

› LANGUAGECERT GENERAL - CANADIAN LANGUAGE BENCHMARKS (CLB) ALIGNMENT

Executive Summary

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Michael Milanovic
Leda Lampropoulou
LANGUAGECERT

Anthony Green
Johnathan Jones
CRELLA, University
of Bedfordshire

LANGUAGECERT General – Canadian Language Benchmarks Alignment Study Executive Summary

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Introduction

LANGUAGECERT's established international English qualifications are recognised by employers, educational institutions, and professional bodies worldwide. LANGUAGECERT provides English language testing for individuals intending to work, study, or live in English-speaking contexts. Its test system includes LANGUAGECERT General. A multi-level, four-skill test of general English for work, vocational and immigration purposes.

As part of its commitment to developing valid, reliable, and secure English language assessments, LANGUAGECERT has implemented an ongoing research programme. This includes internal research analyses and external validation studies, such as benchmarking the LANGUAGECERT Global Scale against internationally recognised frameworks and language proficiency standards. The alignment of LANGUAGECERT General scores with the Canadian Language Benchmarks forms part of this programme, supporting the validity and interpretability of LANGUAGECERT qualifications within the Canadian context.

Purpose of the Study

The objective of this study was to map LANGUAGECERT General (LCG) scores on the LANGUAGECERT Global Scale, which measures and reports English language proficiency from 0 to 100, to the Canadian Language Benchmarks (CLB) framework. The study focused on determining alignment and identifying cut-off points between CLB levels 4 to 10 and LCG scores across the four skill areas: Listening, Reading, Writing, and Speaking, and an overall score. The CLB framework is widely recognised across Canada for educational, professional, and immigration purposes, making this alignment study highly relevant to test score users in Canada.

Research Team

The alignment study was conducted by LANGUAGECERT researchers, led by Dr Michael Milanovic and Leda Lampropoulou, in collaboration with the Centre for Research in English Language Learning and Assessment (CRELLA), led by Professor Anthony Green and Dr Johnathan Jones. The study was overseen and its findings verified by an External Validation Panel composed of leading academics from Australia, Canada, the UK and the USA.

Authors

Anthony Green, Director, Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire

Johnathan Jones, Lecturer, Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire

Michael Milanovic, Chair of the Board of Directors, LANGUAGECERT

Leda Lampropoulou, Research Manager, LANGUAGECERT

External Validation Panel

Anthony Green, Professor in Language Assessment, Director of the Centre for Research in English Language Learning and Assessment (CRELLA), University of Bedfordshire, United Kingdom

Liying Cheng, Professor of Language Education and Assessment, Graduate Faculty Director, Assessment and Evaluation Group, Queen's University, Canada

Sara Cushing, Professor of Applied Linguistics, ESL Senior Faculty Associate for Assessment of Student Learning, Georgia State University, USA

James Tongolini, Professor and Director of the Centre for Educational Measurement and Assessment (CEMA), University of Sydney, Australia

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Study Design and Methodology

The study applied internationally recognised standard-setting methodologies to determine appropriate score correspondences between LCG and the CLB framework.

The following methods were used:

- › Modified Angoff Method for receptive skills, Listening and Reading
- › Body of Work Method for productive skills, Speaking and Writing

Standing Setting Process

The standard-setting process was conducted in two structured phases: an exploratory round and a pinpointing round.

Phase 1: Exploratory Round

An initial phase, where preliminary cut scores were identified using receptive test items and samples of test-taker performance for productive skills. In Phase 1, 17 experts participated in the Speaking and Listening panel, while 20 experts participated in the Reading and Writing panel.

Phase 2: Pinpointing Round

A confirmatory phase incorporating additional data to refine the preliminary results and enhance the accuracy and reliability of the recommended cut scores.

Subject matter experts from across Canada were carefully selected for their extensive experience with the CLB framework. The panel composition included:

- › Experienced teachers and Lead instructors from the Language Instruction for Newcomers to Canada (LINC) programme
- › University professors, lecturers, and researchers in applied linguistics and second language acquisition
- › Directors of Canadian institutional language programmes

Care was taken to ensure balanced regional and sectoral representation within the panels.

In Phase 2, a focused sub-panel of 10 returning experts contributed to the standard setting for all four skills.

Analysis and Validation

Across both phases, the standard-setting results remained consistent. For receptive skills, Rasch analysis was used to generate fair average scores, accounting for item difficulty and test-taker ability. Productive skill results were analysed using a combination of linear regression techniques and the Rasch model, ensuring transparency and precision in the mapping process.

The final recommended cut scores demonstrated strong agreement among panellists:

› Mean exact agreement: 0.70 to 0.87

› Mean adjacent agreement: 0.90 to 0.97

Further evidence of quality was provided by decision accuracy and consistency indices.

0.88 to 0.99

Highly accurate decisions
in matching the benchmarks

0.87 to 0.99

Highly consistent decisions
across judges

These results meet or exceed standard-setting indices reported in similar studies and contexts.

Outcome

The alignment study produced cut scores linking LANGUAGECERT General test scores (0-100) to Canadian Language Benchmarks levels 4 through 10 across all four skill areas — Listening, Reading, Writing, and Speaking — as well as an overall score. The outcomes provide an evidence-based reference point to support institutions, educators, and individuals in interpreting LANGUAGECERT General scores within the Canadian framework.

LANGUAGECERT General to the Canadian Language Benchmarks Alignment

CLB	Overall	Writing	Speaking	Reading	Listening
4	31	35	31	29	27
5	41	44	40	40	39
6	52	54	49	51	53
7	62	63	58	60	66
8	72	72	67	71	77
9	79	81	76	77	82
10	86	90	85	83	87



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number 09620926

languagecert.org | info@languagecert.org

