores in a way that suits its particular needs and course offerings. Some British Columbia community colleges require an essay Level 4 for entry into an English course or specific program. The **University of British Columbia** and the **University of Victoria** require a Level 5.

Post-secondary institutions throughout the province may change their admission or registration policies at any time. Examinees are therefore responsible for checking with a particular college or university to determine if LPI scores are required, or if they can be used in lieu of a college's or a university's own language assessment.

Detailed information on a college or university LPI score requirements must be obtained from the Registrar's Office or the English Department at that college or university. **Specific information on this is not available from the LPI office.**

Test Results

All institutions that make use of LPI scores receive a print-out of results within **three weeks** of publicly scheduled sittings. Examinees who have not accessed their scores online are sent a copy of their LPI scores by mail within **four weeks** of the date of writing the test.

If the examinee registered Online for their test and provided a valid email address, notification is automatically sent when the test scores are ready.

The LPI Office does not release test results over the phone.

Who uses the LPI?

The following institutions either require or accept LPI scores:

- [The University of British Columbia*](#)
- [The University of Victoria](#)
- [Simon Fraser University \(SFU\)](#)
- [Camosun College](#)
- [Capilano College](#)
- [Thompson Rivers University \(was UCC\)](#)
- [Douglas College](#)
- [Emily Carr Institute of Art and Design](#)
- [NIC - North Island College \(All\)](#)
- [University College of the Fraser Valley](#)
- [Kwantlen University College](#)
- [Langara College](#)
- [Vancouver Community College](#)
- [Malaspina University-College \(Nanaimo\)](#)
- [Malaspina University-College \(Powell River\)](#)
- [Malaspina University-College \(Parks./Qual.\)](#)
- [OC - Okanagan College](#)
- [Selkirk College](#)
- [Yukon College](#)
- [The British Columbia Institute of Technology](#)
- [Corrections and Community Justice Division of the Justice Institute](#)
- [Society of Notaries Public of British Columbia](#)
- [The Real Estate Council of British Columbia](#)
- [Abbotsford Police Recruitment Department](#)
- [New Westminster Police Recruitment Department](#)
- [Victoria Police Recruitment Department](#)
- [Port Moody Police Department](#)
- [University of Northern British Columbia \(UNBC\)](#)

* Information on UBC LPI English Requirements is found [**HERE**](#).



Essay Level 0: Essay cannot be evaluated

Essays are placed at Level 0 when no essay has been attempted, when too little has been written to allow a fair evaluation, or when the essay does not directly address any of the given topics.

Essay Level 1: No Proficiency

Demonstrates very limited knowledge of written English. The writer does not have the language skills to write a series of statements that can be understood by the reader.

Essay Level 2: Minimal Proficiency

Demonstrates only limited ability in written communication. Second language expression errors are the dominant feature of this writing.

Essay Level 3: Developing Proficiency

Demonstrates some familiarity with written communication, using simple tools of expression. Major problems in diction, sentence structure, and organization, however, are evident. Numerous second language errors may also be present. This is writing that requires considerable revision.

Essay Level 4: Adequate Proficiency

Demonstrates adequate competency with satisfactory organization and structure although expression errors are evident, particularly occurring in occasional clusters. This is writing that requires some revision.

Essay Level 5: Effective Proficiency

Demonstrates fluent competency. For the most part, the writing is clear and controlled. Occasional errors in expression and structure do not significantly detract from the coherent articulation of ideas. There is clarity in development and organization.

Essay Level 6: Advanced Proficiency

Demonstrates exceptional fluency marked by a wide range of skills, including excellent organizational abilities and original insights. Advanced proficiency is indicated in the clear articulation of both complex and straightforward concepts.