

English Proficiency Assessment

Marking Guide and Instructions



Literacy Link of Eastern Ontario

LEARNER NAME: _____

PROGRAM: _____

DATE: _____

LEVEL: _____

English Proficiency Assessment

Level 1



Marking Guide and Instructions

Please note: This assessment was designed to accompany the LLEO English for Workbooks and group activity guides. However, this assessment could apply to any English proficiency learner joining an LBS class in Ontario to determine an assessment level for reporting.

For Best Results

When to assist the learner: Instructors may read directions and offer explanations to learners if needed to promote a better understanding of the assessment questions. In order to gather a proper assessment of a learner's abilities, however, instructors should refrain from directly giving the correct answers to the assessment.

What extra help is allowed: Learners may be allowed access to their phones or device for the translation exercise and can use their identification to fill out the form in the document use exercise.

Spelling rules: Correct spelling is not essential to gaining a level checkmark in Section 1 (if the instructor can understand what words are intended).

When to use Section 2: This assessment was created to be delivered in sections. If the learner has completed Section 1 of the assessment successfully, you may administer Section 2 to determine if they meet the requirements for a higher OALCF level.

It is not necessary to present the learners with section 2 if a learner does not meet the marking guide requirements for level 1 achievement. Level assessment information is located within the level 1 assessment rubric on the following pages.

OALCF Level 1 Assessment Rubric

Competency	Level 1 Indicator	Performance Description
E.1 Manage Learning	Set short-term goals	Chooses personal learning reasons and shows readiness to learn
D.1 Use Digital Tech	Perform simple digital tasks	Uses phone/app with help or alone to find translations of new words
A1.1 Read Text	Read short text to find details	Understands who, what, where from a simple work story
A2.1 Read Documents	Read simple charts/schedules	Finds correct days, times, or names from a basic table
B2.1 Write Simple Text	Write short personal info	Fills in sentences with clear, correct details
B1.1 Speak and Listen Briefly in English	Short back-and-forth talk	Asks and answers simple questions in a practice talk
C2.1 Use Time	Make simple time calculation	Knows work time and can figure out how long a shift is
B3.1 Fill in Form	Enter info into simple document	Completes form with basic details such as name or phone

✓ **Assessment Scoring Suggestions:**

Performance Level	Description
High Level 1	Completes 6 or more tasks correctly and independently or with little help. Shows confidence using English and tools. Learner may be ready to try the OALCF Level 2 English proficiency assessment.
Level 1	Completes 4–5 tasks with some instructor guidance. Understands basic information and shows some independence. Needs more repetition before moving to the Level 2 assessment.
Needs Skill Building	Completes 3 or fewer tasks with some instructor guidance. Needs more practice with vocabulary, forms, reading, or using tools. Program eligibility is at the discretion of the marker.

OALCF Level 1 Assessment Answers

E.1 – Manage Learning

Task: Check why you are in class.

Accept any answers checked — this is a **self-awareness** task.

Instructor Note: Use this task as a discussion opportunity to discuss a short-term learning goal.

D.1 – Use Digital Technology

Task: Use a translation tool to write the word in your own language.

Work Word	Example in Learner's Language (varies)
Job	trabajo / emploi / trabaho / 工作
Boss	jefe / patron / amo / 上司
Work	trabajo / travail / trabaho / 工作
Name tag	etiqueta de nombre / badge / 名札
Phone	teléfono / téléphone / telepono / 电话

Bonus: Tool or app used – example: *Google Translate, phone dictionary, SayHi*

Accept any translation app or phone dictionary. Learner must show they followed **steps** to complete the task.

A1.1 – Read Brief Texts to Locate Specific Details

Text: *Hello. My name is Rosa. I have a new job. I wear a name tag. My boss is nice. I work at a store. I use a phone to answer questions.*

Questions and Answers:

1. Where is Rosa's job?

b) Store

2. Who is nice?

c) Her boss

3. What does Rosa wear?

A name tag

4. Where does Rosa work?

At a store

B2.1 – Write Brief Texts to Convey Simple Ideas

Task: Learner fills in basic personal information.

Sample:

1. My name is **Aliyah**.
2. I am from **Somalia**.
3. I came to Canada in **2021**.
4. I would like a job as a **cook**.

Accept answers that show clear, relevant personal information.

A2.1 – Interpret Very Simple Documents to Locate Specific Details

Work Schedule Table:

Name	Monday	Tuesday	Wednesday
Rosa	9–1	9–1	Off
Omar	10–2	Off	10–2

Answers:

1. What time does Rosa work on Monday?
9–1
2. Who works on Wednesday?
Omar
3. What day is Rosa off?
Wednesday

B1.1 – Participate in Brief Interactions to Exchange Information

Instructor should read to learner. Reading the text more than once is acceptable. Instructors can also ask the questions and write down verbal answers for the learners if preferred.

Task: Practice saying:

“Hello, I am new. What is your name?”

“My name is _____. I work here.”

- ☐ Learner can repeat and switch roles with the instructor.
- ☐ Must speak clearly and stay on topic.
- ☐ Minor language errors are okay.

C2.1 – Measure Time and B1.1 Listening

Text: *"You work tomorrow at 8 o'clock. You are done at 12 pm. Wear your name tag."*

Answers:

1. What time do you start work?
8 o'clock / 8:00 AM
2. What should you wear?
Name tag
3. When are you done?
12:00 PM / Noon
4. How many hours will you work?
4 hours

B3.1 – Filling in a Form

Form Completion Task:

- Name: [Learner writes their name]
- Address: [Learner writes their street or city]
- Phone number: [Learner enters a valid number]
- Emergency contact: [Learner gives a name or number]

Evaluate if the form is:

- Complete
- Accurate
- Neatly written

Assistance may be given for spelling.

OALCF Level 1 Checklist

D.1 – Use Digital Technology

- ☐ Uses a translation app or simple digital tool to find word meanings

A1.1 – Read Brief Texts

- ☐ Locates specific details in short texts (e.g., names, places)

A2.1 – Interpret Very Simple Documents

- ☐ Finds basic information from simple schedules or forms

B2.1 – Write Brief Texts

- ☐ Writes short, simple sentences with personal information

B1.1 – Participate in Brief Interactions

- ☐ Exchanges simple information with one other person

C2.1 – Measure Time

- ☐ Understands start/end times and calculates hours worked

B3.1 – Fill Simple Documents

- ☐ Completes basic forms with correct and relevant information

Determine if you will now offer the learner the level 2 English proficiency assessment.

English Proficiency Assessment

Level 2



Marking Guide and Instructions

For Best Results

When to assist the learner: Instructors may read directions and offer explanations to learners if needed to promote a better understanding of the assessment questions. In order to gather a proper assessment of a learner's abilities, however, instructors should refrain from directly giving the correct answers to the assessment.

What extra help is allowed: Learners may be allowed access to their phones or device for the translation exercise and can use their identification to fill out the form in the document use exercise.

When to use this assessment: Only if the learner has completed Section 1 of the assessment successfully, you may administer Section 2 to determine if they meet the requirements for an OALCF level 2.

OALCF Level 2 Assessment Rubric

Competency	Indicators / Expectations	Sample Evidence / Scoring Notes
D.2 Use Digital Technology	Uses translation tools accurately, writes simple sentences	Accurate word lookup: sentences show understanding of information found in app or online
A1.2 Read Texts	Locates and connects multiple details in memo	Delivers accepted number of correct answers to memo questions

Competency	Indicators / Expectations	Sample Evidence / Scoring Notes
A2.2 Interpret Documents	Extracts and connects info from schedule	Correct answers on break time, shifts, and days off
B2.2 Write Texts	Writes short, clear messages with relevant facts	Message includes all required parts (greeting, reason, time, thanks)
B3.2a/b Complete/Create Documents	Fills timesheet correctly with hours calculation	Accurate hours per day and total
C2.2 Use Time	Calculates hours and breaks with basic inference	Calculates correct total work hours after subtracting breaks
D.2, B1.2 Communication and Use Digital Tech	Explains online directions clearly using digital tools	Learner successfully uses map program to find directions. Oral description includes directions, time, distance
E.1, B1.2, B3.2 Talk About Goals	Describes goals and steps clearly in discussion	Clear explanation of goals and plan Manages learning by expressing steps to achieve goals Completes table following headings and places correct information in the correct cells.

OALCF Level 2 Assessment Answers

D.2 Task: Use a Translation App or Tool

Work Word	Learner's Language	Simple English Sentence (Sample Answers)
Shift	Results will vary in the column	"My shift starts at 8:00 AM."
Pay		"My pay is every two weeks."
Uniform		"I must wear a uniform at work."
Meeting		"The team meeting is on Friday."
Supervisor		"My supervisor helps me with my work."

A1.2 Task: Read a Workplace Memo

Sample Answers:

1. When must staff wear uniforms?
Answer: Staff must wear uniforms during their shift.
2. How many minutes early should you arrive for your shift?
Answer: Arrive 10 minutes early.
3. What should you do if you will be late?
Answer: Call your supervisor to let them know.
4. When will pays be deposited?
Answer: Pays will be deposited every two weeks (or according to memo details).
5. When and where is the team meeting?
Answer: The team meeting is on Friday at 3 PM in the meeting room.

A2.2 Task: Read a Work Schedule

Day	Shift Start	Shift End	Break Time
Monday	8:00 AM	4:00 PM	12:00 PM
Tuesday	8:00 AM	4:00 PM	12:00 PM
Wednesday	8:00 AM	12:00 PM	None
Thursday	8:00 AM	4:00 PM	12:00 PM
Friday	Off	Off	Off

Questions and Sample Answers:

1. How long is the lunch break on Tuesday?
Answer: One hour (12:00 PM to 1:00 PM or as specified).
2. What time does the shift end on Wednesday?
Answer: 12:00 PM (noon).
3. Which day is a half-day?
Answer: Wednesday.
4. What day has no shifts?
Answer: Friday.

B2.2 Task: Write a Short Message to Your Supervisor

Structure to follow:

- Say hello
- Say your name
- Explain why you will be late
- Say what time you will arrive
- Thank the supervisor

Sample Message:

Hello,

My name is Maria.

I will be late tomorrow because I have a doctor's appointment.

I will arrive at 10:00 AM.

Thank you for understanding.

From, Maria

B3.2a and B3.2b Task: Fill in a Simple Timesheet

Day	Shift Start	Shift End	Hours Worked
Monday	9:00 AM	5:00 PM	8
Tuesday	12:00 PM	4:00 PM	4
Wednesday	9:00 AM	5:00 PM	8
Thursday	9:00 AM	5:00 PM	8
Friday	Off	Off	0

C2.2 Task: Answer Questions About the Timesheet

1. How many hours in total will you work on Monday and Wednesday?
Answer: 16 hours (8 + 8)
2. If you take a 30-minute break each day, how many hours will you work in total that week?
Answer: Total hours worked = 8 + 4 + 8 + 8 = 28 hours
Total breaks = 0.5 hours × 4 days = 2 hours
Total work time excluding breaks = 28 - 2 = 26 hours

D.2 and B1.2 Task: Discussing Online Directions**Instructions:**

Using Google Maps or similar, discuss with your instructor:

- How to get from the classroom to a chosen location (example: CN Tower)
- Time of travel
- Distance in kilometers
- Important instructions (example: bus changes, walking directions, constructions, highway access needed)

Note: This is an oral task. Instructor observes for clear explanation of directions and use of digital tools.

E.1, B1.2 and B3.2 Task: Talk About Your Goals

Instructions:

Choose and discuss with your instructor:

- One short-term goal (within a year)
- One long-term goal (longer than a year)
- How the learner plans to achieve each goal

Example:

Short-term goal: Improve my English skills by attending classes twice a week.

Long-term goal: Get a full-time job in customer service.

Plan: Practice speaking, study vocabulary daily, and apply for jobs after completing my course.

OALCF Level 2 Performance Checklist

Use this to confirm learner demonstration:

D.2 – Use Digital Technology

- ☐ Uses a translation app correctly
- ☐ Writes simple English sentences using workplace words

A1.2 – Read Texts

- ☐ Locates multiple details in memo
- ☐ Answers questions fully and accurately

A2.2 – Interpret Documents

- ☐ Extracts and connects schedule details (shift times, breaks)

B2.2 – Write Short Texts

- ☐ Writes 3–5 sentence message including all key parts

B3.2a/b – Complete/Create Documents

- ☐ Correctly fills timesheet form with hours worked

C2.2 – Use Time

- ☐ Calculates total hours worked with break time deducted

D.1, B1.2 – Interact and Use Digital Technology

- ☐ Searches online for information
- ☐ Describes directions with time, distance, and instructions

E.1, B1.2, B3.2 – Manage Learning and Interaction

- ☐ Discusses short- and long-term goals clearly
- ☐ Explains plan to achieve goals
- ☐ Completes a table given the headings as prompts