



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

Annual Report/ Rapport annuel 2016-2017

Centre for Canadian Language Benchmarks

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WHO WE ARE

History

Incorporated in 1998 as a national not-for-profit organization and governed by a nationally representative, multi-stakeholder board of directors, the Centre for Canadian Language Benchmarks supports and promotes the Canadian Language Benchmarks and *Niveaux de compétence linguistique canadiens*.

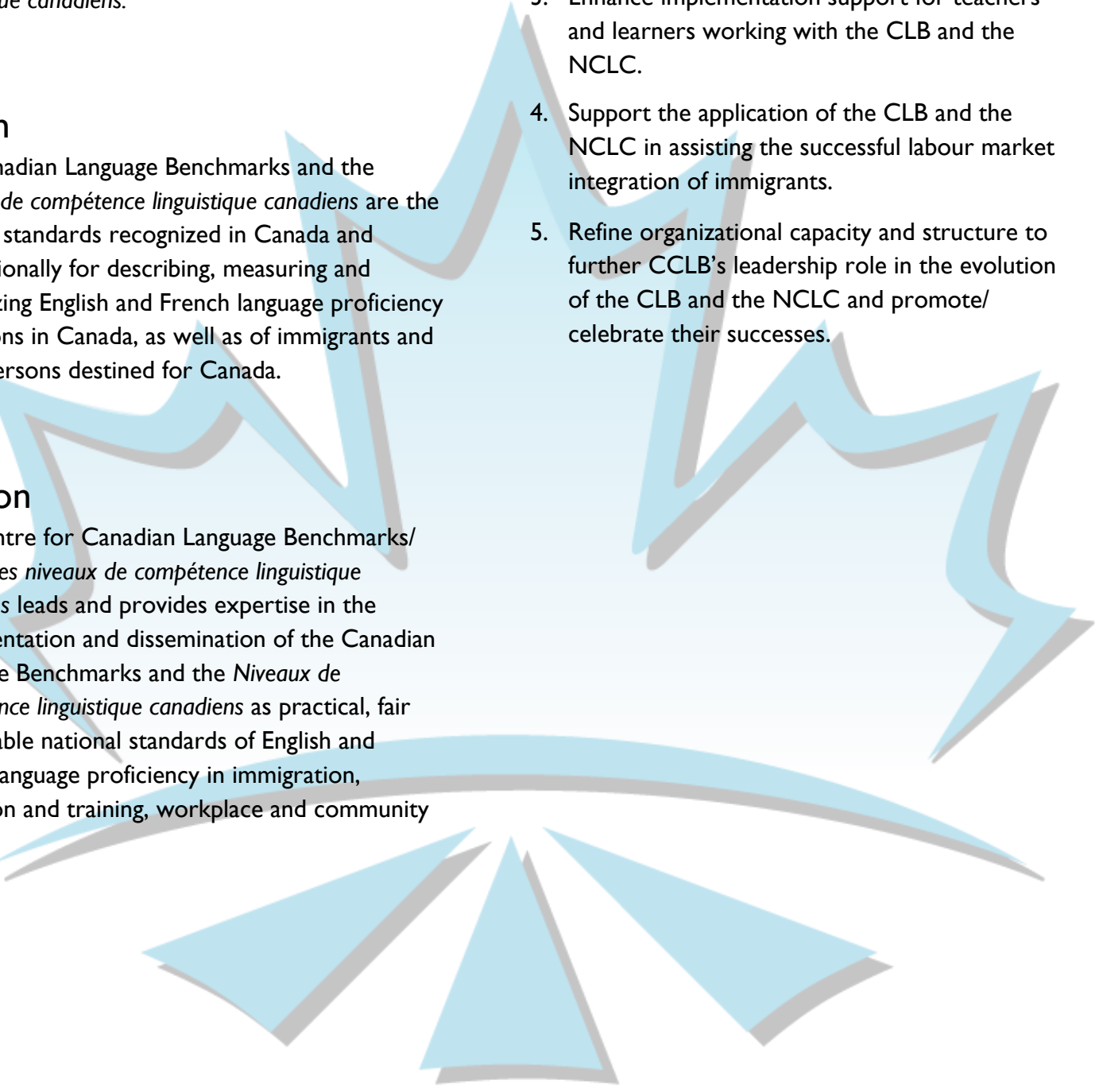
Vision

The Canadian Language Benchmarks and the *Niveaux de compétence linguistique canadiens* are the national standards recognized in Canada and internationally for describing, measuring and recognizing English and French language proficiency of persons in Canada, as well as of immigrants and other persons destined for Canada.

Mission

The Centre for Canadian Language Benchmarks/ *Centre des niveaux de compétence linguistique canadiens* leads and provides expertise in the implementation and dissemination of the Canadian Language Benchmarks and the *Niveaux de compétence linguistique canadiens* as practical, fair and reliable national standards of English and French language proficiency in immigration, education and training, workplace and community settings.

Strategic Directions

1. Assume a leadership role in the development and sharing of quality resources associated with the CLB and the NCLC, including pre-arrival.
 2. Enhance the assessment processes associated with the CLB and the NCLC.
 3. Enhance implementation support for teachers and learners working with the CLB and the NCLC.
 4. Support the application of the CLB and the NCLC in assisting the successful labour market integration of immigrants.
 5. Refine organizational capacity and structure to further CCLB's leadership role in the evolution of the CLB and the NCLC and promote/celebrate their successes.
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QUI SOMMES-NOUS?

Historique

Le Centre des niveaux de compétence linguistique canadiens est un organisme sans but lucratif fondé en 1998 et dirigé par un conseil d'administration composé d'intervenants de divers milieux représentant l'ensemble du pays. Le Centre appuie les Niveaux de compétence linguistique canadiens et les *Canadian Language Benchmarks* et encourage leur utilisation.

Vision

Les Niveaux de compétence linguistique canadiens et les *Canadian Language Benchmarks* servent de normes nationales reconnues au Canada et internationalement pour décrire, évaluer et reconnaître la compétence langagière en français ou en anglais des individus au Canada, y compris celle des immigrants et des éventuels immigrants.

Mission

Le Centre des niveaux de compétence linguistique canadiens fournit un leadership et son expertise dans la mise en œuvre et la diffusion des Niveaux de compétence linguistique canadiens et des *Canadian Language Benchmarks* en tant que normes nationales pratiques, justes et fiables de la maîtrise du français et de l'anglais en milieu d'immigration, d'enseignement, de formation, de travail et de vie communautaire.

Orientations stratégiques

1. Faire preuve de leadership dans le développement et la diffusion de ressources de qualité liées aux NCLC/CLB, y compris avant l'arrivée des immigrants.
2. Améliorer les processus d'évaluation liés aux NCLC/CLB.
3. Accroître le soutien apporté aux enseignants et aux intervenants qui utilisent les NCLC/CLB.
4. Appuyer l'application des NCLC/CLB en tant qu'outils visant à favoriser l'intégration efficace des immigrants au marché du travail.
5. Raffiner la capacité et la structure organisationnelles du CNCLC pour affirmer son leadership dans l'évolution des NCLC/CLB et promouvoir/célébrer leur succès.

MESSAGE FROM THE CHAIR / MESSAGE DE LA PRÉSIDENTE DU CONSEIL

The Board of Directors has worked diligently this year on refining the governance of the Centre.

The Board Committees were reviewed with an eye to balancing the workload of the Committees. It was decided that the Board Evaluation component of the Nominating and Board Evaluation Committee was deserving of its own committee.

The Board undertook the annual review of its Risk Management Plan to reflect the current environment in which the Board operates. There was also a review of the Conflict of Interest declaration to ensure that it reflects the current makeup of the Board of Directors.

This year we welcomed two new directors to the Board which made for any easy transition year. It was my pleasure to work with the Centre's Executive Director to orient the new directors to the Centre and the Board.

I would like to take this opportunity on behalf of the Board to acknowledge the leadership of François Bélisle, the Executive Director, and his team – Rana Ashkar, Lucie Bartosova, Élissa Beaulieu, Patricia Benoit, Marie-Elyse Gauthier, Linda Hu, Kathy Hughes, Imane Ouadi, Catherine Rousseau, Anne Senior, Sue Su, and Krista Walsh-Murray for their individual and collective contributions to the continuing success of the Centre.

Also, I would be remiss if I did not thank our funders for their financial support for the work of the Centre as well as their ongoing commitment to the importance of the CLB and the NCLC to the settlement of newcomers in Canada.

This is my final year on the Board. It has been my great pleasure and honour to serve as the Chair of such a dynamic group of leaders in our field.

- Sheila Nicholas



Le Conseil d'administration a travaillé avec diligence cette année pour raffiner la gouvernance du Centre.

Les comités du Conseil ont été examinés en vue d'équilibrer la charge de travail des comités. Il a été décidé que le volet évaluation du Conseil, du comité de nomination et d'évaluation du Conseil, méritait son propre comité.

Le Conseil a entrepris l'examen annuel de son plan de gestion des risques afin de refléter l'environnement actuel dans lequel le Conseil fonctionne. Il y a également eu un examen de la déclaration des conflits d'intérêt pour s'assurer qu'elle reflète la composition actuelle du Conseil.

Nous avons souhaité la bienvenue à deux nouveaux administrateurs au Conseil qui ont rendu cette année de transition facile. J'ai eu le plaisir de travailler avec le directeur général du Centre pour orienter les nouveaux administrateurs au Centre et au Conseil.

J'aimerais profiter de cette opportunité au nom du Conseil pour souligner le leadership et remercier le directeur général, François Bélisle, ainsi que son équipe - Rana Ashkar, Lucie Bartosova, Élissa Beaulieu, Patricia Benoit, Marie-Elyse Gauthier, Linda Hu, Kathy Hughes, Imane Ouadi, Catherine Rousseau, Anne Senior, Sue Su et Krista Walsh-Murray pour leurs contributions individuelles et collectives à la réussite continue du Centre.

En outre, je serais négligente si j'omettais de remercier nos bailleurs de fonds de leur soutien financier pour le travail du Centre ainsi que de leur engagement continu envers l'importance des CLB et des NCLC pour l'établissement des nouveaux arrivants au Canada.

C'est ma dernière année au Conseil d'administration. Ce fut un grand plaisir et un honneur de servir à titre de présidente d'un groupe de leaders si dynamiques dans notre domaine.

- Sheila Nicholas

MESSAGE FROM THE EXECUTIVE DIRECTOR / MESSAGE DU DIRECTEUR GÉNÉRAL

The year under review has been challenging but successful for the Centre. As for so many other NGOs funding has become more difficult to obtain, and delays in obtaining it increase financial pressures. Still, in 2016-2017 CCLB generated revenues of over \$2,600,000 and was able to close the year without deficit.

The range and level of activities that we carried out was considerable. As a result, the Centre continued to build its reputation, with funders and users alike, as the national centre of expertise in language benchmarking.

The CELBAN (Canadian English Language Benchmark Assessment for Nurses) Centre at Touchstone Institute in Toronto is administering CELBAN under a new three-year contract from CCLB which started in January 2017. In 2017, registrations are expected to continue to grow and exceed 2,000 again.

The CLB/NCLC continue to make significant inroads and are becoming increasingly entrenched in the Canadian fabric as specific CLB/NCLC benchmarks are now required for immigrants to obtain Canadian citizenship or access particular types of employment.

The Centre had an active year on the governance front also: electing two new Directors; holding a structured orientation for new Board members; reviewing and updating our Risk Management Plan; and conducting a comprehensive Board evaluation.

Finally, there were some staffing changes, with departures and arrivals as always and the perennial objective of maintaining the most competent staff complement possible.

I wish to thank all of our funders, in particular Immigration, Refugees and Citizenship Canada and the Ontario Ministry of Citizenship and Immigration for their financial support; our Board for their constant encouragement, advice and wisdom; and my colleagues for their contribution, commitment and professionalism. Teamwork among all these stakeholders is the reason the Centre is doing so well.

- François Bélisle



L'année 2016-2017 a été marquée de défis mais aussi de succès pour le Centre. Comme c'est le cas pour tant d'ONG, notre financement devient plus ardu à obtenir et les délais d'obtention ajoutent aux pressions financières. En 2016-2017 le Centre a quand même généré des revenus de plus de 2 600 000 \$, terminant l'exercice financier sans déficit.

La gamme d'activités du Centre a été impressionnante. Nous continuons de cimenter notre réputation de centre national d'expertise en étalonnage linguistique.

Le Centre CELBAN (Canadian English Language Benchmark Assessment for Nurses) du Touchstone Institute à Toronto a, depuis janvier 2017, un nouveau contrat avec le CNCLC pour l'administration du CELBAN. En 2017 on prévoit encore une hausse dans le nombre de test administrés, lequel dépassera les 2 000 une fois de plus.

Les Niveaux de compétence linguistique canadiens / Canadian Language Benchmarks continuent de s'implanter au niveau national. Des niveaux spécifiques sont maintenant requis pour l'obtention de la citoyenneté ou pour accéder à certains types d'emplois.

Le Centre a également été très actif sur le plan de la gouvernance : élection de deux nouveaux administrateurs; orientation structurée pour les nouveaux administrateurs; revue du plan de gestion des risques; et une évaluation globale du rendement du Conseil d'administration.

Finalement, il y a eu quelques changements de personnel, l'objectif demeurant le maintien d'un personnel aussi compétent que possible.

Je désire remercier nos bailleurs de fonds, en particulier Immigration, Réfugiés et Citoyenneté Canada et le Ministère des Affaires civiques et de l'Immigration de l'Ontario, pour leur appui financier; les membres de notre Conseil d'administration pour leur encouragement constant, leurs bons conseils et leur sagesse; ainsi que mes collègues pour leur contribution, leur engagement et leur professionnalisme. C'est grâce au travail d'équipe de tous ces intervenants que le Centre est si performant.

- François Bélisle

PROJECTS / LES PROJETS

Ontario Curriculum Guidelines for the Adult Non-Credit Language Training Programs

The financial support of the Ontario Ministry of Citizenship and Immigration (MCI) has allowed the CCLB, in partnership with the Toronto Catholic District School Board (TCDSB), to continue work on the Ontario Curriculum Guidelines. These guidelines as well as the Quartz guidelines were created to ensure consistency with the Adult Non-Credit Language Training Programs.

An online training course in French and in English is now offered to instructors. This course discusses how to use Quartz and Keystones, which are the foundation of the curriculum guidelines. The course is broken down into modules that present the eight curriculum guidelines and explain how to use the planning tool known as Quartz.

Following a survey and a focus group made up of Quartz users, CCLB, TCDSB and MCI reviewed all components of Quartz. As a result, the Quartz platform will be updated in 2017-2018.

Les Lignes directrices de l'Ontario pour les programmes de formation linguistique ne donnant pas droit à des crédits

Grâce au financement du ministère des Affaires civiques et de l'Immigration de l'Ontario (le MACI), le CNCLC, en partenariat avec le Toronto Catholic District School Board, a poursuivi son travail dans le cadre du projet des Lignes directrices de l'Ontario/Ontario Curriculum Guidelines. Les Lignes directrices pour l'Ontario et pour Quartz sont les éléments constitutifs et complémentaires créés pour assurer le respect du programme ontarien de formation linguistique pour adultes ne donnant pas droit à des crédits.

Une formation en ligne en français et en anglais est maintenant offerte aux instructeurs sur l'utilisation de Quartz, mais aussi sur les Principes directeurs (Keystones) qui sont à la base des Lignes directrices. La formation se présente sous la forme de modules qui décrivent les huit Principes directeurs, puis les caractéristiques et l'utilisation de l'outil de planification Quartz.

Suite à un sondage et à des groupes de discussion d'utilisateurs de Quartz, les deux équipes et le MACI ont revu toutes les composantes de Quartz et une mise à jour de la plateforme se fera au cours de l'année 2017-2018.

NCLC-auto-évaluation en ligne



L'auto évaluation en ligne NCLC-AEL et son pendant anglophone, le [CLB-OSA](#) ont été développés grâce à un partenariat entre le Centre des niveaux de compétence linguistique canadiens et le Centre for Education & Training.

Le CNCLC continue de collaborer avec TCET pour le maintien de la plateforme et le soutien aux apprenants qui veulent évaluer leur niveau de FLS.

Clientèle cible

- Immigrants éventuels
- Apprenants de français langue seconde dans les centres d'enseignement, d'employabilité et de formation en milieu de travail au Canada et à l'étranger
- Enseignants ou formateurs de français langue seconde au Canada et à l'étranger
- Conseillers en emploi œuvrant auprès des immigrants éventuels et des nouveaux arrivants

Objectifs de cet outil

- informer les utilisateurs de leurs habiletés linguistiques en français langue seconde selon les Niveaux de compétence linguistique canadiens (NCLC)
- fournir des ressources, dont certaines liées aux NCLC, qui aideront les utilisateurs dans leur planification et leur prise de décisions sur le plan personnel et professionnel
- faire connaître les NCLC à un vaste éventail d'utilisateurs potentiels y compris les immigrants éventuels et les apprenants adultes en formation, en préparation à l'emploi ou en emploi



Computer-Based MILESTONES/BTR Research Paper

Between 2011 and 2015, CCLB developed and piloted CLB/NCLC paper-based high-stakes tests for IRCC – Milestones and Batterie de tests de rendement (BTR). These tests were used successfully in a pilot implementation as part of the LINC/CLIC program evaluation in 2015-2016. Preparation for the pilot involved extensive training of assessors, invigilators, scorers and administrative personnel to maintain the reliability and security of the tests.

As IRCC has been considering how the tests will be used in the future, in February 2016 they funded a 6-week research project for CCLB to investigate the possibilities of developing and administering computer-based versions of Milestones/BTR as well as to consider options for reducing costs associated with administering and scoring the tests.

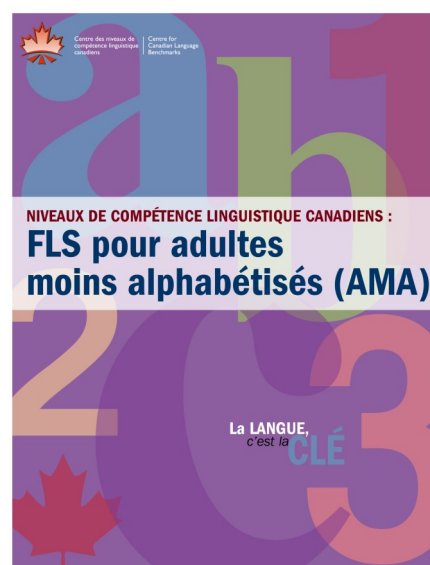
As part of the investigation into the possibilities for a computer-based approach, CCLB spoke with individuals and companies in the field of online high-stakes testing and concluded that there are several ways of adapting paper-based tests to a computer-based format. These range from almost replicating the paper-based test in collaboration with the developers of an existing test platform, to the overseeing the licensing and administration of a fully integrated computer test by an established test development company. It also looked into options for reducing costs associated with administering and scoring the writing tests and determined it could be possible.

CCLB submitted the report of its findings to IRCC outlining considerations in the computer-based approach and recommendations on next steps.

Niveaux de compétence linguistique canadiens : français langue seconde pour adultes moins alphabétisés

La version française du document CLB: ESL for Adult Literacy Learners a été développée grâce au financement du ministère des Affaires civiques et de l'Immigration de l'Ontario.

Le document *Niveaux de compétence linguistique canadiens : français langue seconde pour adultes moins alphabétisés (NCLC : FLS pour AMA)* vise à appuyer les instructeurs qui œuvrent dans des classes de français langue seconde où se trouvent des adultes ayant des besoins en alphabétisation. Il décrit les besoins de ces apprenants ainsi que les aptitudes et les compétences en littératie qu'ils auront à acquérir tout au long de leur parcours en alphabétisation. Ce document s'appuie sur des approches pédagogiques qui aideront les apprenants à développer leurs compétences en littératie, à acquérir des stratégies d'apprentissage et à comprendre les concepts de base de la langue afin de pouvoir évoluer de façon autonome dans des classes de FLS ordinaires par la suite. Il remplace le document *Alphabétisation pour immigrants adultes en français langue seconde (2005)*.



Financed par / Funded by: Ontario

PROJECTS / LES PROJETS

CLB: An Online Orientation to ESL for ALL

In spring 2015, CCLB published the Canadian Language Benchmarks: ESL for Adult Literacy Learners (ALL), which clearly links literacy benchmarks with the Canadian Language Benchmarks (CLB) as well as presents a continuum of literacy skills. This document was the result of a collaborative process between: CCLB; Alberta Human Services who funded CCLB, with Bow Valley College as the lead consultant, to develop the process to inform the revision of the document; the Adult Language Training Branch, Immigration and Multiculturalism, Government of Manitoba who funded the document; and Alberta, Manitoba and Citizenship and Immigration Canada who contributed to the final validation of the document.

Instructors using the revised document provided extremely positive reviews but also requested support for it. This led to funding from the Alberta Government with Bow Valley College as the lead developer to develop a 20-hour online, asynchronous training course based on Canadian Language Benchmarks: English as a Second Language for Adult Literacy Learners (ESL for ALL). This online course supports instructors working with learners with literacy needs in a variety of classroom settings by:

- familiarizing participants with the contents of the ESL for ALL document
- offering suggestions on ways to use the resource to support planning for instruction
- providing strategies, teaching tips and best practices for working with ESL literacy learners

Participants who complete all activities and receive a 70% or higher on the four end-of-module quizzes receive a certificate via email that recognizes the course completion and 20 hours of PD time. 350 participants have self-enrolled in the course. Surveyed respondents highlighted that ease of access, simplicity, and clarity are key strengths of the online training.

As additional support to An Online Orientation to ESL for ALL, the Alberta Government also funded the development of two 60-minute webinars. Webinar 1 provides an overview of the document and Webinar 2 discusses how to apply the document to the classroom. Both are available through Tutela and Bow Valley College's Centre for Excellence in Immigrant and Intercultural Advancement.

The webinars support those wishing to enrich their learning from the online training and reach those unable to commit the time to complete it.

Trousse de soutien - Niveaux de compétence linguistique canadiens : français langue seconde pour adultes moins alphabétisés

Grâce au financement à Immigration, Réfugiés et Citoyenneté Canada (IRCC), le CNCLC a développé une trousse de soutien qui accompagne le document *Niveaux de compétence linguistique canadiens : français langue seconde pour adultes moins alphabétisés* (NCLC : FLS pour AMA). La trousse explique aux instructeurs comment utiliser le document NCLC : FLS pour AMA à des fins de planification de cours et d'évaluation de l'apprentissage.

La Trousse comprend :

- Une présentation détaillée du document NCLC : FLS pour AMA.
- De l'information sur la planification pédagogique, y compris l'analyse des besoins des apprenants et l'établissement des objectifs individuels.
- De l'information sur une méthode d'évaluation des progrès en littératie inspirée de l'évaluation linguistique basée sur le portfolio (ELBP).
- Des ressources pour les instructeurs, dont une vidéo pédagogique, un balado, des outils de planification et d'évaluation accompagnés d'exemples, et des plans de leçons.

Un comité consultatif a appuyé le développement de la Trousse. Il comprenait des représentants d'IRCC, des experts NCLC ainsi que des membres de la communauté du FLS et de l'alphabétisation. Des instructeurs, spécialistes sur le terrain, ont participé à la révision du document.

La Trousse a été rendue disponible au printemps 2017. Elle est accompagnée d'une formation en ligne et d'un webinaire qui expliquent aux instructeurs les différentes parties de la Trousse et les ressources qui l'accompagnent.

Ce projet a été développé dans les deux langues officielles. Une collaboration régulière entre l'équipe francophone et l'équipe anglophone tout au long du projet a permis non seulement de garder une cohérence dans le contenu, mais aussi d'enrichir la Trousse grâce aux connaissances et aux expertises des deux équipes.

CLB: ESL for Adult Literacy Learners Support Kit

With funding from Immigration, Refugees and Citizenship Canada (IRCC), CCLB has completed the development of the *CLB: ESL for Adult Literacy Learners Support Kit*. This new teacher resource is aligned to the 2015 ESL literacy framework (*Canadian Language Benchmarks: ESL for Adult Literacy Learners*).

This project was developed in both official languages. Regular collaboration between the Francophone team and the English-speaking team throughout the project not only ensured consistency in content but also enhanced the toolkit with the knowledge and expertise of both teams.

An advisory committee consisting of those involved in funding, CLB experts and literacy practitioners was also established to review the content and provide guidance and input on development. Other stakeholders in western and eastern Canada also offer expertise in developing the content of the kit.

The objective of the *CLB: ESL for ALL Support Kit* is to support instructors working with learners with literacy needs in CLB-referenced classrooms. It includes:

- Orientations to the CLB: ESL for ALL and the CLB: ESL for Adults documents
- Information and examples for planning literacy instruction and assessment in a way that is consistent with PBLA
- DVD resources including videos, digital literacy podcast, Reading and Writing exemplars, lesson plans samples, and assessment and planning resources.

An online self-study training has also been developed to help ESL instructors working with learners with literacy needs become familiar with the various sections of the Support Kit and to highlight the use of different resources included in the Kit.

This resource was made available in the spring of 2017 for instructors working with learners with ESL literacy needs.



PROJECTS / LES PROJETS

L'évaluation linguistique basée sur le portfolio

Pendant l'année 2016-2017, le ministère des Affaires civiles et de l'Immigration de l'Ontario a maintenu le financement pour l'implantation de l'Évaluation linguistique basée sur le portfolio (**ELBP**). L'ELBP fait partie du protocole d'évaluation linguistique mis en place pour les programmes de langue subventionnés par Immigration, Réfugiés et Citoyenneté Canada et le ministère des Affaires civiles et de l'Immigration de l'Ontario.

Entre le printemps 2016 et l'automne 2016, trois groupes d'instructeurs ont suivi une formation en ligne sur l'ELBP via la plateforme d'apprentissage Moodle et animée par une formatrice experte en NCLC. Cette formation à la fois théorique et pratique a donné aux instructeurs l'occasion d'acquérir des connaissances de base quant à l'ELBP et d'appliquer ces connaissances à un certain nombre de travaux formatifs. Outre la formation en ligne, les instructeurs ont également bénéficié de rencontres face à face avec la formatrice. L'objectif de ces rencontres était de faire un retour sur les concepts clés appris lors de la formation en ligne et de soutenir la préparation à la mise en œuvre du portfolio en classe.

Le développement d'une formation autoportante est en cours et sera offerte aux instructeurs qui n'ont pas eu la possibilité de participer à la formation du printemps ou de l'automne dernier. Cette formation vise à former les instructeurs dans l'application des principes de l'ELBP.



Formation des instructeurs et des évaluateurs

Le CNCLC a pour mandat d'offrir des formations NCLC et CLB sur ses outils, aux instructeurs et aux évaluateurs qui œuvrent dans les programmes gouvernementaux de formation linguistique.

En 2016-17 le ministère des Affaires civiles et de l'Immigration de l'Ontario a continué de financer la formation des instructeurs des programmes de formation linguistique ne donnant pas droit à des crédits et des évaluateurs des services d'évaluation linguistique et d'aiguillage.

Les formations offertes aux instructeurs sont :

- **Les NCLC en salle de classe**, où les participants se familiarisent avec l'utilisation d'un cadre de référence pour la planification de leurs cours et l'évaluation des apprenants.
- **L'enseignement axé sur la tâche**, où les participants consolident leurs connaissances en matière d'enseignement à partir de tâches authentiques.
- **Évaluer par la tâche**, où les participants consolident leurs connaissances en matière d'évaluation à partir de tâches authentiques.

Les formations offertes aux évaluateurs sont :

- **La Batterie de tests de classement-NCLC** mesure les quatre habiletés langagières des niveaux 1 à 8 et sert à placer les apprenants dans les cours de FLS.
- **L'outil de classement en alphabétisation** permet d'évaluer des performances en compréhension de l'écrit, en expression écrite et en calcul de base d'apprenants démontrant des besoins en littératie. L'outil est utilisé conjointement avec la BTC-NCLC.

PBLA Training and Support

With funding from Immigration, Refugees and Citizenship Canada (IRCC) and the Ontario Ministry of Citizenship and Immigration (MCI), CCLB has continued to roll out the Portfolio-Based Language Assessment (PBLA) as a standard feature of LINC and the Adult Non-Credit Language Training Program delivered by Ontario school boards. The focus of the PBLA project began to shift from supporting PBLA Implementation to ensuring PBLA sustainability. All four cohorts consisting of approximately 330 representatives from the Atlantic region, Ontario, Saskatchewan, Alberta, Manitoba and BC continued to assist classroom instructors as they implement PBLA in their own classrooms using task-based planning and assessment. Over 2,000 classroom Teachers/Instructors across Canada are now using PBLA in their classrooms.

Fifty certified PLBA Lead Instructors from MCI Cohort A in Ontario are actively supporting classroom instructors implementing PBLA. Cohort B made up of 45 certified PBLA Lead Teachers/Instructors continued to work through implementation workshops with classroom instructors.

The six-week online course “Introduction to PBLA for New Classroom Teachers/Instructors” was offered numerous times over the year to approximately 130 participants.

The PBLA Lead Teacher/Instructor Prior Learning Assessment Review (PLAR) was piloted with several Cohort I locations. The PLAR adjudicator team worked its way through the submission process and provided feedback. As a result of the pilot it was decided to create an online PBLA PLAR Library to provide support to candidates preparing for PLAR submission. To date there have been 11 submissions and 3 successful certifications. The PLAR process streamlines the certification process for those who have been using PBLA in their classroom, and can demonstrate fundamental competency in PBLA concepts and skills.

The PBLA Practice Review Framework pilot concluded in March. After a successful pilot with five sites across the country, the framework has been revised and will be rolled out to all programs in Cohort I starting in May 2017. The framework is based on a set of shared PBLA principles and practice standards for those working in four settings:



classroom, program, monitoring authority, and national policy. The framework includes self-assessment and goal-setting activities for classroom Teachers/Instructors and administrators and is linked to the IRCC monitoring processes.

The PBLA Multi-Level Module Pilot included a team of classroom Teachers/Instructors working with a Regional Coach to develop these modules. The feedback from the initial pilot was overwhelmingly positive and the pilot will be extended to get further input on the suite of six modules.

Development took place on a series of professional learning modules. They have been uploaded to a dedicated site through the CCLB e-learning portal and are available for Lead Teachers/Instructors to share with their colleagues. They are all short sessions (approximately one hour) to provide maximum flexibility for programs to meet their specific program priorities.

The Integrating the CLB Assessment Into your ESL Classroom (ICLBA) was revised and updated to include current Assessment for Learning principles and strategies. It also includes new chapters on Developing Receptive Skills Assessment Tasks, Adapting Assessment for Multi-Level Classrooms, Engaging Learners in Assessment, and Providing Feedback.

To ensure PBLA Practice guidelines remain current and can be updated on a scheduled basis, an electronic version of Emerging Practice Guidelines was developed.

The PBLA project continues to examine how TESL programs prepare new Teachers/Instructors to use the CLB for planning, teaching and assessment. As well, we are exploring how to incorporate an overview or introduction to PBLA into TESL offerings.

PROJECTS / LES PROJETS



CLB Literacy Placement Tool (CLB-LPT) online training

The Ontario Ministry of Citizenship and Immigration funded the adaptation of the current face-to-face CLB-LPT training to an online format. This allows more CLARS assessors to be trained in a timely manner and reduces the cost for training. This 3-hour online training allows participants to:

- Reflect on CLB, literacy and learners with literacy needs
- Be introduced to and learn about the materials included in the CLB-LPT volumes 1 and 2 and when and how to use them to complete an assessment
- View videos of authentic CLB-LPT assessments
- Practice completing their own assessment
- Learn about placement of a learner with literacy needs

In December, ten CLARS assessors participated in a field test of the online training. Feedback was very positive with the majority indicating they were satisfied or very satisfied in terms of content of the course, organization of the course, how the course met their personal goals, the clarity of the presentation, and their overall satisfaction upon completion. It has not yet been determined when the training will be accessible; however, CCLB and MCI are working together on its launch.

Assessor Training

The Ontario Ministry of Citizenship and Immigration continued to fund face-to-face training for assessors in Coordinated Language Assessment and Referral System (CLARS) centre. Sites outside of those funded under MCI received training as fee-for-service. Assess-related training sessions include:

- **The Canadian Language Benchmarks Placement Test (CLBPT)**, a streamlined assessment instrument that is an adaptable, efficient means to place adult learners in ESL programs. It is task-based, assesses four language skills (Reading, Writing, Listening, and Speaking), and is aligned with the Canadian Language Benchmarks levels 1-8.
- **Calibration on the Canadian Language Benchmarks Placement Test**, a session for assessors to ensure consistent application of the Canadian Language Benchmarks Placement Test. Participants review samples, discuss and make sure they are assessing under the same standard.
- **The Canadian Language Benchmarks Literacy Placement Tool (CLB-LPT)**, developed for and by ESL assessors and literacy practitioners, the LPT complements other CLB assessment tools for appropriate placement into ESL Literacy programs.

CLBPT and CLBPT calibration sessions were held in Calgary, Edmonton, Halifax, Kitchener, Regina Saskatoon, Toronto, Vancouver and Victoria resulting in 33 newly trained and certified CLBPT assessors and 14 current assessors re-calibrated. CLB-LPT sessions were delivered to a total of 45 participants in Calgary, Edmonton, Manitoba, Regina and Saskatoon.

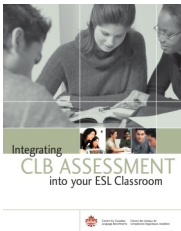
Instructor Training

As part of its mandate, CCLB provides training on a variety of CLB- and NCLC-related tools to instructors and assessors working within federally and provincially funded language training programs.

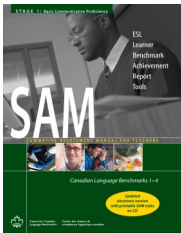
In 2016-2017, the Ontario Ministry of Citizenship and Immigration (MCI) continued to fund training for instructors delivering courses in MCI's Adult Non-Credit Language Training Programs. These sessions included:



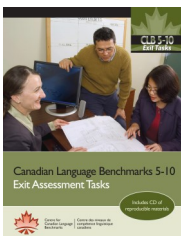
- **Introduction to the Canadian Language Benchmarks (CLB) and the CLB Support Kit**, which introduces participants to the CLB and best practices and tips on the following topics: teaching in an academic context, teaching in a workplace context, teaching multi-level classes, and working with special needs learners.



- **Integrating CLB Assessment Into your ESL Classroom**, which helps ESL practitioners develop an understanding of day-to-day assessment for learning. Topics include effective classroom assessment processes, classroom planning, tasks to build for student success, and feedback that makes a difference. Participants become familiar with effective classroom-based assessment practices using case studies and authentic samples of learner performance.



- **SAM: Summative Assessment Manual 1-4**, which introduces ESL instructors to the CCLB resource SAM: Summative Assessment Manual and provides made-for-classroom assessment tools and supports for CLB-based programs at CLB levels 1-4 in universal themes including: Food & Nutrition, Health & Safety, Home, Community, and Work. Participants gain knowledge of SAM through hands-on participation in using one SAM at one CLB level.



- **CLB 5-10 Exit Assessment Tasks**, which introduces ESL instructors to the CCLB resource Canadian Language Benchmarks 5-10 Exit Assessment Tasks. Participants get an overview of the materials along with practice in using the scoring tools to get accurate CLB reports of adult learners' speaking and writing proficiency. The resource covers all four skills and is suited for use in both general and specialized language training programs.

Introduction to the CLB and Support Kit, Integrating CLB Assessment into your ESL Classroom and SAM: Summative Assessment Manual 1-4 were each offered once with a total of 24 participants receiving training. *CLB 5-10 Exit Assessment Tasks* was offered three times to a total of 40 participants. In December CCLB and MCI worked together to formulate and circulate a survey for ESL instructors in order to better inform future decisions on tool development and training. Results of the survey have been compiled and will inform further training. A number of training sessions were offered and well attended at the TESL-ON conference held in Toronto on November 24 and 25. The Ontario Ministry of Citizenship and Immigration funded six sessions in total, which included two new sessions – *PBLA: Classroom Tools and CLB, Essential Skills and Employment, Immigration, Refugees and Citizenship Canada (IRCC)* funded three sessions, one which was also new - *PBLA: CLB Calibration: Checking In*.

PROJECTS / LES PROJETS

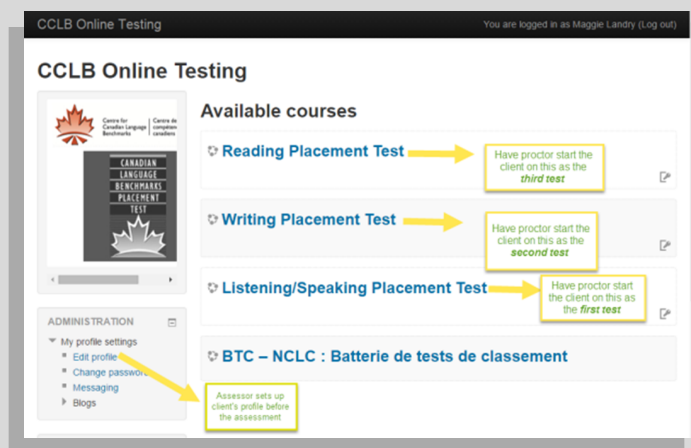
Remote CLBPT Assessment

The remote *Canadian Language Benchmarks Placement Test (CLBPT)* and remote *Batterie de tests de classement aux Niveaux de compétence linguistique canadiens (BTC-NCLC)* are low-stakes streamlined assessment instruments used to place adult learners into federally funded LINC/CLIC or provincially funded ESL/FSL programs. They are task-based, assess four language skills (Listening, Speaking, Reading and Writing) and are aligned with CLB/NCLC levels 1-8.

In 2016-2017, Immigration, Refugees and Citizenship Canada (IRCC) provided additional funding to CCLB to continue to support and coordinate the implementation of CLBPT remote and BTC remote at selected locations across Canada and build capacity to provide remote assessments. The Ontario Ministry of Citizenship and Immigration also funded the implementation of remote assessment within CLARS centres in Ontario.

Currently remote CLBPT assessments are actively conducted through sites in Thunder Bay, Winnipeg, Calgary, and Guelph while BTC remote assessments are conducted through sites in Ottawa and Bathurst. 35 proctor sites and 40 proctors help to support the

administration of remote assessment. As indicated by one of our assessment sites “We see first-hand the benefits remote assessment brings to our clients and appreciate the combined power of technology and collaboration when both are working together.” Remote assessment has resulted in approximately 550 clients living in areas without an assessment centre to have the opportunity to access assessment and placement into a language program, much quicker than if they had to wait for an itinerant assessor to travel to their location to administer assessments face-to-face.



2016-2017 was a good year for the CELBAN (Canadian English Language Benchmark Assessment for Nurses) test. Starting in January 2017, the Centre has a new 3-year service agreement with Touchstone Institute to administer CELBAN. CCLB is contributing to the continuing renewal and improvement of the content, security and maintenance of the test.

With more than 2,500 complete CELBAN tests administered, 2016 saw a 32% increase over the previous year. The most significant gains were in British Columbia and Manitoba, as these provinces each benefited from the launch of new test sites at the beginning of the year. And for the first time CELBAN became accessible on the east coast as a new test site was opened in Halifax in December.

In 2017 the number of tests is expected to continue to grow while test content continues to be revamped.

PROJECTS / LES PROJETS



Celebrating 20 Years of the CLB and 10 Years of the NCLC

2016-2017 marked 20 years of the CLB and 10 years of the NCLC. To celebrate, CCLB held two contests titled “Language is the Key” and encouraged individuals locally and across Canada to demonstrate how CLB/NCLC have impacted language learning in Canada. The contest was open to teachers working in ESL/FSL programs; learners (individuals or as a group) who are attending, or who have attended, CLB/NCLC-based ESL/FSL programs in Canada; language assessors; and others connected with settlement language in Canada. Submissions could be in the form of an essay, story, poem, picture or video. The first contest was during the Ottawa Local Immigration Partnership (OLIP) Welcoming Ottawa Week in June. Winners were chosen and awarded their prize at a small reception held at the CCLB office. In the fall, CCLB held a second contest across Canada where winners were highlighted at the TESL-ON conference in November. CCLB was impressed with the work, time and creativity that went into all entries.

Language is the Key: The Canadian Language Benchmarks Model

As part of the anniversary of the CLB/NCLC, an opportunity arose to reflect on the scope and importance of the impact of the Canadian Language Benchmarks and Les niveaux de compétence linguistique canadiens on language training in Canada. The resulting book, *Language is the Key: The Canadian Language Benchmarks Model* is a testimony to the journey that led to the present state of Canadian Language Benchmark’s-related language training. It will be available for purchase in June 2017.

Community Engagement

CCLB participated in the annual ATESL 2016 conference, *Inspiring Through Inclusion and Communication* held at the Fantasyland Hotel in Edmonton, AB on October 14 and 15; the annual TESL-ON conference, *Recognizing Abilities and Possibilities* held at the Sheraton Centre Toronto on November 24 and 25; and the TESL Ottawa Winter PD Conference held at Algonquin College in Ottawa on February 4. These conferences hosted a number of delegates from across the country and provided a great opportunity for CCLB to connect with the community, discuss current initiatives and highlight the 20 years of the CLB and 10 years of the NCLC.

In addition to conferences, CCLB also participated in number of community partnership meetings to provide updates on activities at the Centre.



COLLABORATORS / COLLABORATEURS

Organizations that collaborated with CCLB / Organismes qui ont collaboré avec le CNCLC

- Algonquin College
- Assemblée de la francophonie de l'Ontario
- Bow Valley College
- Calgary Catholic Immigration Society
- Coalition ontarienne de formation des adultes
- Collège Boréal
- Collège communautaire du Nouveau-Brunswick
- Conseil des écoles catholique de langue française du Centre-Est
- Conseil des écoles publiques de l'Est de l'Ontario
- Conseil scolaire de district du Nord-Est de l'Ontario
- Conseil scolaire Providence
- Dufferin-Peel Catholic District School Board
- Halton Catholic District School Board
- ILVARC, Immigrant Services Calgary
- Immigrant Services Association of Nova Scotia
- Immigration Consultants of Canada Regulatory Council
- Institut des langues officielles et du bilinguisme de l'Université d'Ottawa
- La Cité collégiale
- Language Assessment, Referral and Counselling Centre
- Réseau pour le développement de l'alphabétisme et des compétences
- Mohawk College
- Ottawa Catholic School Board
- Ottawa Local Immigration Partnership
- S. U. C. C. E. S. S.
- The Centre for Skills Development & Training
- Toronto Catholic District School Board
- Toronto District School Board
- Touchstone Institute
- Université de Saint-Boniface
- Vancouver Community College
- Western ESL Services



COLLABORATORS / COLLABORATEURS

CCLB Participation on External Committees/Boards / Participation du CNCLC à des comités externes/conseils d'administration

- Canadian Network of Agencies for Regulation (CNAR) Communities of Interest – Language Proficiency in the Regulatory Context (LPRC)/Le Réseau canadien des associations nationales d'organismes de réglementation – Communautés d'intérêt : La maîtrise de la langue dans le contexte réglementaire.
- Language Advisory Committee (Ottawa)/Groupe d'intervenants francophones d'Ottawa
- Newcomer Language Advisory Body (NLAB)/Groupe consultatif sur la formation linguistique (GCFLI).
- Ottawa Local Immigration Partnership (OLIP)/Le Partenariat local pour l'immigration d'Ottawa – Language sector table and sub-groups on/Table du secteur de la langue et sous-groupes sur :
 - ◊ ESL Literacy in Ottawa/FLS et alphabétisation à Ottawa
 - ◊ Promoting the CLB among employers/Promouvoir les NCLC auprès des employeurs
- The 360° View of Culture and Communication Project, Touchstone Institute
- LINC Round Table on ASL Programming

CCLB Conference/Presentations/Exhibits / Conférences/présentations/événements CNCLC

- Participation au déjeuner rencontre French-ment bon organisé par l'Assemblée de la francophonie
- Participation au lancement du livre *“Récits d'immigrantes résilientes”*. *Un roman graphique unique écrit par des immigrantes, pour soutenir des immigrantes*. Organisé par le Mouvement des femmes immigrantes francophones
- TESL Ontario Conference, November 2016
- ATESL, October 2016
- TESL Ottawa, Fall 2016, Spring 2017
- CNAR conference, November 2016
- Ottawa LINC PD Day, 2016



ACKNOWLEDGEMENTS / REMERCIEMENTS

The Centre for Canadian Language Benchmarks gratefully acknowledges the financial and in-kind contributions of the following funders in support of its projects and activities:

Le Centre des niveaux de compétence linguistique canadiens remercie chaleureusement les bailleurs de fonds suivants pour leurs contributions financières et autres, qui ont rendu possibles ses initiatives et activités :

Government of Canada/Gouvernement du Canada

Immigration, Refugees and Citizenship Canada / Immigration, Réfugiés et Citoyenneté Canada

Ontario

Ministry of Citizenship, Immigration and International Trade / Ministère des Affaires civiques, de l'Immigration et du Commerce international

Alberta Government

Jobs, Skills, Training and Labour



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TANIS SAWKINS

BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE

WENDY CHAMBERS

ALBERTA



CCLB Staff at March 31, 2017 / Personnel du CNCLC au 31 mars 2017

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Executive Director / Directeur général

ÉLISSA BEAULIEU

Gestionnaire du programme et des partenariats
NCLC / NCLC Program and Partnerships Manager

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Gestionnaire de projet / Project Manager

IMANE OUADI

Project Manager / Gestionnaire de projet

SUE SU

Bookkeeper / Commis comptable

CATHERINE ROUSSEAU

(MATERNITY LEAVE / CONGÉ DE MATERNITÉ)
Gestionnaire de projet / Project Manager



FINANCIAL REPORT / RAPPORT FINANCIER

The condensed financial information below has been extracted from CCLB audited financial statements. The report of Welch LLP, the auditors, and complete audited financial statements, which include notes and more detailed supplementary financial information, are available for examination by contacting CCLB at info@language.ca.

L'information financière condensée présentée ci-dessous est tirée des états financiers vérifiés du CNCLC. On peut obtenir le rapport des vérificateurs, Welch LLP, et les états financiers vérifiés complets, comprenant les notes et l'information financière supplémentaire détaillée, auprès du CNCLC. Il suffit d'écrire à l'adresse suivante pour les consulter : info@language.ca.

CENTRE FOR CANADIAN LANGUAGE BENCHMARKS/ CENTRE DES NIVEAUX DE COMPÉTENCE LINGUISTIQUE CANADIENS

STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS - ÉTAT DES OPÉRATIONS ET DU CHANGEMENT DANS L'ACTIF NET

YEAR ENDED MARCH 31, 2017 - POUR L'EXERCICE CLOS LE 31 MARS 2017

	<u>2017</u>	<u>2016</u>	
Revenue			Revenus
Immigration, Refugees and Citizenship Canada (IRCC)	\$ 1,219,790	\$ 1,467,434	Immigration, réfugiés et citoyenneté Canada (IRCC)
Government of Ontario	894,738	932,560	Gouvernement de l'Ontario
Government of Alberta	42,880	26,789	Gouvernement de l'Alberta
Resource and Training Unit	374,830	205,339	Service des ressources et de la formation
Interest	4,297	6,452	Intérêts
Amortization of deferred contributions related to capital assets	6,076	12,639	Amortissement des apports reportés liés aux immobilisations
Oversight revenue	<u>99,989</u>	<u>100,352</u>	Recettes de supervision
	<u>2,642,600</u>	<u>2,751,565</u>	
Expenses			Dépenses
Office (schedule)	172,386	226,805	Bureau (annexe)
Personnel (schedule)	707,836	693,049	Personnel (annexe)
Board insurance	936	1,081	L'assurance du conseil d'administration
Conference and memberships (schedule)	1,709	2,089	Conférences et frais de membres (annexe)
Resource and Training Unit - note 9	462,325	294,969	Service des ressources et de la formation - note 9
Contract services	1,233,289	1,373,309	Services contractuels
Professional fees	14,181	18,577	Frais professionnels
Staff and contractors' travel costs and associated fees	26,621	111,874	Frais de déplacement du personnel et des contracteurs et frais associés
Amortization of tangible capital assets	<u>6,558</u>	<u>12,639</u>	Amortissement des immobilisations corporelles
	<u>2,625,841</u>	<u>2,734,392</u>	
Net revenue	16,759	17,173	Revenu net
Net assets at beginning of year	<u>943,914</u>	<u>926,741</u>	Actif net au début de l'exercice
Net assets at end of year	<u>\$ 960,673</u>	<u>\$ 943,914</u>	Actif net à la fin de l'exercice

FINANCIAL REPORT / RAPPORT FINANCIER

**CENTRE FOR CANADIAN LANGUAGE BENCHMARKS/
CENTRE DES NIVEAUX DE COMPÉTENCE LINGUISTIQUE CANADIENS**
STATEMENT OF FINANCIAL POSITION - ÉTAT DE LA SITUATION FINANCIÈRE
MARCH 31, 2017 - 31 MARS 2017

<u>ASSETS</u>	<u>2017</u>	<u>2016</u>	<u>ACTIF</u>
CURRENT ASSETS			ACTIF À COURT TERME
Cash	\$ 1,396,342	\$ 1,724,958	Encaisse
Contributions receivable	613,594	119,395	Contributions à recevoir
Other receivables	122,341	119,135	Autres débiteurs
Inventory	14,467	35,497	Stocks
Prepaid expenses	18,732	36,882	Dépenses payées d'avance
HST/GST recoverable	26,814	48,064	TVH/TPS à récupérer
	<u>2,192,290</u>	<u>2,083,931</u>	
TANGIBLE CAPITAL ASSETS			IMMOBILISATIONS CORPORELLES
Computer equipment	49,815	44,029	Matériel informatique
Office equipment	7,982	7,981	Matériel de bureau
	<u>57,797</u>	<u>52,010</u>	
Less accumulated amortization	<u>(50,703)</u>	<u>(44,145)</u>	Moins amortissement cumulé
	<u>7,094</u>	<u>7,865</u>	
INTANGIBLE ASSET			ACTIF INCORPOREL
Intellectual property	70,000	70,000	Propriété intellectuelle
Less accumulated amortization	<u>(42,000)</u>	<u>(28,000)</u>	Moins amortissement cumulé
	<u>28,000</u>	<u>42,000</u>	
	<u>\$ 2,227,384</u>	<u>\$ 2,133,796</u>	
<u>LIABILITIES AND NET ASSETS</u>			<u>PASSIF ET ACTIF NET</u>
CURRENT LIABILITIES			PASSIF À COURT TERME
Accounts payable and accrued liabilities	\$ 495,533	\$ 606,106	Créditeurs et frais courus
Deferred contributions - note 4	769,389	575,911	Contributions reportées - note 4
	<u>1,264,922</u>	<u>1,182,017</u>	
DEFERRED CONTRIBUTIONS RELATED TO TANGIBLE CAPITAL ASSETS - note 5	<u>1,789</u>	<u>7,865</u>	APPORTS REPORTÉS LIÉS AUX IMMOBILISATIONS CORPORELLES - note 5
	<u>1,266,711</u>	<u>1,189,882</u>	
NET ASSETS			ACTIF NET
Unrestricted	<u>960,673</u>	<u>943,914</u>	Non affecté
	<u>\$ 2,227,384</u>	<u>\$ 2,133,796</u>	

Language
is the key.



*La langue,
c'est la clé.*

www.language.ca

Centre for Canadian Language Benchmarks

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