



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

Annual Report/ Rapport annuel 2017-2018

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.

MESSAGE FROM THE CHAIR / MESSAGE DE LA PRÉSIDENTE DU CONSEIL

As usual, the Board of Directors has dealt with an interesting range of needs and issues through the 2017-18 fiscal year.

The year was a tight one for the Centre because of continued challenges with funder timelines. However, a solid risk management plan supported the efforts of our Executive Director, François Bélisle, and his team to bring the organization through the year in a fiscally sound condition so that when some of our major funding contracts finally came through, we still had a healthy organization to make use of the resources. In addition to François, we wish to thank Patricia Benoit, Élissa Beaulieu, Kathy Hughes, Rana Ashkar, Imane Ouadi, Marie-france Duval, Marie-Élyse Gauthier, Krista Walsh-Murray, Linda Hu, Sue Su and Anne Senior for their perseverance and skill in keeping the business and projects of CCLB running effectively.

In the 2018-19 fiscal year, despite a need for continued care, we may become involved in a range of activities resulting from the new Official Languages Action Plan launched by PCH (Patrimoine canadien/ Canadian Heritage), through which the needs of francophones, including newcomers to Canada, settling in minority French communities may be more effectively met in the future. PCH's direction in official language supports, coupled with IRCC's intention of more creatively and strongly targeting employment integration needs in this year's calls for proposals, augments CCLB's national role thanks to our expertise in Occupational Language Assessment and the interface between language standards and the Essential Skills for Employment.



Comme d'habitude, le Conseil d'administration s'est penché sur une gamme intéressante de sujets tout au long de l'exercice financier 2017-2018.

L'année a été serrée pour le Centre en raison des défis persistants liés aux échéanciers des bailleurs de fonds. Cependant, un solide plan de gestion des risques a soutenu les efforts de notre directeur général, François Bélisle, et de son équipe pour que l'organisation soit saine sur le plan financier, lorsque certains de nos principaux contrats de financement ont finalement été conclus. En plus de François, nous tenons à remercier Patricia Benoit, Élissa Beaulieu, Kathy Hughes, Rana Ashkar, Imane Ouadi, Marie-france Duval, Marie-Élyse Gauthier, Krista Walsh-Murray, Linda Hu, Sue Su et Anne Senior pour leur persévérance et leur capacité de faire fonctionner efficacement les activités et les projets du CNCLC.

Au cours de l'exercice 2018-2019, nous pourrions participer à une gamme d'activités découlant du nouveau Plan d'action sur les langues officielles lancé par PCH (Patrimoine canadien / Canadian Heritage), par lequel les besoins des francophones, y compris ceux des nouveaux arrivants au Canada s'établissant dans les communautés francophones minoritaires, pourraient être comblés plus efficacement à l'avenir. L'orientation de PCH en matière de soutien des langues officielles, conjuguée à l'intention d'IRCC de cibler plus créativement les besoins en intégration de l'emploi dans les appels de propositions en 2018, accroît le rôle national du CNCLC grâce à notre expertise en évaluation linguistique et à l'interface entre les normes linguistiques et les compétences essentielles pour l'emploi.



MESSAGE FROM THE CHAIR / MESSAGE DE LA PRÉSIDENTE DU CONSEIL

New projects are beginning to emerge, with federal support, for community-based projects supporting the many young adults who arrive in Canada with little or no formal education but must, because of age, be placed in K-12 high schools. CCLB may have a role to play in building the groundwork of language descriptors and appropriate assessment tools for this important group of youth who often carry significant adult life responsibilities.

We must say farewell to Samira ElAtia whose term on the Board has finished, as well as Suzanne Bélanger-Fontaine who had to withdraw partway through her term. We will miss their service, but are pleased to welcome in their places Monique Bournot-Trites of Vancouver and Lyse St-Jacques-Ayoub of Ottawa.

We must also express appreciation to our funders who, despite all the time pressures and policy challenges under which they labour, continue to provide CCLB with the resources needed to continue our service to Canada's language learners, their instructors and their assessors. Language is indeed the key to thriving in our complex country, and we are proud to be part of the national effort to make sure the key continues to turn smoothly for the benefit of our learners and their new communities.

-Shannon M. Storey

De nouveaux projets commencent à émerger, avec le soutien du gouvernement fédéral, pour des projets communautaires soutenant les nombreux jeunes adultes qui arrivent au Canada avec peu ou pas d'éducation formelle mais doivent, en raison de leur âge, être placés dans des écoles secondaires de la maternelle à la 12e année. Le CNCLC peut avoir un rôle à jouer dans l'établissement de bases de descripteurs linguistiques et d'outils d'évaluation appropriés pour cet important groupe de jeunes qui ont souvent des responsabilités importantes de vie adulte.

Nous devons dire au revoir à Samira ElAtia dont le mandat au Conseil est terminé, ainsi qu'à Suzanne Bélanger-Fontaine qui a dû se retirer en cours de mandat. Leurs services nous manqueront, mais nous sommes heureux d'accueillir à leur place Monique Bournot-Trites de Vancouver et Lyse St-Jacques-Ayoub d'Ottawa.

Nous devons également exprimer notre gratitude à nos bailleurs de fonds qui, malgré les contraintes de temps et les défis stratégiques auxquels ils font face, continuent de fournir au CNCLC les ressources nécessaires pour continuer à servir les apprenants, leurs instructeurs et leurs évaluateurs. La langue est en effet la clé pour prospérer dans notre pays complexe, et nous sommes fiers de faire partie de l'effort national pour s'assurer que la clé continue à tourner sans heurt pour le bénéfice de nos apprenants et de leurs nouvelles communautés.

-Shannon M. Storey

MESSAGE FROM THE EXECUTIVE DIRECTOR / MESSAGE DU DIRECTEUR GÉNÉRAL

The year under review has been difficult from a financial viewpoint, mainly due to delays in obtaining funding, but successful in terms of the projects the Centre has carried out.

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, which continues to administer the CELBAN test under contract from CCLB, had another very productive year.

The Canadian Language Benchmarks (CLB)/Niveaux de compétence linguistique canadiens (NCLC) continue to make significant inroads and are becoming increasingly entrenched in the Canadian fabric. Specific benchmarks are required for particular purposes, notably to obtain Canadian citizenship or access particular types of employment. Moreover – and a most encouraging possibility – the CLB/NCLC frameworks are being considered for use by the Government of Canada in supporting programs to accelerate the acquisition of official languages among Canadians.

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 2017-2018 a été difficile sur le plan financier, particulièrement en raison de retards dans l'obtention de financement, mais elle a aussi été marquée de succès des projets que le Centre a mené à bien.

La gamme d'activités du Centre a été impressionnante. Nous continuons de cimenter notre réputation de centre national d'expertise en étalonnage linguistique, tant auprès de nos bailleurs de fonds que des utilisateurs de nos produits et services.

Le Centre CELBAN (Canadian English Language Benchmark Assessment for Nurses), à l'institut Touchstone à Toronto, continue à administrer le test CELBAN sous contrat avec le CNCLC et a connu une autre excellente année.

Les Niveaux de compétence linguistique canadiens (NCLC)/Canadian Language Benchmarks (CLB) continuent de s'implanter au niveau national. Des niveaux spécifiques sont maintenant requis pour l'atteinte de certains objectifs, notamment l'obtention de la citoyenneté ou l'accession à certains types d'emplois. De plus – et c'est un signe très encourageant – le Gouvernement du Canada considère présentement l'utilisation des cadres de référence NCLC/CLB pour appuyer ses programmes visant à accélérer l'apprentissage des langues officielles au pays.

Finalement, il y a eu quelques changements mineurs 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

Étude d'équivalence entre les Niveaux de compétence linguistique canadiens (NCLC) et le Cadre européen commun de référence pour les langues (CECR)

En 2017, le CNCLC a mis en œuvre un projet de corrélation entre les NCLC/CLB et le CECR.

Deux experts du milieu, Enrica Picardo et Brian North ont agi en tant que chefs du projet. Ils ont développé la méthodologie et dirigé l'équipe de corrélation.

Dans un premier temps, Monique Bournot-Trites et Joseph Dicks ont fait une comparaison méticuleuse des cadres de référence et ont fourni des rapports détaillés de leur travail.

Ensuite, des professionnels et professionnelles du milieu de l'enseignement des langues ont passé quatre jours à noter des copies types en expression écrite et en expression orale en utilisant les CLB, les NCLC et le CECR. Ces résultats seront analysés par les chefs du projet qui remettront leur rapport scientifique à l'automne 2018 sur les résultats de la corrélation.

Ce projet, financé par le CCLB/CNCLC et IRCC, ouvre la porte à une utilisation accrue des CLB/NCLC dans des contextes à enjeux élevés et sensibilisera et renforcera la crédibilité des cadres canadiens à l'échelle nationale et internationale.

Correlating the Canadian Language Benchmarks (CLB) and Niveaux de compétence linguistique canadiens (NCLC) with the Common European Framework of Reference (CEFR)

In 2017, CCLB/CNCLC implemented a correlation study between CLB/NCLC and CEFR.

Two experts, Enrica Picardo and Brian North acted as project leaders. They developed the methodology and led the correlation team.

Initially, Monique Bournot-Trites and Joseph Dicks made a meticulous comparison of the frameworks and provided detailed reports.

Subsequently, language-training professionals spent four days grading writing and speaking samples against the CLB, NCLC and the CEFR. The results will be analyzed by the project leaders who will submit their correlation report in late 2018.

This project, funded by CCLB/CNCLC and IRCC, opens the door to greater CLB/NCLC use in high-stakes contexts and will raise awareness and credibility of the Canadian frameworks nationally and internationally.

PROJECTS / LES PROJETS

Portfolio-Based Language Assessment (PBLA) Training and Support

With funding from Immigration, Refugees and Citizenship Canada (IRCC) and the Ontario Ministry of Citizenship & Immigration (MCI), CCLB has continued to support 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 continues to shift from supporting initial PBLA Implementation to ensuring PBLA Sustainability. All four cohorts consisting of approximately 330 PBLA Leads 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. Organizations with new language training agreements starting in April 2017 were also provided with the opportunity to establish new PBLA Leads. Approximately 2,000 to 2,500 classroom teachers/instructors across Canada are now using PBLA in their classrooms.

Approximately 50 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 Teacher/Instructors continued to work through implementation workshops with classroom instructors. Lead Teacher/Instructors continued to get support on the Lead Teacher/Instructor Forums from Regional Coaches.

The MCI self-directed course launched in the fall of 2017 and soon after new classroom instructors were trained through the “Introduction to PBLA for Classroom Instructors” self-directed course from September until March 2018. Approximately 66 classroom instructors from school boards completed

the self-directed course.

In order to support IRCC-funded PBLA Lead Teachers with the orientation to PBLA, a five-week online course, “Introduction to PBLA for new Classroom Teacher/Instructors”, was offered numerous times over the year to approximately 165 participants.

The PBLA Lead Teacher/ Instructor Prior Learning Assessment Review (PLAR) is now well established with the PLAR adjudicator team providing feedback on submission process. An online PBLA PLAR Library was created to provide support to candidates preparing for PLAR submission. To date there have been 39 submissions and 32 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 incorporated data from the pilot sessions and was introduced to all programs in Cohort One (approx. 65 organizations). The framework is based on a set of shared PBLA principles and practice standards for those working in four settings: classroom, program, monitoring authority, 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.

Drawing from the PBLA Multilevel Module Pilot activities were extended to include a suite of six modules. These ready-made multilevel modules were developed by teachers and are available for classroom use. The areas of focus and CLB levels are: Police Services: Reporting a Stolen Item, CLB 1-2; Health: Going to a Walk-In Clinic, CLB 3-4; Tourism: Sharing Travel Experiences, CLB LS 6-7, RW 5-6; Banking: Reporting a Lost, Stolen or Damaged Bank Card, CLB 1-2; Communication/Small Talk: Socializing with Friends, CLB 3-4; and Looking for Work: Finding a Job, CLB 5-6.



PROJECTS / LES PROJETS

Materials for a pilot CLB 3-4 Template Module, At the Walk-In Clinic, with teaching materials has been developed and testing will take place in late spring 2018.

Development took place on a series of professional learning sessions, which 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 professional learning sessions available on the CCLB e-learning portal site are:

- *Supporting Portfolio Review;*
- *Calibration (writing) CLB 2-4;*
- *Multilevel Assessment: The Basics;*
- *Developing Multilevel Productive Skills Tasks Part 1 and Part 2.*

Development has also been completed on the following sessions: *Exploring Skills Using Tasks, Building Portfolios and Reporting and Supporting Learner Progress* and they will be available soon.

To ensure PBLA Practice guidelines remain current and can be updated on a scheduled basis, an electronic version, Emerging Practice Guidelines, has been developed. The document can be accessed through this link: <http://pblaepg.language.ca>.

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 the incorporation of an overview or introduction to PBLA into TESL offerings.



Community Engagement

CCLB participated in a number of community engagement events this past year (see list toward the end of this report). These events hosted a number of delegates from across the country and provided a great opportunity for CCLB to connect with the community and discuss current and prospective initiatives.

PROJECTS / LES PROJETS



On January 26, 2018, Touchstone Institute submitted its 2017 Annual Report in accordance with the service agreement between CCLB (the CELBAN test owner) and Touchstone Institute (the operator of the national administration centre for CELBAN). The report covers activities during the period of January 1 to December 31, 2017. The Touchstone reports are now on a semi-annual basis.

In 2017, the number of tests administered was by far the highest ever recorded in one year: 3,046. That is a 16% increase over 2016.

The demand for CELBAN in Alberta and British Columbia remains strong and both provinces have seen increases in their numbers, year over year. Based on current registration data, registrations in BC are anticipated to decrease slightly and numbers in Alberta are anticipated to increase slightly in 2018.

With testing space made available by the Saskatoon Health Region, more seats were offered in Saskatchewan this year than in the two previous years combined.

Numbers in Manitoba remained stable compared to the previous year. A decrease in registration across the province is expected in 2018.

For the second consecutive year, Ontario saw a reduction in annual numbers. As availability has increased in the surrounding provinces, fewer IENs from across Canada are travelling to Toronto to take CELBAN. Also, it is hypothesized that the College of Nurses of Ontario's (CNO) policy on language proficiency is playing a role in the low number of Ontario residents taking the test.

The most significant increase in registration numbers was seen in Nova Scotia. LASNS opened in Halifax in December 2016 and IENs in the Atlantic region benefited from regular monthly testing throughout 2017. Test sessions ran at capacity and this is expected to continue in the near future.

Canadian Language Benchmarks Placement Assessment (CLBPA)

The recognized need for more up-to-date placement assessment tools resulted in Immigration, Refugees and Citizenship Canada (IRCC) funding The Centre for Education and Training (TCET) in collaboration with CCLB to develop the Canadian Language Benchmarks Placement Assessment (CLBPA) for

benchmarks 1-8. This placement test will be based on the revised CLB and combine the best elements of, and learnings from, the CLBA and CLBPT into one new assessment tool. CCLB is overseeing the reading and writing test development and has been working on analyzing the current tools that will inform the new assessment tool design, development and procedures as well as developing new tasks which accurately reflect criteria and descriptors from the CLB 2012 document.

L'évaluation linguistique basée sur le portfolio



La mise en œuvre de l'Évaluation linguistique basée sur le portfolio (ELBP) est subventionnée par Immigration, Réfugiés et Citoyenneté Canada et le ministère des Affaires civiques et de l'Immigration de l'Ontario. Cet outil d'évaluation mis à la disposition des instructeurs de français langue seconde qui s'appuient sur les Niveaux de compétence linguistique canadiens (NCLC) dans leur enseignement sert à harmoniser les pratiques.

Pendant l'année 2017-2018, le CNCLC a maintenu les activités liées à l'implantation de l'ELBP. Il s'agissait particulièrement du soutien continu des champions et des instructeurs FLS et CLIC dans leur mise en œuvre et leur utilisation continue des principes liés à l'ELBP.

Le CNCLC a offert des ateliers en présentiel qui portaient sur la tâche d'évaluation et les critères d'évaluation aux instructeurs dans les régions d'Ottawa, Toronto et Winnipeg. Ces ateliers pratiques ont donné aux instructeurs l'occasion d'acquérir ou d'approfondir des connaissances et de les mettre en pratique en classe afin d'obtenir la certification ELBP. Ces rencontres ont aussi permis de discuter avec les instructeurs des défis que présente l'implantation de l'ELBP et de leur expérience afin de mieux répondre à leurs besoins.

Outre les ateliers, les instructeurs ont bénéficié de soutien par les forums de discussion avec la formatrice tout au long de leur processus de certification ELBP.

La formation autoportante ELBP, qui vise à former les instructeurs dans l'application des principes de l'ELBP, est maintenant disponible sur la plateforme NCLCenligne.ca aux instructeurs CLIC et FLS.

Lignes directrices pour le Programme ontarien de formation linguistique pour adultes ne donnant pas droit à des crédits

Au cours de l'année 2017, les instructeurs de l'Ontario ont continué d'avoir accès à l'outil de planification de cours Quartz et au document théorique sur les principes directeurs qui sous-tendent la formation linguistique en Ontario.

Une mise à jour de Quartz et du document théorique est prévue pour l'année 2018 afin d'optimiser l'intégration des principes de l'Évaluation linguistique basée sur le portfolio et de bonifier l'ergonomie de la plateforme.

Ontario Curriculum Guidelines

In 2017, Ontario instructors continued to have access to the Quartz Course Planning Tool and the Keystones document that presents the principles underlying the ESL training in Ontario.

An update of Quartz and the theoretical document is planned for 2018 to optimize the integration of the principles of the Portfolio-Based Language Assessment and to improve the ergonomics of the platform.

PROJECTS / LES PROJETS

Training

In 2017-2018, the Ontario Ministry of Citizenship and Immigration (MCI) continued to fund face-to-face training for assessors in Coordinated Language Assessment and Referral System (CLARS) centres. Sites outside of those funded under MCI received training as fee-for-service. Assessor-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 and discuss samples to ensure 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, complements other CLB assessment tools for appropriate placement into ESL Literacy programs.

CLBPT assessor training, CLBPT Calibration and CLB-LPT training sessions were held in Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Ontario and Saskatchewan.

MCI also worked with CCLB to identify resource and training needs in order to better serve instructors delivering courses in MCI's Adult Non-Credit Language Training Programs and funded the adaptation and distribution of the *Can Do Statements/Je suis capable de* posters to their ESL/FSL training programs. Because of popular demand, the statements were also made available for free download through CCLB's website.

Revised Literacy Placement Tools

In 2017, IRCC funded CCLB to revise the Literacy Placement Tool (LPT) and *Outil de classement en alphabétisation (OCA)* to better align to the descriptors in the CLB: ESL for ALL/ NCLC : FLS pour AMA documents.

The tools have been renamed: *The Literacy Placement Test (LPT 2018)* and *Batterie de tests de classement pour adultes moins alphabétisés (BTC-AMA 2018)*. They combine tasks from the LPT/OCA with newly developed content to address criteria specified in the ESL for ALL and FLS pour AMA documents. The revised placement tests facilitate the ability for CLBPT and BTC assessors to effectively and efficiently identify literacy levels for Foundation/Niveau Exploratoire L up to and including CLB/NCLC 4L, ensuring the placement of ESL/FSL learners into appropriate language and other training programs. It also includes a first language screener task that has been developed and translated into 39 languages.

Materials are available and accessible upon request on testing.language.ca.

Formation

En 2017-2018 le ministère des Affaires civiques et de l'Immigration de l'Ontario (MACI) a continué de financer la formation des instructeurs et des évaluateurs des services d'évaluation linguistique et d'aiguillage. Les formations offertes aux évaluateurs sont :

- **La Batterie de tests de classement-NCLC** mesure les quatre habiletés langagières (compréhension de l'écrit, compréhension de l'oral, expression orale et expression écrite) des niveaux 1 à 8 et sert à placer les apprenants dans les cours de FLS.
- **La mise à niveau des évaluateurs de la BTC-NCLC** assure une utilisation toujours conforme aux critères d'évaluation. Les participants examinent des échantillons, discutent et s'assurent qu'ils évaluent sous la même norme.
- **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.

Trois nouveaux évaluateurs ont été certifiés à la BTC-NCLC en Ontario. Des formations de mise à niveau ont été offertes aux évaluateurs d'Ottawa, de Mississauga et de Toronto.

Le MACI a également collaboré avec le CNCLC pour identifier les besoins en ressources et en formation afin de mieux servir les instructeurs des programmes de formation linguistique ne donnant pas droit à des crédits et a financé l'adaptation et la distribution des affiches *Je suis capable de/Can Do Statements* aux programmes de formation FLS/ESL. Suite à la demande populaire, les affiches sont également disponibles pour téléchargement gratuit sur le site Web du CNCLC.

Révision des outils de classement en alphabétisation

En 2017, Immigration, Réfugiés et Citoyenneté Canada a financé le CNCLC afin de réviser l'Outil de classement en alphabétisation (OCA) et le Literacy Placement Tool (LPT) pour les aligner aux nouveaux documents, *Niveaux de compétence linguistique canadiens : français langue seconde pour adultes moins alphabétisés (NCLC : FLS pour AMA)* et *Canadian Language Benchmarks: English as a Second Language for Adult Literacy Learners (CLB : ESL for ALL)*.

Les outils ont été renommés : *Literacy Placement Test (LPT 2018)* et *Batterie de tests de classement pour adultes moins alphabétisés (BTC-AMA 2018)*. Ils ont été construits à partir des tâches du LPT et de l'OCA auxquelles on a ajouté de nouvelles tâches pour répondre aux critères spécifiés dans les documents *CLB: ESL for ALL* et le *NCLC : FLS pour AMA*. Les tests de classement révisés permettront aux évaluateurs de la BTC-NCLC et du CLBPT de placer de façon efficace les apprenants ayant des besoins en alphabétisation dans le cours approprié, soit du niveau Exploratoire L/ Foundation L jusqu'au NCLC/CLB 4 L. Si un apprenant est placé dans un cours d'alphabétisation, c'est qu'il n'est pas alphabétisé dans sa langue maternelle. Afin d'aider les évaluateurs à identifier ces apprenants, une tâche de dépistage a été développée et traduite en 39 langues.

Les documents sont disponibles et accessibles sur demande sur la plateforme testing.language.ca.

Remote Assessment

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

- ⇒ It is an alternative to itinerant assessment in more remote communities without an assessment centre or without a French assessor.
- ⇒ It is delivered using an online platform to assess how well a client can speak, listen, read and write in English or French.
- ⇒ It is a cost effective. Clients from many sites can be assessed in one day and do not need to rely on itinerant assessors to travel to specific sites to do assessments.
- ⇒ It can provide shorter wait times for clients in remote communities allowing them to be placed in a federally or provincially funded language program more quickly than if they had to wait for an itinerant assessment.
- ⇒ It is administered by a certified CLBPT/BTC language assessor with the assistance of a trained proctor who launches the test at a designated proctor site.

In 2017-2018, CCLB continued to oversee the implementation of remote assessment and increased its CLBPT remote sites from four to twelve and its BTC-NCLC en ligne sites from two to four.

The Ontario Ministry of Citizenship and Immigration (MCI) funded the YMCA in Ottawa to become a CLBPT remote site and the YMCA Toronto and TCET to become BTC remote sites, while Immigration, Refugees and Citizenship Canada (IRCC) identified sites nationally for set up. Currently, remote assessment sites are set up in Alberta, British Columbia, Manitoba, Ontario, Nova Scotia, New Brunswick and Newfoundland.

CCLB developed online self-directed trainings on BTC-NCLC Remote for assessors and proctors through MCI funding. The online trainings are available and accessible upon request on testing.language.ca.

Remote assessment has resulted in approximately 1,000 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 had to wait for an itinerant assessment.

Revision of the Comparative Framework

Funded by Employment and Social Development Canada (ESDC), NorQuest College has a project titled *Improving Newcomer Workplace Readiness: Essential Skills Embedded in the National Language Instruction for Newcomers to Canada (LINC) Program*. The purpose of this project is to integrate essential skills, entry-level certifications, and facilitated work placements into programming for newcomers to better prepare them to enter the workforce and retain employment.

As part of this project, CCLB is overseeing a revision to the *Relating CLB to Essential Skills: A Comparative Framework (CF)* which was produced in 2005 to bring together the communicative abilities described in the Essential Skills (ES) and the Canadian Language Benchmarks (CLB). The CF was designed from the perspective of Essential Skills, with a focus on illustrating how CLB levels lined up with ES tasks and descriptors.



Because instructors working with learners at CLB Stage I were interested in finding ways to incorporate Essential Skills principles into their classroom activities, a second resource was later developed for their use. This foundational framework was introduced as the *Essential Skills Primer: CLB Stage I*, and it included suggestions for activities that could help lower-level learners work toward developing the skills, strategies and abilities to eventually accomplish ES tasks.

The Comparative Framework Revision Project provides an opportunity to bring descriptors in line with the CLB 2012 wording, combine the CF and ES Primer into one document to enhance overall usability and make these resources more appealing and relevant to the field.

The main objectives of the revision are to:

- Update resource content to reflect CLB 2012
- Create one integrated resource by combining the CF and ES Primer into one framework
- Address the entire continuum from CLB 1 to 12 for all four language skills
- Enhance usability and accessibility of contents for practitioners

As of March 31, 2018, the project team has been established and reviews of the CF and ES Primer, recent ES-CLB work and data from a national ES survey has been completed. In addition, a consultation session held at the Language Training Learning Event (LTLE) in Edmonton, AB in February allowed the opportunity to further discuss with practitioners their experiences using the Comparative Framework and/or the Primer and explore recommendations for the revision. With the data analysis complete, the project team is now taking its findings and moving into the conceptualization phase for the new document.

COLLABORATORS / COLLABORATEURS

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

- Algonquin College
- Affiliation of Multicultural Societies and Service Agencies of BC (AMSSA)
- 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 catholiques 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
- 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
- NorQuest College
- Ottawa Carleton District School Board
- Ottawa Catholic School Board
- Ottawa Local Immigration Partnership
- S. U. C. C. E. S. S.
- Synergiq Solutions
- The Centre for Skills Development & Training
- Toronto Catholic District School Board
- Toronto District School Board
- Touchstone Institute
- TVLT New Media Language Training Inc.
- Université de Saint-Boniface
- Vancouver Community College
- Western ESL Services
- YMCA of Greater Toronto

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
- Embedding Essential Skills in LINC (EESL) Project Advisory Group
- 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

CCLB Conference/Presentations/Exhibits / Conférences/présentations CNCLC

- TESL Canada conference, *Celebrating Canada's 150th*, held in Niagara Falls, ON June 8-10
- Language Assessor Learning Event (LALE) conference held in Winnipeg, MB on October 2 and 3
- Canadian Network of Agencies for Regulation (CNAR) conference held in Halifax, NS on October 3 and 4
- ATESL 2017 conference, *Expanding Possibilities: Diversity and Innovation* held in Calgary, AB on October 20 and 21
- TESL ON conference, *Celebrating Success* held in Toronto, ON on November 2 and 3
- Touchstone Institute symposium held in Toronto, ON on January 22
- Ottawa Local Immigrant Partnership (OLIP) held in Ottawa, ON on January 30
- TESL Ottawa Winter PD Conference held in Ottawa, ON on February 3
- Ottawa Community Partnerships Meeting, employment sector table held in Ottawa, ON on February 27
- Language Training Learning Event (LTLE) held in Edmonton, AB on February 21 and 22
- 12th Journée de réflexion sur l'immigration francophone held in Calgary, AB on March 21
- Metropolis Canada held in Calgary, AB in March 2018
- Language Sector Meeting of the Local Immigrant Partnership held in Ottawa, ON on March 26
- Representation on Newcomer Language Advisory Body (NLAB)
- Symposium sur l'hybride en enseignement et apprentissage des langues, 13 juin, Université d'Ottawa

ACKNOWLEDGEMENTS / REMERCIEMENTS

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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 et de l'Immigration

Alberta Government

Jobs, Skills, Training and Labour

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Gestionnaire de projet / Project Manager

IMANE OUADI

Project Manager / Gestionnaire de projet

SUE SU

Bookkeeper / Commis comptable

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, 2018 - POUR L'EXERCICE CLOS LE 31 MARS 2018

	<u>2018</u>	<u>2017</u>	
Revenue			Revenus
Immigration, Refugees and Citizenship Canada (IRCC)	\$ 1,191,154	\$ 1,219,790	Immigration, réfugiés et citoyenneté Canada (IRCC)
Government of Ontario	605,444	894,738	Gouvernement de l'Ontario
Resource and Training Unit	312,970	374,830	Service des ressources et de la formation
Oversight revenue	56,679	99,989	Recettes de supervision
Interest	4,271	4,297	Intérêts
Amortization of deferred contributions related to capital assets	1,790	6,076	Amortissement des apports reportés liés aux immobilisations
Government of Alberta	-	42,880	Gouvernement de l'Alberta
	<u>2,172,308</u>	<u>2,642,600</u>	
Expenses			Dépenses
Contract services	904,993	1,233,290	Services contractuels
Personnel (schedule)	660,983	707,835	Personnel (annexe)
Resource and Training Unit - note 9	540,790	462,325	Service des ressources et de la formation - note 9
Office (schedule)	179,512	172,386	Bureau (annexe)
Staff and contractors' travel costs and associated fees	31,788	26,621	Frais de déplacement du personnel et des contracteurs et frais associés
Professional fees	12,120	14,181	Frais professionnels
Board	1,017	936	Conseil d'administration
Amortization of tangible capital assets	2,880	6,558	Amortissement des immobilisations corporelles
Conference and memberships (schedule)	3,305	1,709	Conférences et frais de membres (annexe)
	<u>2,337,388</u>	<u>2,625,841</u>	
Net revenue (expense)	(165,080)	16,759	Revenus nets (dépenses nettes)
Net assets at beginning of year	<u>960,673</u>	<u>943,914</u>	Actif net au début de l'exercice
Net assets at end of year	<u>\$ 795,593</u>	<u>\$ 960,673</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, 2018 - 31 MARS 2018

<u>ASSETS</u>	<u>2018</u>	<u>2017</u>	<u>ACTIF</u>
CURRENT ASSETS			ACTIF À COURT TERME
Cash	\$ 649,846	\$ 1,396,342	Encaisse
Contributions receivable	693,553	613,594	Contributions à recevoir
Other receivables	85,885	122,341	Autres débiteurs
Inventory	27,620	14,467	Stocks
Prepaid expenses	20,742	18,732	Dépenses payées d'avance
HST/GST recoverable	<u>33,203</u>	<u>26,814</u>	TVH/TPS à récupérer
	<u>1,510,849</u>	<u>2,192,290</u>	
TANGIBLE CAPITAL ASSETS			IMMOBILISATIONS CORPORELLES
Computer equipment	51,128	49,816	Matériel informatique
Office equipment	<u>7,982</u>	<u>7,981</u>	Matériel de bureau
	59,110	57,797	
Less accumulated amortization	<u>(55,715)</u>	<u>(50,703)</u>	Moins amortissement cumulé
	<u>3,395</u>	<u>7,094</u>	
INTANGIBLE ASSET			ACTIF INCORPOREL
Intellectual property	70,000	70,000	Propriété intellectuelle
Less accumulated amortization	<u>(56,000)</u>	<u>(42,000)</u>	Moins amortissement cumulé
	<u>14,000</u>	<u>28,000</u>	
	<u>\$ 1,528,244</u>	<u>\$ 2,227,384</u>	
<u>LIABILITIES AND NET ASSETS</u>			<u>PASSIF ET ACTIF NET</u>
CURRENT LIABILITIES			PASSIF À COURT TERME
Accounts payable and accrued liabilities	\$ 568,706	\$ 495,533	Créditeurs et frais courus
Repayable to funder	18,296	-	Remboursable au bailleur de fonds
Deferred contributions - note 4	<u>145,649</u>	<u>769,389</u>	Contributions reportées - note 4
	732,651	1,264,922	
DEFERRED CONTRIBUTIONS RELATED TO TANGIBLE CAPITAL ASSETS - note 5	<u>-</u>	<u>1,789</u>	APPORTS REPORTÉS LIÉS AUX IMMOBILISATIONS CORPORELLES - note 5
	<u>732,651</u>	<u>1,266,711</u>	
NET ASSETS			ACTIF NET
Unrestricted	<u>795,593</u>	<u>960,673</u>	Non affecté
	<u>\$ 1,528,244</u>	<u>\$ 2,227,384</u>	

Language
is the key.



*La langue,
c'est la clé.*

www.language.ca

Centre for Canadian Language Benchmarks

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