



Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens

# Annual Report / Rapport annuel 2015-2016



The Canadian  
Language Benchmarks

Les niveaux de compétence  
linguistique canadiens



**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.

## 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.

It has been a very busy year for the Board of Directors. This year the Board was focussed on creating a new three-year Strategic Plan for the Centre. I am pleased to report that after much analysis and high-level discussion, a new three-year Strategic Plan was agreed upon.

The Board also continued its work on implementing more fully the various components of the new governance model. Evaluating how well the Board completes its work throughout the year is one of those components. For the first time, the directors were asked to complete evaluations of the Board committees. I am pleased to report that results were very positive.

In a time of fiscal constraint and political change, the Board undertook a review of its Risk Management Plan. The Board is very pleased with the Centre's financial performance despite challenges in securing funding for new projects.

Board recruitment and orientation is one of the most important tasks of the Board. This year we welcomed four new directors to the Board, in part due to the sudden departure of one of the sitting directors. It was my pleasure to work with the Centre's ED 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 Francois Belisle, the Executive Director, and his team – Elissa Beaulieu, Patricia Benoit, Marie-Elyse Gauthier, Linda Hu, Kathy Hughes, Ron Lavoie, Meng Li, Catherine Rousseau, Krista Walsh-Murray and Anne Senior – for their individual and collective contributions to the continuing success of the Centre.

Finally, 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.

- Sheila Nicholas



Ce fut une année très occupée pour le Conseil d'administration. Le Conseil a mis l'accent cette année sur la création d'un nouveau plan stratégique de trois ans pour le Centre. Je suis heureuse de signaler qu'après beaucoup d'analyse et de discussion de haut niveau, un nouveau plan stratégique de trois ans a été convenu.

Le Conseil a également poursuivi son travail de mise en œuvre des diverses composantes du nouveau modèle de gouvernance. Évaluer la façon dont le Conseil effectue son travail tout au long de l'année est l'une de ces composantes. Pour la première fois, on a demandé aux administrateurs d'évaluer les comités du Conseil. Je suis heureuse d'annoncer que les résultats ont été très positifs.

Dans une période de restrictions budgétaires et de changement politique, le Conseil a entrepris un examen de son plan de gestion des risques. Le Conseil est très heureux de la performance financière du Centre, malgré les difficultés à obtenir des fonds pour de nouveaux projets.

Le recrutement et l'orientation des nouveaux membres du Conseil est une tâche des plus importantes. Cette année, nous avons accueilli quatre nouveaux administrateurs au Conseil, en partie en raison du départ soudain d'un des administrateurs. Ce fut un plaisir de travailler avec le directeur général du Centre pour orienter les nouveaux administrateurs du Centre et le Conseil.

Je voudrais profiter de cette occasion, au nom du Conseil d'administration, pour reconnaître la direction de François Bélisle (le directeur général) et son équipe - Éliisa Beaulieu, Patricia Benoit, Marie-Élyse Gauthier, Linda Hu, Kathy Hughes, Ron Lavoie, Meng Li, Catherine Rousseau, Krista Walsh-Murray et Anne Senior, pour leurs contributions individuelles et collectives au succès du Centre.

Enfin, je serais négligente si je ne remerciais pas nos bailleurs de fonds pour leur soutien financier pour le travail du Centre, ainsi que leur engagement continu envers les NCLC et les CLB et leur importance pour l'établissement des nouveaux arrivants au Canada.

- Sheila Nicholas

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. Our funding environment has been one of increasing austerity and uncertainty at both the federal and provincial government levels. Still, in 2015-2016 CCLB generated revenues of over \$2,700,000 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. Among other accomplishments, the Centre was able to complete for Immigration, Refugees and Citizenship Canada a study of LINC-CLIC learner progress using the Milestones high-stakes test in English, and its counterpart in French, Batterie de tests de rendement.

The CELBAN (Canadian English Language Benchmark Assessment for Nurses) Centre at Touchstone Institute in Toronto, which is administering CELBAN under contract from CCLB, had a very good first full year (January-December 2015), with 1,985 CELBAN tests administered across Canada. Looking ahead to 2016, registrations are expected to exceed 2,000. Touchstone continues its efforts to establish new test sites, increase site capacity and fine-tune its online registration system in order to make CELBAN more accessible and test administration more efficient. Efforts are also underway to create new test content. Though the current service agreement runs until December 31, 2016, CCLB and Touchstone are working toward a new three-year agreement.

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 categories of employment.

The Centre had an active year on the governance front also: electing four new Directors; holding a structured orientation for new Board members; continuing to refine procedures for the successful recruitment of high-caliber new Board members; crafting a new three-year Strategic Plan; reviewing and updating our Risk Management Plan; and conducting the first comprehensive evaluation of the Board's committees.

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

I wish to thank all of our funders, in particular Immigration, Refugees and Citizenship Canada and the Ontario Ministry of Citizenship, Immigration and International Trade, for their support; and my colleagues for their contribution, commitment and professionalism. Together they are the main reason the Centre is doing well.

- François Bélisle



L'année 2015-2016 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. Notre environnement a été marqué par l'austérité et l'incertitude tant au niveau des gouvernements provinciaux que fédéral. En 2015-2016 le Centre a quand même généré des revenus de plus de 2 700 000 \$, 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. Entre autres accomplissements, le Centre a complété, pour le compte d'Immigration, Réfugiés et Citoyenneté Canada, une étude sur les progrès des participants inscrits aux programmes CLIC-LINC en utilisant le test Milestones à enjeux élevés ainsi que sa contrepartie en français, la Batterie de tests de rendement.

Le Centre CELBAN (Canadian English Language Benchmark Assessment for Nurses) du Touchstone Institute à Toronto a eu une très bonne première année complète d'opérations (janvier à décembre 2015), enregistrant 1 985 tests à travers le Canada. Depuis septembre 2014 l'administration du CELBAN a été considérablement améliorée et le nombre de professionnels inscrits au test a augmenté rapidement.

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 quatre nouveaux administrateurs; orientation structurée pour les nouveaux administrateurs; raffinement du processus de recrutement d'administrateurs de haut niveau; nouveau plan stratégique de trois ans; revue du plan de gestion des risques; et première évaluation globale du rendement des comités du Conseil d'administration.

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

Je désire remercier nos bailleurs de fonds, en particulier Immigration, Réfugiés et Citoyenneté Canada et le Ministère des Affaires civiles, de l'Immigration et du Commerce international de l'Ontario, pour leur appui financier; ainsi que mes collègues pour leur contribution, leur engagement et leur professionnalisme. C'est grâce à eux que le Centre est si performant.

- François Bélisle



# LETTER FROM MINISTER JOHN MCCALLUM

Minister  
of Immigration,  
Refugees and Citizenship



Ministre  
de l'Immigration,  
des Réfugiés et de la Citoyenneté

Ottawa, Canada K1A 1L1

JUL 06 2016

Mr. François Bélisle  
Executive Director  
Centre for Canadian Language Benchmarks  
400 - 294 Albert Street  
Ottawa ON K1P 6E6

Dear Mr. Bélisle:

I am very pleased to extend my congratulations to the Centre for Canadian Language Benchmarks on the 20<sup>th</sup> Anniversary of the Canadian Language Benchmarks, as well as the 10<sup>th</sup> Anniversary of the Niveaux de compétence linguistique canadiens.

The Canadian Language Benchmarks and the Niveaux de compétence linguistique canadiens have contributed greatly to the consistent measurement of language proficiency for prospective immigrants and citizens as well as establishing and promoting national consistency and standardization in second language training for adult immigrants in Canada.

These standards allow us to continue to improve the quality of training offered and deliver on our commitment to help newcomers develop the French and English language skills they need to integrate into their communities and contribute to the Canadian economy.

Congratulations to you and the members of your organization and my best wishes for your continued success and growth.

Yours sincerely,

A handwritten signature in blue ink that reads "John McCallum".

John McCallum, P.C., M.P.  
Minister of Immigration, Refugees and Citizenship

Canada



# LETTRE DU MINISTRE JOHN MCCALLUM

Ministre  
de l'Immigration,  
des Réfugiés et de la Citoyenneté



Minister  
of Immigration,  
Refugees and Citizenship

Ottawa, Canada K1A 1L1

JUL 06 2016

Monsieur François Bélisle  
Directeur général  
Centre des niveaux de compétence linguistique canadiens  
294, rue Albert, bureau 400  
Ottawa (Ontario)  
K1P 6E6

Monsieur le Directeur général,

C'est avec plaisir que j'offre mes félicitations au Centre des niveaux de compétence linguistique canadiens, à l'occasion du 20<sup>e</sup> anniversaire des Canadian Language Benchmarks et du 10<sup>e</sup> anniversaire des Niveaux de compétence linguistique canadiens.

Les Canadian Language Benchmarks et les Niveaux de compétence linguistique canadiens ont grandement contribué à l'uniformité de l'évaluation des compétences linguistiques des immigrants et citoyens éventuels, ainsi qu'à l'établissement et à la promotion de l'uniformité et de la normalisation à l'échelle nationale de la formation en langue seconde pour les immigrants adultes au Canada.

Ces normes nous permettent de continuer d'améliorer la qualité de la formation offerte, et de respecter notre engagement à aider les nouveaux arrivants à acquérir les compétences linguistiques en français et en anglais dont ils ont besoin pour s'intégrer à leurs communautés et contribuer à l'économie canadienne.

Je profite de l'occasion pour féliciter tous les membres de votre organisation, et vous souhaiter mes meilleurs vœux de succès dans la poursuite de vos objectifs.

Je vous prie d'agréer, Monsieur le Directeur général, l'expression de mes sentiments les meilleurs.

John McCallum, C.P., député  
Ministre de l'Immigration, des Réfugiés et de la Citoyenneté

Canada

## NCLC-auto-évaluation en ligne



Le test NCLC-AEL, basé sur les Niveaux de compétence linguistique canadiens, permet d'auto-évaluer ses habiletés en compréhension du français langue seconde à l'oral ou à l'écrit. Cette année se démarque par le **double d'utilisateurs** par rapport à l'année dernière : 3 897 personnes ont utilisé le test entre avril 2015 et mars 2016 (une moyenne de 10,7 utilisateurs par jour) comparativement à 1 757 (4,8 utilisateurs par jour) en 2014-2015.

Ces résultats démontrent un réel besoin de la population nationale et internationale de pouvoir auto-évaluer en ligne ses habiletés en français langue seconde. Le Centre des niveaux de compétence linguistique canadiens continue donc à assurer la promotion et la diffusion de cet outil.

Pour plus d'informations ou pour avoir accès à l'auto-évaluation: <http://www.nclc-ael.ca>.

### Benchmarking and Occupational Language Analyses

CCLB has completed the quality assurance process for two OLAs developed by HRSG for the Wood Manufacturing Council. CCLB took this opportunity to update the OLA template and to develop a new process document for the development of OLAs. The new template will be used for an OLA for dietitians.

CCLB also began an analysis of the language demands of the immigration consultancy profession. This analysis is being conducted on behalf of the Immigration Consultants of Canada Regulatory Council (ICCRC).

## L'évaluation linguistique basée sur le portfolio

L'évaluation linguistique basée sur le portfolio (ELBP) est un outil d'évaluation mis à la disposition des instructeurs qui enseignent en utilisant les Niveaux de compétence linguistique canadiens (NCLC). Cet outil fait partie du protocole d'évaluation linguistique mis en place pour les programmes de langue subventionnés par Immigration, Réfugiés et Citoyenneté Canada (IRCC) et le Ministère ontarien des Affaires civiques, de l'Immigration et du Commerce international (MACICI). En anglais, ce protocole d'évaluation s'appelle le Portfolio-Based Language Assessment (PBLA).

Le portfolio est un outil de plus en plus couramment utilisé dans le monde pour évaluer les apprentissages dans les formations linguistiques. Plusieurs expériences menées avec ces outils ont inspiré la création du modèle d'ELBP incluant le Portfolio européen des langues et, au Canada, le Collaborative Language Portfolio Assessment du Manitoba.

Au cours de l'année 2015-2016, l'équipe du CNCLC a développé la formation à l'utilisation du portfolio en classe de français langue seconde. Cette formation sera offerte autant aux instructeurs de CLIC que des cours FLS financés par la province de l'Ontario.

La formation à l'ELBP est bien sûr inspirée de la formation au PBLA. La diffusion de la formation sera toutefois différente étant donné le petit nombre d'instructeurs de français langue seconde. Tous recevront la formation en plus d'avoir accès à un mentor qui pourra les soutenir pendant l'implantation du portfolio en salle de classe.

## Preparing for Task-Based Assessment Using the CLB

The Ontario Ministry of Citizenship, Immigration and International Trade (MCIIT) funded the development of a six-week online workshop module which provides an overview of task-based planning and assessment suited for instructors who may want to consolidate their knowledge of assessment and the CLB or people wishing to get into the field of adult ESL with little or no understanding of assessment using the CLB.

Development occurred between August and October and an initial pilot session titled *Preparing for Task-Based Assessment Using the CLB* was offered to a group of TESL professionals in November and December. Overall, participants were happy with the course and, upon completion, both participants and the course instructor offered feedback for further improvements. These changes were incorporated in the final version submitted to MCIIT for review.

The workshop includes short readings or viewings, discussions, activities and short assignments related to the following topics:

- Assessment principles and best practices
- Needs assessment and goal-setting
- Module planning
- Introduction to assessment
- Assessing the productive skills
- Assessing the receptive skills

## CELBAN

The CELBAN Centre at Touchstone Institute in Toronto, which is administering CELBAN under contract from CCLB, had a very good first full year. In January 2016, Touchstone submitted to CCLB its first full annual report on CELBAN, covering activities from January 1 to December 31, 2015 (the project actually started in the fall of 2014).

The report covers major milestones and a look ahead to 2016. It describes the number of CELBAN test administrations per CELBAN test site (broken down by test type). Also included are details on fees collected, expenses incurred (including transfers to test sites), new sites, the status of the CELBAN Assessors database (including number of new assessors trained), and a status report on Performance Targets.

The CELBAN Centre administered 1,985 CELBAN tests across Canada in 2015. In the first quarter of 2016 (January-March), a total of 690 tests were administered, including 670 complete tests. Touchstone continues its efforts to establish new test sites, increase site capacity and fine-tune its online registration system in order to make CELBAN more accessible and test administration more efficient.

Though the current service agreement runs until December 31, 2016, CCLB and Touchstone have begun to discuss a new three-year agreement, with the objective of having it in place in mid-2016.



# LES PROJETS : LIGNES DIRECTRICES DE L'ONTARIO

## Lignes directrices de l'Ontario pour le programme ontarien de formation linguistique pour adultes ne donnant pas droit à des crédits

Les Lignes directrices pour l'Ontario présentent les huit principes directeurs du programme ontarien de formation linguistique pour adultes ne donnant pas droit à des crédits. Ces principes permettent d'assurer la qualité, la reddition de comptes et la pertinence de la formation en français ou en anglais langue seconde dans chaque salle de classe de la province. Ces principes permettent également à tous les acteurs de l'enseignement (instructeurs, fournisseurs de services, bailleurs de fonds, etc.) d'orienter leurs décisions. Les différents acteurs du milieu peuvent ainsi se référer à ces principes pour développer des programmes de formation en tenant compte de leur contexte. Les Lignes directrices pour l'Ontario sont disponibles à partir de l'outil Quartz. Quartz est un outil interactif de planification de cours pour les instructeurs et les gestionnaires. Grâce à cet outil, ceux-ci peuvent planifier un cours basé sur les NCLC et sur les besoins des apprenants. Dans Quartz, instructeurs et gestionnaires sont guidés pas à pas afin de préparer un programme de formation qui respecte les Lignes directrices de l'Ontario au niveau du cours, des unités et des leçons.

Les Lignes directrices pour l'Ontario et Quartz sont donc 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.

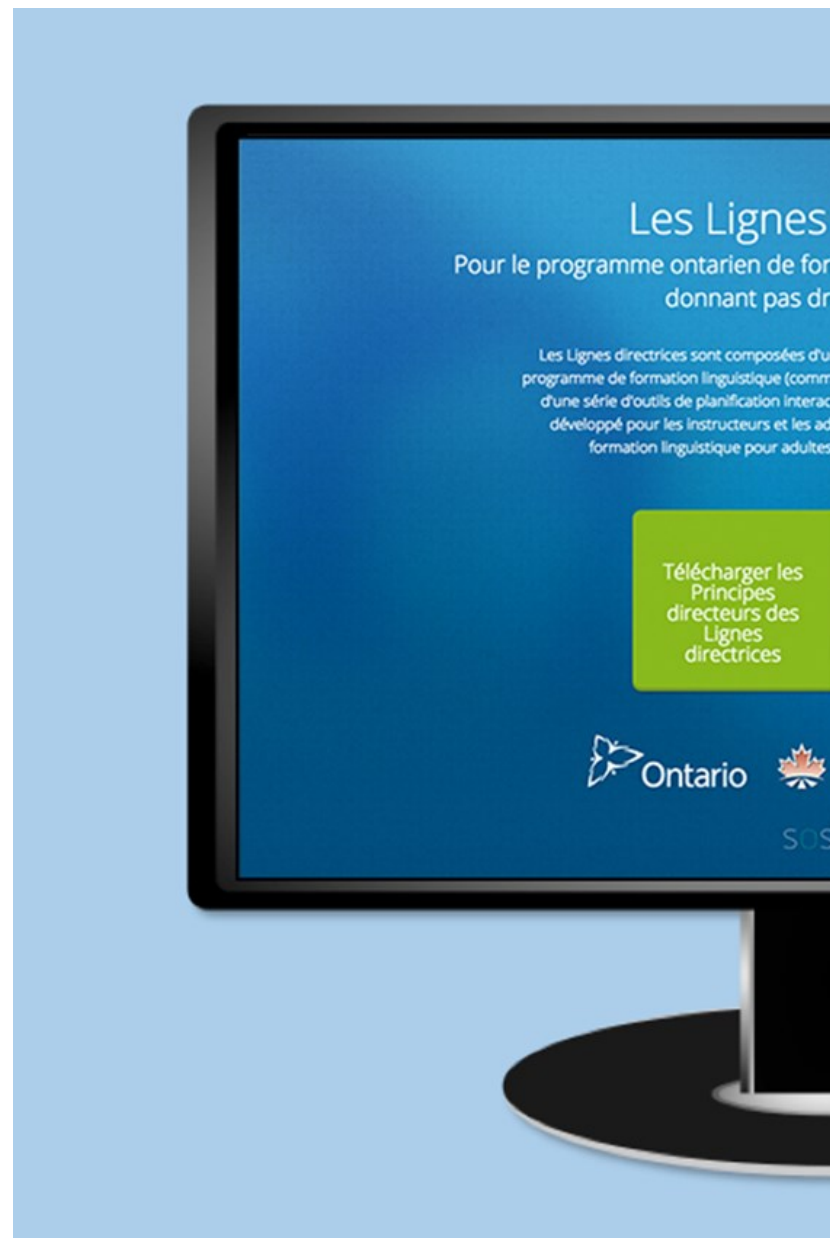
Au printemps 2015, les versions anglophone et francophone de Quartz ont été présentées et utilisées par des administrateurs et instructeurs de différents conseils scolaires.

Cette phase de validation visait à cibler les améliorations qui devaient être apportées à l'outil. Suite à la compilation des observations recueillies, les deux équipes qui travaillent sur le projet depuis sa phase de

conception (Centre des niveaux de compétence linguistique canadiens (CNCLC) et Toronto Catholic District School Board (TCDSB)) se sont rencontrées pour établir une liste de priorités pour l'amélioration de l'outil.

Les équipes ont ensuite travaillé de concert pour offrir un outil qui répond aux besoins des utilisateurs.

Une formation en ligne sera bientôt offerte aux instructeurs sur l'utilisation de Quartz, mais aussi sur les Principes directeurs qui sont la base des Lignes directrices.





## Curriculum Guidelines for the Ontario Adult Non-Credit Language Training Program

Keystone Concepts provides the foundation for the Curriculum Guidelines for the Ontario Adult Non-Credit Language Training Program (hereafter referred to as the Curriculum Guidelines). The Curriculum Guidelines are delivered through Quartz, a web application custom built to assist instructors and administrators in planning courses based on the Canadian Language Benchmarks and learner needs.

Through a set of interactive planning tools, Quartz offers a guided process for designing courses during five phases of program planning: assessing needs, creating course outlines, unit outlines, lesson plans, and assessing performance.

Together, Keystones Concepts and Quartz are referred to as the Curriculum Guidelines for the Ontario Adult Non-Credit Language Training Program.

During spring 2015, an e-training pilot (in English) and two focus groups (in French) took place. The feedback informed the teams on possible improvement to the platform in order to make Quartz more user-friendly and intuitive.

Both teams, the Center for Canadian Language Benchmark (CCLB) and the Toronto Catholic District School Board (TCDSB) met to establish a list of priorities for improvement to the tool. They worked together to provide a tool that meets user needs and serves to enhance the design and delivery of ESL/FSL courses in Ontario.

Online training will be available soon and offered to instructors on Quartz, but also on Keystones Concepts which are the foundation of the Curriculum Guidelines.



## Canadian Language Benchmarks: ESL for ALL Online Bootcamp

In January 2016, CCLB received funding from the Alberta Government to develop a 20-hour online, asynchronous training course and two webinars based on *Canadian Language Benchmarks: English as a Second Language for Adult Literacy Learners (ESL for ALL)*. This online course, being developed in collaboration with lead developer Bow Valley College, will support 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, by offering suggestions on ways to use the resource to support planning for instruction and by providing strategies, teaching tips and best practices for working with ESL literacy learners.

Emphasis so far has been placed on the planning, content writing and media development for the course, which is organized into four modules and includes short readings, viewings, activities and assignments. An advisory committee consisting of those involved in funding, Moodle development, CLB experts and literacy practitioners was also established to review the content and provide input on development. In summer 2016, the course will be piloted, and feedback from participants will be used to make final revisions and contribute to the vision of the webinars.





# PROJECTS: CLB ONLINE BOOTCAMP

## CLB Online Bootcamp

The Ontario Ministry of Citizenship, Immigration and International Trade (MCIIT), which funded the revised and updated CLB Bootcamp, had the opportunity to review the CLB Bootcamp online modules and offer some further suggestions for revision. CCLB completed revisions based on these suggestions and a soft launch of the course began in the fall with various stakeholders, on an as-requested basis. As well, a session held at the TESL Ontario Conference in November provided a hands-on opportunity for participants to explore the revised CLB Boot Camp through guided instruction from a facilitator.

Following the soft launch, MCIIT and CCLB launched the newly revised CLB and NCLC Bootcamps for ESL and FSL instructors at MCIIT-funded school boards in Ontario.

The revised CLB Bootcamp is an online 10-hour self-study course comprising three modules:

1. CLB Basics, which covers an introduction to the CLB, including the theoretical framework, the revised CLB document and the CLB ESL for Adult Literacy Learners document.
2. Planning and the CLB, which covers needs assessment and a task-based approach to module and lesson planning.
3. Assessment and the CLB, which deals with ongoing learner assessment and provides an introduction to Portfolio-Based Language Assessment (PBLA).

A certificate of completion will also be generated for instructors wishing to document professional development hours for TESL Ontario.

## CLB Bootcamp Course

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### NAVIGATION

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## Welcome to CLB Bootcamp!

CLB Bootcamp includes three modules, designed to introduce key information about the CLB.

- **Module 1: CLB Basics**
- **Module 2: Planning and the CLB**
- **Module 3: Classroom Assessment and the CLB**

Work through the modules in order, or select one that interests you. Each module begins with a "book," comprised of readings and links to resources, followed by quizzes. The quizzes are for learning purposes. No one will monitor your scores, and you can try them as many times as you like. Get started by watching these two short videos to help you navigate in Moodle. Then work through a module at your own pace, by completing each activity in order.

The CLB Bootcamp also includes Supplementary Activities for TESL Training Students. These activities and assignments can be used in TESL training programs and will be marked by the TESL instructor of the course.

 [News forum](#)

## Getting Started

Watch two short videos to help you navigate through the course.

 [Videos: Navigating in Moodle](#)

## WLA Pre-Screener

In addition to assessor and instructor training, the Ontario Ministry of Citizenship, Immigration and International Trade (MCIIIT) provided funding for Employment Ontario counsellors to attend a one-day training session on the WLA pre-screening tool.

The WLA Pre-Screening Tool is a CLB-referenced 30-minute screening tool to help employment counselors estimate the general English-language abilities of clients whose first language is not English and is designed to be useful for individuals who are not TESL professionals. The tool gives a general indication of whether a client's CLB levels are above or below CLB 6. It is intended to be used, along with other resources, to help counselors and clients make decisions about appropriate next steps when English language abilities are a consideration. Pathways may include:

- ⇒ Full language assessment
- ⇒ Bridge-to-work programs
- ⇒ Post-secondary education
- ⇒ Support to pass accreditation tests
- ⇒ Employment

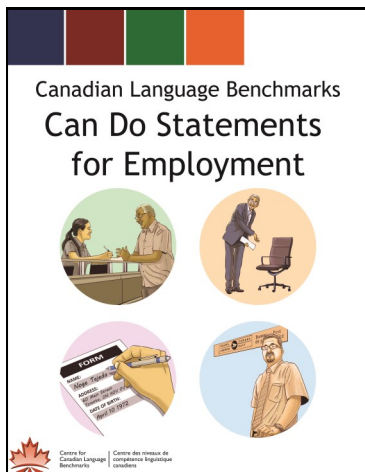
CCLB updated its WLA Pre-Screening Tool training package, including a revised Work Ready document, and worked with Employment Ontario sites throughout Ontario to notify them of the revised tool and set up training sessions for their staff. In total 25 sessions were held, resulting in 350 participants being trained in the tool across the province.

## L'outil de présélection pour l'évaluation des compétences linguistiques requises en milieu de travail

Grâce au financement du Ministère des Affaires civiques, de l'Immigration et du Commerce international de l'Ontario (MACICI), une autoformation sur l'outil de présélection (WLA pre-screener) est maintenant disponible en ligne. Cette formation interactive est composée de trois modules d'une durée de 20 à 30 minutes chacun. Chaque module est accompagné d'activités à réaliser. L'objectif de cette formation est de permettre à tous les conseillers en emploi francophones de l'Ontario de pouvoir utiliser l'outil de classement avec leur clientèle immigrante.



Pour suivre la formation cliquez sur <http://nclcenligne.ca>. Puis, cliquez sur le cours : Formation à l'outil de présélection pour l'évaluation des compétences linguistiques.



Further recognizing the benefit of employers, clients and counsellors speaking the same language when it comes to the Benchmarks, CCLB has also been working on developing new Employment "Can-Do" statements for CLB/NCLC levels 4-10 in each of the four skills (listening, speaking, reading, and writing). Through sample tasks, these lists provide counselors, employers and clients with a common vocabulary to discuss workplace language competencies.



# PROJECTS: PBLA TRAINING AND SUPPORT

## PBLA Training and Support

With funding from Immigration, Refugees and Citizenship Canada (IRCC) and the Ministry of Citizenship, Immigration and International Trade (MCIIT), CCLB has continued to roll out the Portfolio-Based Language Assessment (PBLA) as a standard feature of LINC as well as the Adult Non-Credit Language Training Program delivered by Ontario School Boards.

PBLA is informed by key Assessment for Learning (AFL) principles and strategies. With AFL, learners take an active role in setting language learning goals that are achievable within the given timeframe of the course. They receive ongoing feedback that will help them achieve these goals. They engage in peer and self-assessment, and they have opportunities to reflect on their learning.

The model being used is a four-tiered model of training, mentoring and support:

1. CCLB Regional Coaches train, mentor and support a number of lead instructors from Service Provider Organizations and School Boards;
2. Lead Instructors then train, mentor and support Classroom Instructors within their program;
3. Classroom Instructors further develop knowledge and skills in task-based teaching and assessment, instruct and support students;
4. Students will become engaged, autonomous learners.

PBLA Regional Coaches, who have a proven expertise in CLB, TESL and mentoring, continue to support Lead Instructors in four different cohorts.

The first IRCC PBLA cohort of Lead Instructors, consisting of representatives from the Atlantic region, Ontario, Saskatchewan and Alberta are now assisting classroom instructors as they implement PBLA in their own classrooms. The second and third IRCC cohorts of certified PBLA Lead Instructors, with approximately 145 Lead Instructors from British Columbia, Ontario and Manitoba, are also working closely with classroom instructors.



Cohort four, with approximately 100 participants from Ontario, the West coast and a few representatives from the Atlantic region, started the Foundation Phase in the fall of 2015, moved on to the Application Phase in spring 2016 and are finalizing their portfolio submissions in order to secure certification.

Fifty certified PLBA Lead Instructors from MCIIT Cohort A in Ontario are now supporting classroom instructors implementing

PBLA. MCIIT Cohort B, made up of 50 participants, started the Foundation Phase in the fall of 2015, continued with the Application Phase in spring 2016, and will submit sample portfolios and receive PBLA Lead Instructor certification in June 2016.

A pilot “Introduction to Portfolio-Based Language Assessment for Classroom Instructors” six-week online course took place in spring 2016. This course introduces the key principles, strategies and practices of PBLA to new Classroom Instructors.

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

## Milestones

In June 2015, Immigration, Refugees and Citizenship Canada (IRCC) funded CCLB to conduct a study comparing the language learning progress of learners enrolled in LINC/CLIC classes with that of individuals not enrolled in any language training. As an evaluation of CIC's Settlement Program is scheduled to take place in 2016-2017, the results of this study may be used to inform the language programming portion of this evaluation.

The summer months were spent identifying sites and arranging testing dates for both pre- and post-tests, training administration teams and recruiting participants. English administrations were scheduled in Vancouver, Calgary, Hamilton and Ottawa while French administrations were scheduled in Toronto, Ottawa, Moncton and Fredericton. To ensure smooth delivery, CCLB assembled highly skilled administration teams in each of these cities to assess LINC/non-LINC learners, using the Milestones test and CLIC/non-CLIC learners, using the Batterie de tests de rendement (BTR).

CCLB worked in collaboration with the selected academic institutions, their established administration teams and testing populations (LINC/CLIC learners and participants not enrolled in language training) to carry out the pre-tests in fall 2015 and post-tests in winter 2016.

As of March 2016, test data from participants who completed each of the four skills (listening, speaking, reading, and writing) on both the pre- and post-test were compiled and submitted for scoring and analysis. Results of the study will be made available to IRCC in June 2016.





## Batterie de tests de rendement – NCLC

En juin 2015, Immigration, Réfugiés et Citoyenneté Canada (IRCC) a accordé du financement au Centre des niveaux de compétence linguistique canadiens (CNCLC) pour mener une étude visant à comparer les progrès réalisés par des personnes inscrites à des cours CLIC/LINC et des personnes qui ne suivent pas de cours de langue.

Les résultats de cette collecte de données, menée dans le cadre de l'évaluation de son programme d'établissement prévue pour 2016-2017, permettront au ministère d'obtenir des informations sur ses programmes de formation linguistique pour immigrants en anglais (LINC) et en français (CLIC).

L'été 2015 a été consacré à l'organisation des sessions d'évaluation : identification des sites et des dates pour la première session d'évaluation à l'automne 2015 (pré-test) et la deuxième session à l'hiver 2016 (post-test), mise sur pied et formation des équipes d'évaluation et d'administration des tests et recrutement des participants.

Pour les besoins de l'étude, deux groupes ont été constitués :

1. Groupe cible, composé d'apprenants CLIC ou LINC.
2. Groupe contrôle : composé de candidats qui ne sont pas inscrits à des cours de français ou d'anglais langue seconde.

L'administration des tests s'est ensuite déroulée entre septembre 2015 et mars 2016. Le Milestones (test à enjeux élevés en anglais langue seconde) a été administré à Vancouver, Calgary, Hamilton et Ottawa tandis que la BTR-NCLC (test à enjeux élevés en français langue seconde) a été administrée à Ottawa, Toronto, Moncton et Fredericton.

Un protocole de sécurité a été mis en place à chaque lieu d'administration du test pour respecter les exigences en matière de tests à enjeux élevés.

Le CNCLC a travaillé en étroite collaboration avec les institutions d'enseignement offrant des cours LINC et CLIC pour réunir les équipes d'administration des tests et pour organiser les sessions d'évaluation des groupes cibles et des groupes contrôles. Les participants ont été évalués à deux reprises (automne 2015 et hiver 2016) pour pouvoir mesurer leur progrès.

En mars 2016, les copies de tests ont été notées et toutes les données colligées.

Une analyse des données finales est en cours et les résultats de l'étude seront soumis à IRCC en juin 2016.

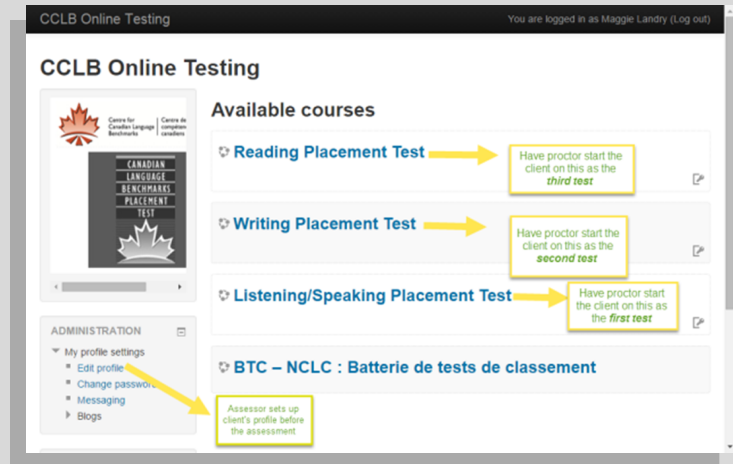
### Remote CLBPT Assessment

Funded by Immigration, Refugees and Citizenship Canada (IRCC), the extended pilot of remote assessment using the CLBPT continued in 2015-2016. Assessment centres in the following cities continued to do regular remote assessments as an alternative to itinerant assessments:

- ◆ Thunder Bay
- ◆ Winnipeg
- ◆ Calgary
- ◆ Edmonton
- ◆ Prince George
- ◆ Guelph

The assessment is suitable for clients with at least basic computer skills. The reading test requires use of a mouse to click the correct answers. The written test requires keyboarding skills. The listening-speaking assessment does not require any computer skills.

Increasing numbers of newcomers are settling in smaller communities lacking a local assessment centre. Many of these clients are seeking entry into the LINC Home Study program. Remote CLBPT assessment allows them to get assessed early, prior to entering the program. This has resulted in



expressions of interest from more assessment centres, so that they can give more timely access to assessment services.

As the extended pilot of Remote CLBPT assessment continues, CCLB is revising and expanding training and orientation materials for both assessors and proctors. The revised training will be piloted in the summer of 2016. CCLB staff are also working on protocols with IRCC, pending a possible expansion of Remote CLBPT assessment capacity in 2016-2017. In March, CCLB provided a webinar on remote CLBPT assessment for Regional CLBPT trainers.

### Research Studies

CCLB has completed three small projects funded by IRRC:

1. A web page to assist volunteers working with refugees or other newcomers to Canada: [http://www.language.ca/index.cfm?Voir=sections&Id=19429&M=4032&Repertoire\\_No=2137991327](http://www.language.ca/index.cfm?Voir=sections&Id=19429&M=4032&Repertoire_No=2137991327).
2. Research papers on ESL literacy and next steps, written by settlement and workplace experts.
3. A strategic paper reflecting on the CLB and its future written by academics.

Funded by:

Financé par :



Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada



## Training

The Ontario Ministry of Citizenship, Immigration and International Trade (MCIIT) continued to fund training for assessors in Coordinated Language Assessment and Referral System (CLARS) centres and training for English as a Second Language (ESL) and French as a Second Language (FSL) instructors delivering ESL/FSL courses in MCIIT's Adult Non-Credit Language Training Program. Sites outside of those funded under MCIIT received training as fee-for-service.

This past year, with funding from MCIIT, CCLB completed development of a new database to track all information related to its training sessions. As well, with the help of a new Training Coordinator, the CCLB workshops and training section on our website was updated to be more user-friendly and provide more detailed information on the various sessions offered. By working extensively with sites across the country to address training needs for both English and French, over 60 training sessions were offered during the 2015-16 fiscal year.

A number of these training sessions were held for assessors related to:

- ◆ **The Workplace Language Assessment (WLA)**, designed to assess English language proficiency at Canadian Language Benchmarks levels 7 to 10 for placement into workplace-training programs or bridging programs.
- ◆ **The Canadian Language Benchmarks Placement Test (CLBPT)**, a streamlined assessment instrument that is an adaptable, efficient means to place adult learners in LINC and 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/Refresher 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 ensure they are assessing under the same standard.
- ◆ **The Canadian Language Benchmarks Literacy Placement Tool (CLBLPT)**, developed for and by ESL assessors and literacy practitioners, the LPT complements other CLB assessment tools for appropriate placement into LINC and ESL Literacy programs.

In April 2015, one WLA training session was held for CLARS assessors in Hamilton, bringing the total number of CLARS assessors trained on the WLA tool to 41, all of whom received certification over the summer. CLBPT and CLBPT calibration sessions were held in Brampton, Calgary, Dartmouth, Edmonton, Lethbridge, Mississauga, Moncton, Moose Jaw and Winnipeg, resulting in 20 newly-trained and certified CLBPT assessors. In addition, 23 current assessors were re-calibrated. CCLB was also invited to present three CLBPT refresher sessions at the 2016 Alberta Assessors' Symposium, held in Calgary in March. Thirty-five participants attended these sessions. Two new CLBPT regional trainers in Saskatchewan and one new regional trainer in the Atlantic region were also trained.

CLBLPT sessions were delivered to a total of 35 participants through three in-person sessions in Edmonton, Manitoba and Moose Jaw. One session was conducted using a new online format, generating a lot of interest among sites, as it allowed the opportunity to reach more individuals.

In addition to assessor training, three sessions on the CLB document and Support Kit were held in Toronto, Peel and Scarborough for 81 participants while one Exit Tasks session was held in Hamilton for 26 participants.

# COLLABORATION / COLLABORATION

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

- Algonquin College
- Bow Valley College
- Calgary Catholic Immigration Society
- Chartered Professional Accountants of Canada
- Collège Boréal
- Collège communautaire du Nouveau-Brunswick
- College of Dietitians of Alberta
- 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
- L'Institut des langues officielles et du bilinguisme de l'Université d'Ottawa
- La Cité
- Language Assessment, Referral, and Counselling Centre
- Maple Leaf Academy
- Mentor Solutions
- 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
- University of Jeddah
- Vancouver Community College
- Western ESL Services
- York University

## **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. CCLB contributed expertise to a three-part webinar series on language examinations.
- Language Advisory Committee (Ottawa)/Groupe d'intervenants francophones d'Ottawa
- Newcomer Language Advisory Body (NLAB)/Groupe consultatif sur la formation linguistique (GCFLI). The meetings for the Newcomer Advisory Board were held in Ottawa in February. They overlapped at one end with the Federal/Provincial/Territorial meeting and with the National Settlement Council at the other. CLB and NCLC were key discussion points at all the meetings.
- Ottawa Local Immigration Partnership (OLIP)/Le Partenariat local pour l'immigration d'Ottawa – Language sector table and sub-groups on:
  - ◊ ESL Literacy in Ottawa
  - ◊ Promoting the CLB among employers/Table du secteur de la langue et sous-groupes sur (1) FLS et alphabétisation à Ottawa et (2) Promouvoir les NCLC auprès des employeurs
- Groupe de travail sur les alternatives en évaluation de la langue seconde / Update on the Second Language Evaluation Alternatives Working Group (SLEAWG) initiative organisé par la Commission de la fonction publique
- Groupe d'intervenants francophones d'Ottawa (GIFO)

## **CCLB Conference Presentations/Exhibits / Présentations**

- TESL Canada Conference, October 2015
- TESL Ontario Conference, November 2015.
- CNAR conference, November 2015
- Alberta Assessors' Symposium, March 2016
- Ottawa Catholic School Board PD day, December 2015
- Algonquin College Career Week

# 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 civiles, de l'Immigration et du Commerce international

## **Alberta Government**

Jobs, Skills, Training and Labour

# CCLB BOARD OF DIRECTORS AND STAFF / MEMBRES DU CONSEIL ET PERSONNEL DU CNCLC

## Board Members at March 31, 2016 / Membres du conseil au 31 mars 2016

**SHEILA NICHOLAS**  
Chair/Présidente  
Ontario

**GERRY MILLS**  
Secretary-Treasurer/Secrétaire-trésorière  
Nova Scotia/Nouvelle Écosse

**WENDY CHAMBERS**  
Alberta

**AILEEN CLARK**  
Manitoba

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British Columbia/Colombie-Britannique

**RYAN DREW**  
British Columbia/Colombie-Britannique

**SAMIRA ELATIA**  
Alberta

**ANN MCGEE**  
ONTARIO

**TANIS SAWKINS**  
British Columbia/Colombie-Britannique

**JOHN SIVELL**  
Ontario

**SHANNON STOREY**  
Saskatchewan

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## CCLB Staff at March 31, 2016 / Personnel du CNCLC au 31 mars 2016

**FRANÇOIS BÉLISLE**  
Executive Director / Directeur général

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

**PATRICIA BENOIT**  
Operations Manager / Gestionnaire des opérations

**LINDA HU**  
Finance and Budget Manager / Gestionnaire des  
finances et du budget

**MENG LI**  
Bookkeeper / Commis comptable

**KATHY HUGHES**  
Project Manager / Gestionnaire de projet

**RON LAVOIE**  
CLB Program and Partnerships Manager /  
Gestionnaire du programme et de partenariats CLB

**CATHERINE ROUSSEAU**  
Gestionnaire de projet / Project Manager

**ANNE SENIOR**  
Specialist Consultant / Consultante spécialiste

**KRISTA WALSH-MURRAY**  
Project Manager / Gestionnaire de projet

**MARIE-ÉLYSE GAUTHIER**  
Training Coordinator / Coordonnatrice de la  
formation

# FINANCIAL REPORT / RAPPORT FINANCIER

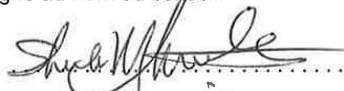

The condensed financial information below has been extracted from CCLB audited financial statements. The report of Welch LLP, the auditors, and complete audited financial statements, which include notes and more detailed supplementary financial information, are available for examination by contacting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

**CENTRE FOR CANADIAN LANGUAGE BENCHMARKS/  
CENTRE DES NIVEAUX DE COMPÉTENCE LINGUISTIQUE CANADIENS**  
**STATEMENT OF FINANCIAL POSITION - ÉTAT DE LA SITUATION FINANCIÈRE**  
**MARCH 31, 2016 - 31 MARS 2016**

<u>ASSETS</u>	<u>2016</u>	<u>2015</u>	<u>ACTIF</u>
<b>CURRENT ASSETS</b>			<b>ACTIF À COURT TERME</b>
Cash	\$ 1,724,958	\$ 1,507,200	Encaisse
Contributions receivable	119,395	149,463	Contributions à recevoir
Other receivables	119,135	86,042	Autres débiteurs
Inventory	35,497	8,586	Stocks
Prepaid expenses	36,882	26,920	Dépenses payées d'avance
HST/GST recoverable	48,064	33,905	TVH/TPS à récupérer
	<u>2,083,931</u>	<u>1,812,116</u>	
<b>TANGIBLE CAPITAL ASSETS</b>			<b>IMMOBILISATIONS CORPORELLES</b>
Computer equipment	44,029	44,029	Matériel informatique
Office equipment	7,981	822	Matériel de bureau
	<u>52,010</u>	<u>44,851</u>	
Less accumulated amortization	(44,145)	(31,506)	Moins amortissement cumulé
	<u>7,865</u>	<u>13,345</u>	
<b>INTANGIBLE ASSET</b>			<b>ACTIF INCORPOREL</b>
Intellectual property	70,000	70,000	Propriété intellectuelle
Less accumulated amortization	(28,000)	(14,000)	Moins amortissement cumulé
	<u>42,000</u>	<u>56,000</u>	
	<u>\$ 2,133,796</u>	<u>\$ 1,881,461</u>	
<b><u>LIABILITIES AND NET ASSETS</u></b>			<b><u>PASSIF ET ACTIF NET</u></b>
<b>CURRENT LIABILITIES</b>			<b>PASSIF À COURT TERME</b>
Accounts payable and accrued liabilities	\$ 606,106	\$ 242,910	Créditeurs et frais courus
Deferred contributions - note 4	575,911	698,465	Contributions reportées - note 4
	<u>1,182,017</u>	<u>941,375</u>	
<b>DEFERRED CONTRIBUTIONS RELATED TO TANGIBLE CAPITAL ASSETS - note 5</b>	<u>7,865</u>	<u>13,345</u>	<b>APPORTS REPORTÉS LIÉS AUX IMMOBILISATIONS CORPORELLES - note 5</b>
	<u>1,189,882</u>	<u>954,720</u>	
<b>NET ASSETS</b>			<b>ACTIF NET</b>
Unrestricted	<u>943,914</u>	<u>926,741</u>	Non affecté
	<u>\$ 2,133,796</u>	<u>\$ 1,881,461</u>	

Approved by the Board:  
Signé au nom du conseil:

 .....Director/Directeur  
 .....Director/Directeur



# FINANCIAL REPORT / RAPPORT FINANCIER

## 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, 2016 - POUR L'EXERCICE CLOS LE 31 MARS 2016

	<u>2016</u>	<u>2015</u>	
<b>Revenue</b>			<b>Revenus</b>
Citizenship and Immigration Canada (CIC)	\$ 1,467,434	\$ 1,523,454	Citoyenneté et immigration Canada (CIC)
Government of Ontario	932,560	816,051	Gouvernement de l'Ontario
Government of Alberta	26,789	-	Gouvernement de l'Alberta
Resource and Training Unit	205,339	219,338	Service des ressources et de la formation
Interest	6,452	9,757	Intérêts
Amortization of deferred contributions related to capital assets	12,639	14,209	Amortissement des apports reportés liés aux immobilisations
Oversight revenue	<u>100,352</u>	<u>30,970</u>	Recettes de supervision
	<u>2,751,565</u>	<u>2,613,779</u>	
<b>Expenses</b>			<b>Dépenses</b>
Office (schedule)	226,805	217,672	Bureau (annexe)
Personnel (schedule)	693,049	684,164	Personnel (annexe)
Board insurance	1,081	1,113	L'assurance du conseil d'administration
Conference and memberships (schedule)	2,089	9,725	Conférences et frais de membres (annexe)
Resource and Training Unit - note 9	294,969	366,929	Service des ressources et de la formation - note 9
Contract services	1,373,309	1,313,535	Services contractuels
Professional fees	18,577	16,770	Frais professionnels
Staff and contractors' travel costs and associated fees	111,874	96,525	Frais de déplacement du personnel et des contracteurs et frais associés
Amortization of tangible capital assets	12,639	14,209	Amortissement des immobilisations corporelles
	<u>2,734,392</u>	<u>2,720,642</u>	
<b>Net revenue (expense)</b>	17,173	(106,863)	<b>Revenu net (dépense nette)</b>
<b>Net assets at beginning of year</b>	<u>926,741</u>	<u>1,033,604</u>	<b>Actif net au début de l'exercice</b>
<b>Net assets at end of year</b>	<u>\$ 943,914</u>	<u>\$ 926,741</u>	<b>Actif net à la fin de l'exercice</b>

Language  
*is the key.*



*La langue,  
c'est la clé.*

[www.language.ca](http://www.language.ca)

**Centre for Canadian Language Benchmarks**

294 Albert Street, Suite 400, Ottawa, Ontario K1P 6E6 | Tel.: 613-230-7729 | Fax: 613-230-9305

E-mail: [info@language.ca](mailto:info@language.ca) | Website: [www.language.ca](http://www.language.ca)