



# Inside La langue Language en coulisse

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## From the Executive Director

Over the past three months since our last newsletter, we've been busy with the usual year-end work. We completed a number of important project deliverables due at the end of March. We are working on the projects that continue into 2017-2018 (see details inside this newsletter). We are also

preparing for our annual audit for 2016-2017 and annual Board meeting and AGM to be held again in Ottawa this year, June 13-15.

Two Board members will be leaving this year: Sheila Nicholas and Carolyn Dieleman.

Sheila Nicholas joined in 2009 and has been on the Board for 8 years. In 2013-2014 she served as Vice-Chair, and then as Chair since 2014-2015. Sheila's leadership and chairing skills, her strategic mind and her commitment will be missed.

Carolyn Dieleman will be leaving after an incredible 19 years of committed service (a record)! Joining the Centre at the very beginning in 1998, she served as Chair in 1999-2000 and Vice-Chair in 2000-2001, and was on the now defunct Executive Council for 11 years. Over these two decades, Carolyn contributed her unique government experience, expertise, corporate memory and commitment.

We sincerely thank Sheila and Carolyn for the enormous contributions they have made to the work of the Centre. We are fortunate that Carolyn has agreed to stay on the CELBAN Committee.

Two new Directors are expected to be appointed at the AGM later this month for a three-year term (2017-2020). We received this year a large number of applications from highly qualified professionals in the field, but only two positions are becoming vacant at this time.

On the staffing front, there are no new developments to report.

On behalf of CCLB, thank you for your interest in the Centre's work and best wishes for a wonderful summer!

-François Bélisle

## Message du directeur général

Dans les trois mois qui ont suivi la publication de notre dernier bulletin de nouvelles, nous avons été occupés à achever les tâches habituelles de fin d'année. Nous avons complété pour la fin mars une série de livrables importants. Nous continuons à travailler à certains projets qui continuent en 2016-2017 (lire les détails dans ce bulletin). Nous préparons aussi la vérification comptable de fin d'exercice financier au 31 mars, ainsi que la rencontre annuelle de notre Conseil d'administration et notre AGA, qui se tiendront encore à Ottawa cette année, du 13 au 15 juin.

Deux administratrices quitteront le Conseil d'administration cette année : Sheila Nicholas et Carolyn Dieleman.

Sheila Nicholas s'est jointe au Conseil en 2009 et siège donc depuis 8 ans. En 2013-2014 elle fut élue Vice-Présidente et depuis 2014-2015 elle est notre Présidente. Ses qualités de leader, ses habiletés en tant que présidente, son esprit stratégique et son engagement nous manqueront.

Carolyn Dieleman nous quittera après 19 ans au Conseil (un record)! Se joignant au tout début du Centre en 1998, elle fut Présidente en 1999-2000 et Vice-Présidente en 2000-2001. Elle fit partie du désormais défunt Conseil exécutif pendant 11 ans. Pendant toutes ces années, Carolyn a fait bénéficier le Centre de son expérience gouvernementale, son expertise, sa mémoire corporative et son infaillible engagement.

Nous remercions sincèrement Sheila et Carolyn pour leur immense contribution au travail du Centre. Nous sommes ravis que Carolyn continuera à s'occuper du Comité CELBAN.

Deux nouveaux administrateurs devraient se joindre au conseil ce mois-ci pour un mandat de trois ans (2017-2020). Nous avons reçu cette année un grand nombre de demandes de professionnels très qualifiés, mais il n'y a présentement que deux postes à combler.

Du côté du personnel, il n'y a rien de particulier à signaler.

Au nom du CNCLC, je vous remercie de l'intérêt que vous portez au Centre et vous souhaite à tous et à toutes un merveilleux été!

-François Bélisle



# Portfolio-Based Language Assessment

With funding from Immigration, Refugees and Citizenship Canada (IRCC) and the Ontario Ministry of Citizenship and Immigration (MCI), CCLB continues to provide support to administrators and instructors as Portfolio-Based Language Assessment (PBLA) gains momentum. The focus of the PBLA project will begin 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 continue 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 Teachers/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, continues to work through implementation workshops with classroom instructors.

The six-week online course “Introduction to PBLA for new Classroom Instructors” was offered from January 18 to March 1 and February 15 to March 29. Approximately 75 participants in 8 groups completed the course.

The PBLA team continued working on several pilot projects this spring. The PBLA Lead Teachers/Instructors Prior Learning Assessment Review (PLAR) was piloted with several Cohort 1 locations, and the PLAR adjudicator team worked its way through the submission process and provided feedback. As a result of the pilot it was decided that an online PBLA PLAR Library would be created 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 1 starting at the end of May. 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. An additional three multi-level modules have been developed and will be available soon. 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. We are in discussion with funders and are hoping that these modules will feed into a more comprehensive materials project to support classroom Teachers/Instructors.

Development continues on a series of professional learning modules. The modules are designed with an approach similar to the implementation package materials. 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 and all sessions are completely optional. An additional series of short modules to support multi-level assessment are under development and will be uploaded by the end of the summer for Lead Teachers/Instructors to use with their colleagues starting in the fall.

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

Plusieurs instructeurs des divers conseils scolaires qui offrent les programmes de formation linguistique ne donnant pas droit à des crédits ont participé à la formation en ligne en français et en anglais sur l'utilisation de Quartz et 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 qui collaborent à ce projet (le CNCLC et le Toronto Catholic District School Board) ainsi que le bailleur de fonds (le ministère des Affaires civiques et de l'Immigration de l'Ontario) ont revu toutes les composantes de Quartz et une mise à jour de la plateforme se fera au cours de l'année 2017-2018.

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

Many instructors have taken the online training course in French and in English on 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 as well as the characteristics of Quartz and explain how to use this planning tool known as Quartz.

Following a survey and a focus group made up of Quartz users, the two partners in this project (CCLB and the Toronto Catholic District School Board) in collaboration with the funder (Ontario's Ministry of Citizenship and Immigration) reviewed all components of Quartz. As a result, the Quartz platform will be updated in 2017-2018.



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# Classroom Tools Development and Training

The Ontario Ministry of Citizenship and Immigration (MCI) continues to fund instructor and assessor training in Ontario. CCLB and MCI have been working together to identify resource and training needs in order to better serve instructors delivering courses in MCI's Adult Non-Credit Language Training Programs. In addition, MCI has funded the adaptation of the Can Do Statements into posters for their ESL/FSL training programs. These will be an excellent resource for classrooms.

Outside of Ontario, fee-for-service training sessions were set upon request. CLBPT assessor training sessions were held in Saskatoon, Winnipeg, Chilliwack and St. John's. In addition one CLB-LPT session was held in Saskatoon and one CLBPT calibration session was held in St. John's.

To view a list of workshops and training that CCLB offers, please visit: [http://www.language.ca/index.cfm?Voir=sections&Id=17432&M=4030&Repertoire\\_No=2137991327](http://www.language.ca/index.cfm?Voir=sections&Id=17432&M=4030&Repertoire_No=2137991327)

Any inquiries related to training can be directed to [training@language.ca](mailto:training@language.ca).

# NCLC : 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)*.

Le document est maintenant disponible au [www.language.ca](http://www.language.ca) et sur Tutela.



## L'évaluation linguistique basée sur le portfolio

Pendant l'année 2016-2017, le ministère des Affaires civiques 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 civiques et de l'Immigration de l'Ontario.

Un espace virtuel a été créé et mis en place au printemps, qui sert à encadrer les instructeurs et les champions dans leur application de l'ELBP. L'espace comprend des ressources et aussi un forum qui permet aux instructeurs et aux champions de poser des

questions, de partager des pratiques exemplaires et d'approfondir leurs connaissances liées à l'ELBP.

Les champions et les instructeurs poursuivent leur cheminement vers la certification. La certification des champions est prévue avant la session d'automne et celle des instructeurs, avant la session d'hiver.

Un des mandats pour l'année 2017-2018 est de développer du nouveau contenu pour le Portfolio NCLC. Ce contenu est particulièrement destiné aux apprenants des cours FLS qui sont au Canada depuis plusieurs années, et qui n'ont pas besoin d'un contenu basé sur l'établissement. Le CNCLC a commencé à rencontrer des groupes d'apprenants afin d'établir les thèmes pour ce nouveau contenu.

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 les instructeurs dans l'application des principes de l'ELBP.

# Trousse de soutien - NCLC : Français langue seconde pour adultes moins alphabétisés

Grâce au financement d'Immigration, Réfugiés et Citoyenneté Canada (IRCC), le CNCLC a terminé la trousse de soutien qui accompagne le document *Niveaux de compétence linguistique canadiens : Français langue seconde pour adultes moins alphabétisés (NCLC : FLS pour AMA)*.

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.

Cette trousse vise à appuyer les instructeurs œuvrant auprès de personnes moins alphabétisées. Elle comprend de l'information ainsi que des exemples sur l'évaluation des apprenants de FLS moins alphabétisés selon les principes de l'Évaluation linguistique basée sur le portfolio (ELBP), des stratégies pour soutenir les apprenants dans des classes désignées d'alphabétisation en FLS et dans des classes ordinaires de FLS à niveaux multiples, et des ressources, telles que des plans de leçons et des copies types. 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.

La Trousse a été rendue disponible au printemps 2017.

# CLB: ESL for Adults Literacy Learners Support Kit

With funding from Immigration, Refugees and Citizenship Canada (IRCC), CCLB has completed the development of the *CLB: ESL for Adults 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.

The objective of the Literacy Support Kit is to support instructors working with learners with literacy needs in a variety of classroom settings. The Support Kit includes information and examples for planning literacy instruction and assessment in a way that is consistent with PBLA, suggestions for supporting ESL Literacy learners in multi-level literacy classes and mainstream ESL classes, ideas for using the Continuum of Literacy Skills in the CLB: ESL for ALL documents, and sample resources for literacy instruction and assessment.

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.



# Remote Assessment

As of March 31, 2017, the CLBPT/BTC remote project funded by Immigration, Refugees and Citizenship Canada (IRCC) has closed, but CCLB continues to oversee remote assessment.

As of April 1, 2017, sites which have been administering CLBPT and/or BTC remote assessments continue to do so. Any future sites interested in providing online language assessments for either CLBPT or BTC will need to discuss this with IRCC.

The Ontario Ministry of Citizenship and Immigration (MCI) continues to fund implementation of remote assessment within CLARS centres in Ontario. CCLB is in the process of setting up training for assessors at the YMCA in Ottawa to deliver remote assessment.

To date, 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 clients who live in areas without an assessment centre having the opportunity to access assessment and placement into a language program much quicker than if they had to wait for an itinerant assessment.



## MILESTONES/ Batterie de tests de rendement (BTR)

With funding from Immigration, Refugees and Citizenship Canada (IRCC), CCLB completed its investigation into possibilities for developing and implementing computer-based versions of the Milestones and Batterie de tests de rendement (BTR). It was determined that this is viable and that there are a number of ways it could be approached. CCLB submitted the report of its findings to IRCC outlining considerations for a computer-based approach and recommendations on next steps.

Since 2011, IRCC has entered into contribution agreements with CCLB to design, validate and pilot an English high-stakes test, Milestones, and a French high-stakes test, Batterie de tests de rendement (BTR). These tests were used in 2015-2016 for one component of the program evaluation of the Language Instruction for Newcomers to Canada (LINC) and Cours de langue pour les immigrants au Canada (CLIC) programs.



## Public Holidays

Please note that our offices will be closed July 3<sup>rd</sup> for Canada Day and August 7<sup>th</sup> for the Civic Holiday.

## Jours fériés

Veillez noter que nos bureaux seront fermés le 3 juillet pour la fête du Canada et le 7 août pour le congé civique.

Please contact us at [info@language.ca](mailto:info@language.ca) in order to subscribe to our newsletter and stay up to date on all of CCLB's activities. Veillez communiquer avec nous à [info@language.ca](mailto:info@language.ca) afin de souscrire à notre bulletin et de vous informer des activités du CNCLC.



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