



Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens



ANNUAL REPORT/RAPPORT ANNUEL | 2002 – 2003

*Language  
is the key*

*La langue  
c'est la clef*

## The Centre for Canadian Language Benchmarks (CCLB)

is a not-for-profit organization driven primarily by its desire to develop, promote, and maintain excellent language proficiency standards and support research to those ends. Its clients include government agencies, service providers, educational organizations and institutions that serve second language learners, labour unions and private sector employers. Its directors include language training specialists and researchers, representatives of language training and assessment service providers and government.

## Our Mandate

To develop, promote and conduct research in support of the Canadian Language Benchmarks (CLB) and the *Standards linguistiques canadiens* (SLC), and to encourage the alignment of curriculum and program structure with the Canadian Language Benchmarks (CLB) and the *Standards linguistiques canadiens*.

## Our Standard Goal

Our goal is to promote excellence in the teaching and learning of English and French by adults across Canada by establishing and supporting language proficiency standards that affect program delivery and policy development in the areas of education, labour market access and immigrant integration across the country.

### Objectives

- > To develop and promote the Canadian Language Benchmarks and the *Standards linguistiques canadiens*
- > To establish a certification system for CCLB recognized tests, assessors and testers, CLB and SLC experts and materials
- > To establish and maintain standards to govern a comprehensive national CLB and SLC assessment system
- > To promote the alignment of existing second language curricula, assessment tools and program structures with the CLB and SLC
- > To promote the development of new curricula, assessment tools, tests and program structures that align with the CLB and SLC
- > To conduct, apply and promote research in support of the above objectives.

## Organizational Development Goal

To develop efficient, effective, inclusive organizational structures, supports and process to carry out the CCLB mandate.

### Objectives:

- 1 To establish clear and appropriate roles and responsibilities for Executive Council, Board of Directors and CCLB staff.
- 2 To develop and implement clear measures of accountability and performance of Executive Council, Board of Directors and CCLB staff.
- 3 To operate the CCLB in a fiscally viable manner.
- 4 To establish clear lines of communication between stakeholders, CCLB staff, Executive Council and Board of Directors.
- 5 To represent stakeholders.
- 6 To provide services and products in a timely manner.
- 7 To review mandate, goals, objectives and bylaws, and undertake strategic planning on an ongoing basis.
- 8 To engage in forward planning on a continuing basis.

## Le Centre des niveaux de compétence linguistique canadiens (CNCLC)

est un organisme pancanadien, sans but lucratif, dont l'objectif principal est d'établir un cadre de références pour les intervenants oeuvrant auprès des apprenants adultes inscrits en anglais ou en français langue seconde. Les intervenants qui desservent ces derniers sont : des formateurs/enseignants, des concepteurs de matériel didactique, des administrateurs de programmes de formation et des évaluateurs de tests langagiers.

## Notre mandat

Élaborer, promouvoir et mener de la recherche afin de renforcer les Standards linguistiques canadiens (SLC) et les *Canadian Language Benchmarks* (CLB) ainsi qu'encourager la conformité des programmes de formation linguistique par rapport à ceux-ci.

## Notre but

Notre but est de promouvoir l'excellence dans l'enseignement et l'apprentissage de l'anglais et du français au profit des apprenants adultes à travers le Canada. Cette démarche vise l'adoption et le renforcement des normes de compétences linguistiques qui touchent l'élaboration des politiques et des programmes dispensés dans le domaine de l'éducation, de l'accessibilité au marché du travail et de l'intégration des immigrants dans l'ensemble du Canada.

### Nos objectifs :

- > Élaborer et promouvoir les Standards linguistiques canadiens et les *Canadian Language Benchmarks*
- > Établir un système de certification normalisé SLC et CLB pour les outils d'évaluation reconnus, les évaluateurs, les experts en SLC et CLB ainsi que le matériel didactique utilisé
- > Mettre au point et maintenir un système national complet et détaillé de normes d'évaluation, fondé sur les SLC et CLB
- > Promouvoir la conformité avec les SLC et CLB des outils d'évaluation, des structures pédagogiques et des programmes de formation en langue seconde existants
- > Promouvoir la création de nouveaux programmes, outils d'évaluation, tests et structures pédagogiques qui soient en conformité avec les SLC et CLB
- > Mener, promouvoir et/ou exécuter de la recherche afin d'appuyer les objectifs énumérés ci-dessus.

## Notre but organisationnel

Concevoir des structures organisationnelles inclusives et efficaces, des appuis et des processus afin de faciliter la réalisation du mandat du CNCLC.

### Objectifs :

- 1 Définir clairement les rôles et les responsabilités des membres du Comité exécutif, du Conseil d'administration et du personnel du CNCLC.
- 2 Établir et mettre en œuvre des mesures d'imputabilité et de rendement pour le Comité exécutif, le Conseil d'administration et le personnel du CNCLC.
- 3 Administrer les opérations du CNCLC afin d'en assurer sa viabilité.
- 4 Établir des lignes de communications solides et efficaces entre les intervenants du CNCLC – les membres du personnel et les membres du Comité exécutif et Conseil d'administration du Centre.
- 5 Assurer la représentation des intervenants de la communauté en langue seconde.
- 6 Offrir les services et produits selon les délais prévus.
- 7 Revoir le mandat, les buts, les objectifs et les règlements du CNCLC et entreprendre une planification stratégique sur une base continue.
- 8 Instaurer un processus de planification continue.



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## Report From the Chair

Looking back over the past year, my second year as chair, I feel that the Canadian Language Benchmarks and the Centre have caught fire and are sweeping the nation! The Canadian Language Benchmarks have become institutionalized and well rooted with most stakeholders dealing with immigrant settlement. Encouraged by this, we committed ourselves this year to focusing on stakeholders such as: employers, regulatory bodies, post secondary institutions as well as undertaking language related projects that assist the immigrant in entering the workforce (e.g. the new Canadian English Benchmark Assessment for Nurses).

With the arrival of the *Standards linguistiques canadiens 2002* (SLC 2002), the CCLB has undertaken the first steps towards becoming a bilingual organization serving our community in both official languages. Next year will be an exciting and fulfilling one as the SLC project is launched and enters the implementation stage.

Again, I would like to extend the Board's thanks to Pauline and her staff for taking the Benchmarks and moving the Centre's work forward towards fulfilling our operational three-year plan that was put in place during 2001-2002. The staff's diligence, enthusiasm and continued extraordinary efforts are greatly appreciated by the Board.

This year the Board undertook to review the by-laws and as well, a new process for appointing the assessment representative to the board was established and will be implemented at the annual meeting in June 2003. Throughout this report you will find descriptions of the work around the CLB that is taking place in various regions across Canada as well as at the Centre.

I would like to thank all the members of the Board and their supporting organizations for their continued commitment and involvement in the *Centre for Canadian Language Benchmarks*. This year there have been numerous changes in the representatives on the Board of Directors. I'm sure that the knowledge and experience of these new incumbents will be a great enhancement to this very active Board in the coming year.

I have greatly enjoyed my two years as chair of this Board. I appreciated the opportunity for personal growth and learnings that this opportunity has afforded me. The CCLB is a vibrant organization with representation on its Board from federal and provincial governments, the ESL field as well as immigrant serving agencies. I have particularly enjoyed the opportunity of working with so many individuals so passionate about our Canadian Language Benchmarks.

*Peggy Frederikse*  
Chair

## Rapport de la présidente

En jetant un regard sur l'année qui vient de s'écouler, soit la deuxième de ma présidence, il me semble que les Standards linguistiques canadiens et le Centre se sont enflammés et rasant tout le pays! Les Standards linguistiques canadiens sont devenus une institution et sont maintenant bien ancrés auprès des intervenants qui s'occupent de l'établissement des immigrants. Encouragés par ce succès, nous avons décidé cette année de cibler les autres intervenants tels que les employeurs, les organismes de contrôle, les institutions postsecondaires en plus d'entreprendre d'autres projets liés aux langues pour aider les immigrants à intégrer le marché du travail (p. ex. l'outil d'évaluation des compétences linguistiques pour les infirmières).

Maintenant que les Standards linguistiques canadiens 2002 (SLC 2002) sont disponibles, le CNCLC a entrepris les étapes initiales pour devenir un organisme bilingue apte à desservir la communauté dans les deux langues officielles. L'année prochaine promet d'être excitante et enrichissante avec le lancement et l'étape de mise en oeuvre du projet sur les SLC.

Encore une fois, au nom du Conseil d'administration, j'aimerais remercier Pauline et son personnel dont le travail sur les niveaux de compétence permet au Centre de remplir les objectifs établis dans notre plan opérationnel triennal mis en place en 2001-2002. Le personnel fait preuve de diligence et d'enthousiasme et ses efforts continus extraordinaires sont grandement appréciés.

Cette année, le Conseil a entrepris la révision de ses règlements administratifs et d'un nouveau processus de désignation d'une représentante ou d'un représentant des évaluations au Conseil. Ceci sera mis en oeuvre à l'assemblée annuelle en juin 2003. En fait, vous trouverez tissées dans ce rapport, les descriptions du travail sur les SLC accompli dans différentes régions du Canada ainsi qu'au Centre.

J'aimerais remercier tous les membres du Conseil et leurs organismes de soutien de leur engagement et de leur participation continue au Centre des niveaux de compétence linguistique canadiens. Il y eut cette année beaucoup de changements dans la représentation au Conseil d'administration. Je suis assurée que les connaissances et l'expérience de ces nouveaux membres viendront ajouter à la grande expertise de notre dynamique Conseil au cours de la prochaine année.

J'ai grandement apprécié mes deux années comme présidente du Conseil. J'ai spécialement pu profiter de l'occasion de croissance personnelle et d'apprentissage dans le cadre de mon mandat. Le CNCLC est un organisme vivant dont le Conseil inclut la représentation des gouvernements fédéral et provinciaux, des intervenants du secteur de l'apprentissage des langues secondes et des organismes desservant les nouveaux arrivants. Mais surtout, j'ai bien aimé travailler avec des gens si passionnés par les niveaux de compétence linguistique canadiens.

*Peggy Frederikse*  
Présidente





## Report From the Executive Director

2002-2003 was a “benchmark” year, pardon the pun, for both the Centre for Canadian Language Benchmarks and the Canadian Language Benchmarks.

- > Committed to promoting excellence in the teaching and learning of English and French by adults across Canada, it was very satisfying to see the final translation of the *Standards linguistiques canadiens 2002 (SLC 2002)* completed, opening the way to preparations for its publication and launch in the coming year. The *SLC 2002* was produced and published by the Government of Canada. With funding from Citizenship and Immigration Canada, the CCLB will play a leadership role in the development and support of this national standard, now available in both official languages.
- > In light of the fact that “Immigration currently accounts for more than 70 percent of net growth in the labour force” and that by 2011 “immigrants are expected to account for all net labour force growth”<sup>1</sup>, it is significant to be able to report that considerable strategic planning carried out this past year as part of the Outreach to Employer’s project funded by the Government of Ontario, resulted in partnership development and exciting new project opportunities for 2003-2004. The outcomes of these projects will help to improve the employment possibilities of immigrants to Canada.
- > As the national standard setting organization for the Canadian Language Benchmarks and the *Standards linguistiques canadiens*, committed to establishing and maintaining standards to govern a comprehensive, national assessment system, a notable accomplishment this year was the successful national implementation of the new streamlined Canadian Language Benchmarks Placement Test (CLBPT). Assessors at over 70 national assessment centres were trained and licensed in the use of the CLBPT. In order to provide ongoing and ready support to these assessors and to promote consistent administration of the CLBPT, a new on-line Assessors Bulletin Board was created. This tool enables equitable and ready access to expert assessment advice and the opportunity to discuss issues and concerns, as well as to share tips and suggestions. National implementation of the federally funded LINC program was provided by Citizenship and Immigration Canada. The Governments of Alberta, British Columbia and Manitoba also provided funding to support the implementation within their respective provinces.

These are just a few of the accomplishments of 2002-2003, highlighted here because they signify the considerable progress being made in the establishment of the CLB and SLC as the national standard, and the ongoing commitment of the CCLB to maintaining and promoting excellent language proficiency standards in support of newcomers to Canada.

Pauline McNaughton  
Executive Director

<sup>1</sup> Knowledge Matters report, 2002 by Human Resources Development Canada

## Rapport de la directrice générale

L’année 2002-2003 fut une année marquante à la fois pour le Centre des niveaux de compétence linguistique canadiens et pour les *Canadian Language Benchmarks*.

- > Étant engagé à la promotion de l’excellence dans l’enseignement et l’apprentissage du français et de l’anglais chez les adultes pour l’ensemble du Canada, ce fut un plaisir de recevoir la traduction finale des *Standards linguistiques canadiens*, ouvrant maintenant la voie aux préparatifs de publication et de lancement du document cette année. Les *SLC 2002* ont été produits et publiés par le gouvernement du Canada. Grâce au soutien financier de Citoyenneté et Immigration Canada, le CNCLC jouera un rôle prépondérant dans l’établissement et le soutien de ces normes nationales maintenant disponibles dans les deux langues officielles.
- > Puisque présentement, « plus de 70 p. cent de la croissance nette de la main d’oeuvre est attribuable à l’immigration » et que d’ici 2011, « la croissance nette de la main d’oeuvre sera entièrement attribuable à l’immigration »<sup>1</sup>, il est important de signaler que la planification stratégique considérable effectuée l’année dernière dans le cadre du projet de sensibilisation des employeurs, financé par le gouvernement de l’Ontario, a donné suite à la création de partenariats et de nouvelles possibilités de projets passionnants en 2003-2004. Les résultats de ces projets permettront d’améliorer les possibilités d’emploi des immigrants au Canada.
- > À titre d’organisation responsable d’établir les normes nationales des *Standards linguistiques canadiens* et des *Canadian Language Benchmarks*, nous sommes voués à l’établissement et au maintien de normes afin d’administrer un système national d’évaluation exhaustif. De plus, la mise en oeuvre du *Canadian Language Benchmarks Placement Test* fut une réalisation remarquable cette année. Des évaluateurs dans plus de 70 centres nationaux d’évaluation ont été formés et ont obtenu leur certification pour administrer le test de classement. Afin d’assurer un soutien continu et rapide à ces évaluateurs et pour favoriser l’uniformité dans l’administration du test, un nouveau bulletin électronique à l’intention des évaluateurs a été produit. Cet outil permet un accès rapide et équitable à une expertise en matière d’évaluation et permet de discuter de problèmes et de préoccupations ainsi qu’échanger des conseils et des suggestions. Citoyenneté et Immigration Canada fut responsable de la mise en oeuvre à l’échelle nationale du programme LINC financé par le gouvernement fédéral. Les gouvernements de l’Alberta, de la Colombie-Britannique et du Manitoba en ont aussi soutenu financièrement la mise en oeuvre dans leurs provinces respectives.

Ce ne sont que quelques-uns des accomplissements de 2002-2003 signalés ici en guise d’indication du progrès considérable accompli dans l’établissement des SLC et CLB comme normes nationales et comme preuve de l’engagement continu du CNCLC au maintien et à la promotion de l’excellence des normes de compétence linguistique auprès des immigrants au Canada.

Pauline McNaughton  
Directrice générale

<sup>1</sup> Le Savoir, clé de notre avenir, 2002 par Développement des ressources humaines Canada



## Alberta Report

### ESL-LAPS Supplementary Materials for CLB 1, 4, 5, 6, 7, 8

In response to agencies that have asked for Literacy and Parenting Skills (LAPS) materials for lower level and advanced ESL students, the LAPS team has created six new levels of LAPS which correspond to the Canadian Language Benchmarks. These new supplements should be used in conjunction with the LAPS-ESL manual. Since the original LAPS-ESL manual coincides with CLB levels 2 and 3, the new products allow facilitators working with ESL students to select a supplementary manual that suits the level that they are teaching. Activities and handouts are modified to conform to the criteria for each benchmark level.

Topics include: family, listening, passing on our values, schools and our children, building self-esteem in our children, talking to our children, discipline, families as teams, let's talk about food, and is my home safe for my children?

Currently CLB 1 in particular has been used widely in organizations that attract many new Canadian parents with limited English language skills. The program's success is a result of its focus on parenting topics that are of high interest to parents and its emphasis on supporting their children's language and literacy development. Through the competency-based process, participants also

gain the appropriate language and literacy skills designated for each benchmark level.

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### ESL Resource Package for Alberta Communities

Bow Valley College in Calgary and NorQuest College in Edmonton partnered with Alberta Community Adult Learning Councils to meet the need for ESL programming in Alberta communities outside of the largest urban centres. The goal of the project was to develop a viable model for rural ESL program delivery by:

- > developing a comprehensive resource package,
- > providing support from institutions with well developed ESL expertise,
- > establishing an ongoing relationship between community based programs and the colleges,
- > creating sustainability in the community by supporting local ownership and control.



The program's success is a result of its focus on parenting topics that are of high interest to parents and its emphasis on supporting their children's language and literacy development.

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The resource package uses a framework based on the CLB (Levels 1-8). It includes learner profiles, competencies, suggested themes, activities and resources for each CLB level.

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### Extending the ESL Learning Environment

Fifteen online ESL courses have been developed by Chinook College in the areas of writing, reading, grammar and business English for learners at Canadian Language Benchmarks reading levels 5-II.

These courses are made available over the Internet and are taught by qualified ESL instructors. The objective of this project was to evaluate the most effective way to deliver these courses. Factors affecting learner success have been analyzed including entry-level computer and language skills, learner motivation, course content as well as the roles of instructors and local facilitators. Potential barriers to participation and success have also been identified.

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### CLBA for Academic Admissions

The Southern Alberta Institute for Technology (SAIT) is actively using the Canadian Language Benchmarks Assessment Tool (CLBA) for admitting a broad range of second language learners to diploma and degree programs. Although academic admissions is not an intended purpose for the CLBA, its descriptive profiles and proficiency based level system have shown it to be a successful vehicle for ensuring adequate language preparation allowing for successful career program participation and achievement. The CLBA tool has also been successful for increasing awareness and communication about language proficiency across the campus and in the community.

This implementation has not been without issues, however. Among the issues identified are the following:

- > Test security
- > Frequency of retesting – time allowed between retests
- > Student appeals of CLB scores
- > Interpretation of writing benchmarks within an academic framework

- > Setting equivalencies for high school English completion
- > Dealing with large skill gaps – e.g. high literacy/low listening and speaking or vice versa
- > Listening/speaking requirements for specific technical areas (i.e. health careers)

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### Using the Canadian Language Benchmarks Assessment for Placement and Admission to Postsecondary Education – research study and pilot project.

This project will establish the Canadian Language Benchmarks Assessment (CLBA), or possibly the Canadian Language Benchmarks Placement Test (CLBPT), as the language proficiency standard assessment instrument for learner exit outcomes from the NorQuest College ESL Intensive Program and for admission to NorQuest College's Health Careers Programs.

We have conducted the CLBPT among a representative sample of the English as a Second Language learner population in the September and November 2002 and February 2003 intakes of the Health Care Aide program at NorQuest College; analyzed Health Care Aide instructional materials and texts as well as speaking and listening tasks required in the classroom, lab and on clinical placement experiences; and established CLB levels required for success in the Health Care Aid program. We also conducted the CLBPT on students in the February 2003 cohort who completed the ESL Intensive program (approximately 30 learners) and are now analyzing data to establish whether ESL Intensive program graduates have sufficient language competency in the four skill areas (listening, speaking, reading and writing) to be successful in Health Career programs.

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## Stepping Stones to English

The main goal of this project was to provide an alternative learning option for learners who would not or have not been successful in a traditional ESL program.

Our objective was to introduce a bilingual ESL model into this alternative ESL option. In phase one of this project we worked with the Chinese community to provide this alternative bilingual ESL model to learners. Each ESL facilitator worked alongside a bilingual facilitator. The ESL facilitator took the lead with the activities. The bilingual facilitator intervened when learners couldn't understand a word or an explanation that was abstract or needed conceptual understanding.

We used a variety of teaching strategies and a minimal number of commercial texts. Most of the initial teaching strategies were developed around student generated language experience stories and original teacher developed material.

### *The role of the CLB:*

The majority of our students were tested to assess their starting benchmark levels using the CLBPT. End of session assessments based on the tasks and skill areas focused on during each 6-week session were developed for each class.

Becoming familiar with the CLB enabled us to assess and establish the starting points of our students as well as the range within which our students could work. The CLBs assisted us in determining which tasks and strands were realistic to teach within a six week session.

### Contacts:

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## Formative Assessment Resource Kit

The goal of this project is to support ESL teachers in developing effective classroom-based assessment strategies based on the Canadian Language Benchmarks. The project will result in a resource kit of formative assessment tools and strategies. It will include:

- > Scenarios showing how teachers incorporate formative assessment into their lesson planning.
- > Assessment strategies for specific skill areas.



- > Sample evaluation tools
- > Reporting formats
- > Learner samples (speaking and writing) across benchmark levels
- > Evaluation of learner samples.

Once completed the resource kit will be available for purchase through the CCLB.

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## Benchmarking Adult Rates of Second Language Acquisition & Integration: How long and how fast?

English language proficiency is often heralded as the key to successful integration into the Canadian social structure and work force. This research report presents the findings from the first year of a two-year study to examine the role of English and its acquisition in the integration of recently arrived adult immigrants. The two central questions addressed within the two-year study are:

- 1 At what rate do adult immigrants acquire English language proficiency?
- 2 What role does English language proficiency play in adult immigrants' perceptions of their integration?

The answers to these questions are complex, since immigrants arrive with different initial levels of English proficiency and different occupational goals.

The first year of this two-year study has concentrated on the first of the two questions, and in particular, on the rates



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of English language acquisition for recently arrived adult immigrants enrolled in language instruction programs. This report focuses on the following:

- > The initial levels of proficiency among the participants
- > The rate of progress from level to level
- > The amount of language instruction required in the development of each level of English language proficiency
- > The differences in progress rates that are inherent for different learner profiles

**Contact:**

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## Summative Assessment Manual (SAM) - Stage I

Work is well underway on SAM, a summative assessment manual for the use of ESL teachers, which contains a set of assessment tasks to assess ESL students on the achievement of selected CLB standards in speaking, listening, reading and writing at the conclusion of a language session.

Assessment tasks at each CLB level include *formal tasks* (standardized, with no prior specific student preparation and with specific administrative conditions) and *informal tasks* (in-class observation tasks with prior student preparation as well as portfolio tasks that students complete on their own out of class). The teacher chooses a formal or informal assessment strategy, depending on certain characteristics of the program and / or the learners, as described in *SAM Part I: Planning the Summative Assessment*. The inclusion of the informal assessment tasks in SAM makes it a flexible and adaptable assessment system that can be used by both very formal and structured main stream ESL programs as well as by the less structured, more community-oriented programs.

The material will be piloted in sites across the country. The results of the pilots and the validation studies will be available in October and will inform any necessary changes to improve the SAM material, before the publication is available for the teachers early in 2004.

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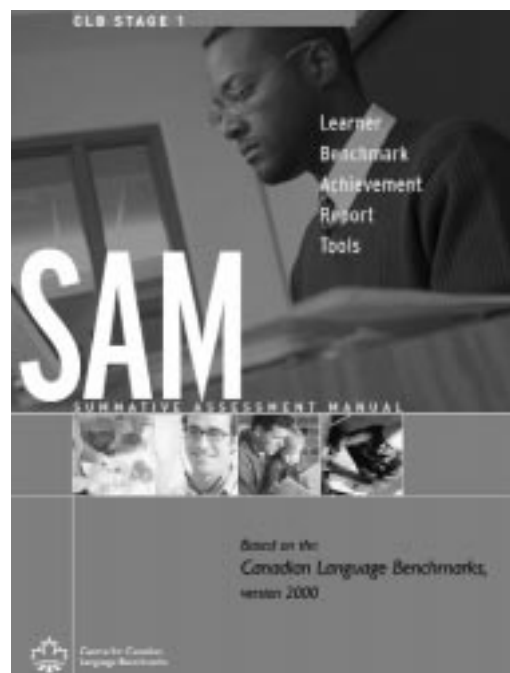
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## Support for the Canadian Language Benchmarks

The Government of Alberta, through Alberta Learning, provided funding for operations and research initiatives of the Centre for Canadian Language Benchmarks throughout 2002-2003. As well, Alberta Learning, in cooperation with Citizenship and Immigration Canada – Alberta Region, co-funds the provision of language assessment and referral services in Edmonton and Calgary, Alberta. This includes the application of the Canadian Language Benchmarks Assessment and the Canadian Language Benchmarks Placement Test with immigrants.

Centre for Canadian Language Benchmarks – Board of Directors Representation from Alberta – Tara Holmes representing the Alberta Teachers of English as a Second Language (ATESL) served on the Board. Krystyna Biel of the Immigrant Language and Vocational Assessment-Referral Centre (a service of Calgary Immigrant Aid Society), served on the Board of Directors for part of 2002-2003, and Carolyn Dieleman, representing the Alberta Government, was a Director and served on the Executive Council.

Work is well underway on SAM, a summative assessment manual for the use of ESL teachers



## British Columbia Report

The Canadian Language Benchmarks are now the commonly accepted and most frequently referenced descriptors of English language ability in the Province of British Columbia. They are taught in all TESL training programs in the province. The perception (to be confirmed by surveys under development in 2003-2004 by the Centre for Canadian Language Benchmarks) is that all but a few ESL teachers in the province have some knowledge of the CLB and that several hundred use them to describe the English language ability of their learners. Parties with an interest in promoting immigrant access to educational programming and to the labour market, in significant numbers, are gaining exposure to the CLB. In 2002-2003, for the first time, efforts were made to introduce the CLBs to the immigrant ESL population through a directory of ESL programming in the province. In many ways 2002-2003 will stand as a watershed year in the growth of acceptance and use of the CLB in British Columbia.

### Directory of ESL Courses in British Columbia – 2003

Over 10,000 copies of a seventy-five page ESL training course directory were distributed throughout the province and made available on the internet. ESL training institutions were contacted and asked to provide information on their programming for the directory, including the level of instruction. Because dozens of the submissions made reference the CLB when describing course level, a page immediately following the directory's index was added that described the CLB for the readers and provided them with the CCLB webpage address where the CLB can be found.

### CLB-Aligned Placement Assessment

Almost 15,000 adult immigrants' English language abilities were assessed in the province in 2002-2003, for the purpose of ESL program placement using a CLB-aligned assessment instrument. Almost all were assessed on the CLBA for federally and provincially funded immigrant settlement language programming. About one hundred were assessed on the CLBPT, also for government funded language training programming. CLBPT is being used by ESL instructors in northern parts of BC where it is not practical to use certified CLBA assessors.

### CLB-Aligned Progress and Outcomes Assessment

Vancouver Community College (VCC) developed and produced progress tests for ELSA Level 1 and 2 learners. The progress tests are aligned to Benchmarks 1 and 2 in all four skills. They are used in immigrant settlement English language programming throughout the province in order to promote students to the next level. VCC also developed and produced an exit test for ELSA, the province's immigrant settlement English language program (English Language Services for Adults). The tests will place learners at CLB 3, 4, or 5 in each of the four skills (it also indicates if a learner is below CLB 3 or above CLB 5, but not how much below or above). The progress tests have been distributed. The exit test will be distributed in the fall of 2003 and will include training materials (workbooks and video) for ELSA instructors on the use of the exit test materials.

The Camosun College ESL department has implemented a curriculum with learning outcomes based on the Canadian Language Benchmarks. This curriculum is currently being used from beginning to advanced levels in a program consisting of ELSA funded students, non-ELSA funded immigrants and international students. The college is examining the possibility of benchmarking its college level programs which would allow a smoother transition for our students into further education or training programs.

Yukon College is also working to implement the CLB into its program.

### CLB Registry of Experts

Several ESL practitioners with extensive experience with the CLB responded to the CCLB's call for "CLB Experts" and are awaiting the evaluation of their applications by Centre staff.

### Sample Task Development

Jennifer Walsh Marr submitted a number of sample tasks to the CCLB for inclusion in its inventory. These originated from a project undertaken in BC to create lesson plans from the multilingual immigrant settlement resource manual, the *British Columbia Newcomers' Guide to Resources and Services*.



## British Columbia Report

### CCLB Projects

British Columbia has supported a number of CCLB project initiatives (described elsewhere in this Annual Report). Most notable has been its participation, both financial and in an advisory capacity, in the Nursing Benchmarks Project. Staff from the Ministry of Health Planning, the Ministry of Advanced Education and the Ministry of Community, Aboriginal and Women's Services (MCAWS), have all supported this important project. Vancouver Community

College provided the venue and recruited 24 foreign trained nurses for the Nursing Benchmark test pilot.

British Columbia is very supportive of other CCLB initiatives designed to reduce barriers to the labour market facing immigrants and is working in an advisory capacity in a project intended to provide improved outreach to employers. It is also very active in the project that will provide the CCLB information on the impact that the CLB have had on various sectors of the province since they were introduced seven years ago.



## Manitoba Report

*The Canadian Language Benchmarks 2000* continues to be a fundamental feature in Adult ESL activity in Manitoba. Manitoba's continued support of the implementation of the CLB in the province has been evident in a dynamic year of new projects and resources, curriculum initiatives and professional development.

### CCLB Board Involvement

Manitoba has had active representation on the Centre for Canadian Language Benchmarks Board since its inception. Diane Koreen, Department Head of the Winnipeg School

Division Adult ESL Program and a member of both TESL Manitoba and Teaching ESL to Adults in Manitoba (TEAM) has continued to represent the field on the Board this year. Margaret Pidlaski, Director of the Adult Language Training (ALT) Branch of Manitoba Labour and Immigration has been this year's Vice-Chair and will assume the Chair in the upcoming year.

### Assessment and Referral

The Government of Manitoba, through the Adult Language Training Branch, coordinates the delivery of Adult ESL



## Manitoba Report

instruction provided throughout the province. In Winnipeg, newcomers first visit the Language Assessment Centre where their language is assessed; their needs and goals are determined and referrals to appropriate programs are made. The Centre continues to grow as more newcomers arrive in Manitoba. This year, Manitoba became the first province to begin using the *CLBPT* when assessing newcomers' language proficiency. Using this assessment tool has expedited the assessment and referral process, streamlining it significantly for clients. Also, this year the Assessment Centre has been piloting an *ESL Literacy Assessment Tool*, developed by the writers of the *Canadian Language Benchmarks 2000: ESL for Literacy Learners*. This tool has been designed to discriminate placement of ESL Literacy learners into either the Foundation Phase or Phase 1.

For information about CLB assessment in Manitoba, contact Judy Johnson, Coordinator of the Assessment and Referral Centre at [jujohnson@gov.mb.ca](mailto:jujohnson@gov.mb.ca)

### CLB and Access to Trades, Professions & Post-Secondary Training

CLB activity to facilitate access to trades, professions and post-secondary training has been on-going this year in Manitoba. Red River College Language Training Centre has continued to benchmark skill courses and programs to help students identify the language levels they need for success in College programs. In addition, they have continued to benchmark identified professions in Manitoba. This year, the International Pharmacy Graduates (IPG) Steering Committee requested that a project be undertaken to benchmark the language levels recommended for pharmacists entering the field in Manitoba. Manitoba Labour and Immigration provided the funding for this project to be undertaken. Researchers were Paz Bowman and Joanne Pettis. For information about this project contact Joanne Pettis at [jpettis@gov.mb.ca](mailto:jpettis@gov.mb.ca).

ALT Branch staff and contractors assisted the Association of Occupational Therapists in their efforts to develop procedures and instruments to register internationally trained occupational therapists. A communication checklist was developed based on *Occupational Therapist: Benchmark Levels for the Occupation*, Red River College, Language Training Centre, *The Fieldwork Performance Evaluation Form*, the Division of Occupational Therapy, University of Manitoba, School of Medical

This year, Manitoba became the first province to begin using the *CLBPT* when assessing newcomers' language proficiency.

Rehabilitation, and *Essential Competencies of Practice for Occupational Therapists in Canada*, December 2000 - Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO). Work was done with supervisors to pilot the checklist.

### Provincial Adult ESL Curriculum Initiatives

As Manitoba continues to implement the *CLB* in all aspects of its curriculum, the emphasis has continued to focus this year on assessment, evaluation and learner feedback. The Provincial Adult ESL report card developed last year for general ESL and ESL Literacy in school and college based ESL was adapted and a report card that can be used for community-based, workplace and skills programs introduced for piloting. For information about Manitoba Adult ESL report cards, contact Joanne Pettis at [jpettis@gov.mb.ca](mailto:jpettis@gov.mb.ca)

This year Manitoba has begun the introduction of a collaborative portfolio assessment in Adult ESL classes. Portfolio Assessments provide tangible evidence of a learner's progress and encourage self-reflection and independence in language learning. It also introduces a tool common in Canadian workplaces and K-12 schools. This year has been a year of research, discussion and planning. In September all funded programs will begin to use collaborative portfolio assessment in their programs. To assist in guiding this process, a committee of enthusiastic teachers from various programs throughout the province met regularly to identify concerns and needs and to share ideas. Plans are in place for PD activities in the fall to help teachers embark on this new initiative. In the meantime, based on the concerns being expressed by teachers, the committee developed a FAQ sheet on Collaborative Portfolio Assessment, which is available online at [www.immigratemanitoba.com](http://www.immigratemanitoba.com). Follow the Learning English links to the Curriculum, Teaching and Learning of the Teachers' section of the website.



## Manitoba Report

### Resource Development

Several resources made it into the hands of Adult ESL teachers this year.

Gail Foote-Leylek's two resources, *Getting Fit, Staying Fit* and *An Annual Check-up* are both intended for Stage 1 learners.

Linda Johansson and her team completed the first stage of a project to develop a resource of ESL Literacy Sample Tasks. This resulted in a selection of learning tasks for Foundations and Phase 1 learners. The second stage of the project will produce tasks for Phases 2 and 3.

A project is also currently underway in Manitoba to develop a series of CLB posters in simple English. These informational posters will tell learners of the competencies expected at each of the first eight CLB levels and help them identify and set appropriate language learning goals.

### Professional Development

Professional Development continues to be a key aspect of the CLB implementation in Manitoba. This year, the coordination of professional development activities changed. The former committee that was responsible for PD disbanded and a new committee was stuck as an adjunct of the Adult ESL Coordinating Group. This body has broader representation from programs throughout Manitoba and is less Winnipeg-based. In this way the ALT Branch hopes to more efficaciously address the needs of a broader range of teachers in the province, many of whom have not had the same opportunities to participate in CLB-related professional development as have Winnipeg-based teachers.

While most Adult ESL teachers in Manitoba have had extensive in-service training related to the CLB in recent years, newer teachers to the system have not had such opportunities. Consequently, this year the ALT Branch coordinated the delivery of two workshops for new teachers. These workshops addressed the issues of Adult ESL instruction in Manitoba, such as an overview of the system, coordination and funding, adult language learning principles and communicative competence as well as an introduction to the *Canadian Language Benchmarks 2000* and the *Canadian Language Benchmarks 2000: ESL for Literacy Learners* and how the two documents can be used in teaching and learning. For information about these workshops, contact Frances Molaro at [fmolaro@gov.mb.ca](mailto:fmolaro@gov.mb.ca) or Lynn Campbell at [lycampbell@gov.mb.ca](mailto:lycampbell@gov.mb.ca).

Another focus of professional development this year was to introduce the *Canadian Language Benchmarks 2000: ESL*



*for Literacy Learners* to teachers in Literacy programs for native speakers of English. Many of these teachers encounter ESL Literacy learners in their programs and knowing about the *Canadian Language Benchmarks 2000: ESL for Literacy Learners* and how it and the CLB itself correlate to the Literacy Stages is of particular interest. Teachers attending sessions in Winnipeg, Brandon and Morden/Winkler spent significant time examining and correlating the outcomes and descriptors of these CLB documents to the Literacy Stages. The result of their activity provided valuable insight and information to both fields. For a copy of the draft schematic showing the correlation, contact Joanne Pettis at [jpettis@gov.mb.ca](mailto:jpettis@gov.mb.ca) or Judy Johnson at [jujohnson@gov.mb.ca](mailto:jujohnson@gov.mb.ca).

A workshop on Portfolio Assessment was also delivered at the TEAM/ALT Branch Fall Conference. This workshop, in the form of a discussion amongst participants, proved to be a dynamic exchange of concerns and ideas.

A series of workshops to train volunteers to support teachers in Adult ESL programs in Manitoba continued to be delivered. In these workshops volunteers receive an introduction to adult ESL teaching including an introduction to the *Canadian Language Benchmarks 2000* as the standards document on which curriculum is based.



## Manitoba Report

### English at Work

Workplace-related language training has undergone an exciting facelift in Manitoba this year with the introduction of a new integrated model of language training. Six work sites have adopted this model, which is designed to assist businesses by establishing a salaried staff position within the company devoted to the development of effective workplace language and communication skills and practices. The new model allows for more flexible and relevant programming because the trainer is on staff and knows the needs of the company. Classroom training is much the same as it was in the traditional model, but is complemented by shop-floor ESL training, intercultural training for supervisors, volunteer coordination, consultation on tests and ESL advice to other skills trainers. For more information, contact Dale Klassen at [dklassen@gov.mb.ca](mailto:dklassen@gov.mb.ca).

### Web Site

The Learning English section of the Immigration and Multiculturalism web site at [www.immigraitemanitoba.com](http://www.immigraitemanitoba.com) continues to evolve. The site contains information for learners, teachers, employers and volunteers. As well as information about programming in Manitoba, the site facilitates access to the CCLB website and its many resources. Also, in the section for teachers, teaching activities correlated to various CLB levels are beginning to be loaded. This web site access should be most helpful for teachers working outside Winnipeg with limited access to materials and teaching ideas.

## Nova Scotia Report

### Skills and Learning Branch/Skills Nova Scotia Framework

Over the past year, developments in Nova Scotia have resulted in the emergence of Immigration as a priority across many jurisdictions, particularly the federal and provincial governments. Uppermost among these developments was the establishment of the new Skills and Learning Branch within the Department of Education and the launch of the provincial government's Skills Nova Scotia Framework and Action Plan last fall. Skills Nova Scotia is the government's coordinated labour market strategy to ensure that all Nova Scotians have access to learning throughout their lives. It is an interdepartmental initiative led by the Skills and Learning Branch. Within this initiative, both Immigration and English as a Second Language to support labour market attachment are embedded as priorities.

### Canada-Nova Scotia Skills and Learning Framework (CNSSLF)

Another development last year was the Canada-Nova Scotia Skills and Learning Framework (CNSSLF), a partnership arrangement between the Government of Canada and the Province of Nova Scotia to support skills and learning and to provide a forum for joint planning and joint work. Immigration is one of the four priorities identified within the framework. The three remaining priorities are as follows: Apprenticeship, Learning and Earning; Employability, Career Development and Employment Counselling; and Labour Market Information. The Immigration Committee under CNSSLF has already identified several ESL-related training priorities including higher-level Canadian Language Benchmark (CLB) training and profession-specific language training.

## Nova Scotia Report

### Immigration Partnership Conference: Opportunities for Collaboration

More recently, the Metropolitan Immigrant Settlement Association, together with representatives from the private, public and voluntary sectors, organized a conference to bring stakeholders together to consider Nova Scotia's key immigration-related issues. The Immigration Partnership Conference: Opportunities for Collaboration, held April 10 - 11, 2003, explored the complementary roles of the stakeholders and laid the foundation for future partnerships and a more coordinated approach to immigration in the province. The key topics discussed included Attraction/Marketing, Well-Being of Immigrants, Economic Integration, Social Integration and English as a Second Language.

### ESL Focus Group/ESL Planning Group

In response to these recent policy and program directions in ESL/Immigration in the province, as well as from feedback received through the *Immigration Partnership Conference*, the Skills and Learning Branch undertook a Focus Group Activity with ESL service providers as a first step in identifying gaps and overlaps, strengths and challenges and in developing a mechanism for government and community to work together in a more strategic and collaborative way.

This Focus Group Activity has led to the establishment of an ESL Planning Team that includes ESL service providers, the Nova Scotia Community College and the Province. The group is currently developing their vision, mandate, goals and terms of reference and will be positioned to work with the Department of Education and other partners to assist in the development of strategies to address ESL needs in the community.

### Nova Scotia School for Adult Learning

Now in its second year of operation within the Department of Education, the Nova Scotia School for Adult Learning graduated more than 400 individuals with high school diplomas this June. Through a partnership with school boards, colleges and community-based organizations, the School for Adult Learning provided over 4,000 Nova Scotians with access to a wide range of opportunities for returning to learning. Six ESL programs were funded under the community-based component of NSSAL, including several ESL tutoring programs located in libraries.

### English for Academic Purposes Pilot

Other ESL activities funded by the Skills and Learning Branch of the Department of Education included a pilot project undertaken through a partnership with the Nova Scotia Community College, other government departments and ESL service providers. The English for Academic Purposes (EAP) Program Pilot began last fall in an effort to fill a critical gap that ESL service providers had identified between programs providing language training to a maximum of Canadian Language Benchmark 5 and the standard of CLB 8 that is required for entrance to college programs. Due to the success of this pilot, the program will probably continue for another year.

### English in the Workplace and Immigrant Entrepreneur Orientation Program

Other programs offered by the Branch included the English in the Workplace (EWP) Program that provided language training to employees in their places of employment. The Branch also funded the language component of the Immigrant Entrepreneur Orientation Program run by the Metropolitan Immigrant Settlement Association. This program also included guest seminars on various aspects of Canadian business.



## Nova Scotia Report

### Study on the Viability of a Foreign Credential Assessment Service in Atlantic Canada

In partnership with the Department of Education, the Metropolitan Immigrant Settlement Association (MISA) recently contracted Gardner Pinfold Consulting Economists Ltd. to conduct a study to explore whether a foreign credential assessment service located in Atlantic Canada would be a benefit to people living in, and immigrating to, the region. This service would assess the academic credentials of new immigrants to determine a comparison to post-secondary degrees and diplomas in Atlantic Canada.

The final report, presented to MISA and the Department in May 2003, was based on over 100 interviews with end users and stakeholders in the Atlantic region. Information was gathered about services that are currently provided,

general requirements for an assessment service and the level of support that would exist for a service in the region. The findings suggest that an academic credential assessment service in Atlantic Canada would be beneficial.

The report will be forwarded to interdepartmental and interprovincial government working groups that focus on immigration and labour market initiatives in Nova Scotia and Atlantic Canada. These groups are committed to reviewing the information provided in this study and will respond to these findings with a recommendation on how to move forward on the issue of credentials assessment in the region. A copy of the study is available on the MISA web site at <http://www.misa.ns.ca>

Prepared by Jean F. Smyth  
Manager, Adult Education Division  
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## Ontario Report

It has been exciting this past year to see the increased stature and use of the Canadian Language Benchmarks in Ontario. The dream of speaking a common, shared language when it comes to language standards in ESL program delivery is coming true. The benefits are visible to learners, teachers, administrators and funders alike. Program administrators are increasing their familiarity with the Benchmarks and are showing increasing leadership in integrating them into ESL program delivery. Learners are using their knowledge and understanding of benchmark levels to help them set realistic goals, as well as to transfer from program to program. Use of the CLB in Ontario is truly helping newcomers and immigrants make a successful transition into becoming full members of Canadian society. Below are highlighted some notable CLB-related achievements and accomplishments over the past year.

**The benefits are visible to learners, teachers, administrators and funders alike.**

### Canadian Language Benchmarks Placement Test:

There was considerable response within Ontario to the new Canadian Language Benchmarks Placement Test (CLBPT). This test provides a streamlined assessment instrument that can be used during high volume intake periods to assess learners in a time efficient manner. The following adult ESL programs participated in the CLBPT test:

- > 10 district school boards, funded by the Ontario Ministry of Education including training and certification for 71 assessors
- > 4 Ontario Colleges including training and certification for 12 assessors
- > 15 Assessment Centres funded by Citizenship and Immigration Canada for the Language for Instruction to Newcomers to Canada (LINC) program. This included training and certification for 67 assessors
- > 9 independent consultants offering services to approved workplace training programs such as the Ontario funded Bridge Training programs.



## Ontario Report

The Ontario Ministry of Education and Training (MTCU) has contributed significantly in fostering the use and recognition of the Canadian Language Benchmarks in Ontario through:

- > Funding to the CCLB for a number of key projects of direct benefit to Ontario including: CLB Impact Study, Outreach to Employers, Benchmarking the Nursing Profession and other key research and development initiatives. For more information about these activities see the section on "Project Reports."
- > Funding for the Ontario Bridge Training projects, the Ontario government is providing support for internationally trained individuals through programs that provide the training and workplace experience that newcomers need in order to successfully work in their trade or profession, without duplicating what they have already learned elsewhere. Programs have been developed for nurses, pharmacists, and a growing number of other occupations such as engineers, teachers, technicians, health-care professionals and various skilled trades. MTCU has recommended the use of the CLB as the language proficiency standard for determining language requirements for bridging programs and to assist in the appropriate placement and selection of applicants. This has resulted in the successful application of the CLB for benchmarking labour market related language training. To find out more about the Bridge Training projects visit the Ontario Government website at:  
[www.edu.gov.on.ca/eng/general/postsec/openingdoors/international](http://www.edu.gov.on.ca/eng/general/postsec/openingdoors/international)
- > Pauline McNaughton, Executive Director of the CCLB, was invited to give a presentation about the Canadian Language Benchmarks to the 14 bridging projects gathered for a one-day information sharing session this spring at George Brown College in Toronto.

Ontario Region of Citizenship and Immigration Canada, through the LINC program, has also advanced the work of the Canadian Language Benchmarks in support of the settlement and integration of newcomers by providing:

- > Funding to the CCLB for Benchmarking the Nursing Profession Project. For more information about this project see the section on "Project Reports."
- > Funding to the Toronto Catholic District School Board to develop the revised and integrated LINC 1-5 Curriculum Guidelines, a computer integrated curriculum based on



Use of the CLB in Ontario is truly helping newcomers and immigrants make a successful transition into becoming full members of Canadian society.

the Canadian Language Benchmarks 2000. This resource replaces two documents, the LINC 4&5 Curriculum Guidelines (1999) and LINC 1-3 Curriculum Guidelines (1997). It is available for downloading at this website:

[www.settlement.org/atwork/programs/LINC/clb/home.asp](http://www.settlement.org/atwork/programs/LINC/clb/home.asp)

Presentations on CLB-related projects and activities were provided at various professional development related venues in Ontario, not only by staff of the CCLB, but also by ESL professionals representing several colleges and school boards. Provincial conferences offering CLB related workshops last year included:

- > Annual CESBA Conference for Continuing Education School Board Administrators, December 2002
- > Annual TESL Ontario Conference, November 2002

The CCLB also had the opportunity to distribute informational materials at the Human Resources Professional Association of Ontario conference in Toronto. These informational materials were developed with funding from Ontario as part of the Outreach to Employers project. (More information under "Project Reports.")



# Saskatchewan Report

## SCENES

Saskatchewan Council for Educators of Non-English Speakers (SCENES) Board of Directors has been working in several areas this past year. They are currently developing criteria for the application and distribution of an annual bursary. The goal is to provide some financial assistance to 1 or 2 ESL learners in the province who wish to continue their language learning beyond the CIC sponsored benchmark 5.

The SCENES Board continues to assist financially to maintain a SCENES Field Rep on the CCLB Board of Directors.

We are pleased to have SCENES sponsor a Saskatchewan learner who will attend the Learners' Conference this November. Jalal Elnard, a high-school student, is an active member of the Sudanese Community in Regina. He is often seen around the Regina Open Door Society (RODS), assisting in various projects and programs.

During the past several years, the SCENES Board has been managing an accreditation process for its members. As part of their commitment to increased professional standards, they have an annual conference and offer other professional development events for ESL teachers throughout the province.

## LINC Funded Language Classes

ESL teachers in LINC funded programs are using the CLB in monthly planning, evaluation and reporting. There are no province-wide formats in use at this time. Regina Open Door Society teachers have developed forms for the purpose of monthly planning and reporting. This keeps the teachers very much in tune with the CLB.

Saskatchewan has seen an increase in ESL literacy learners and would like to offer special thanks for the *CLB 2000* and *ESL literacy learners material* developed in Manitoba.

Saskatchewan learners experience frustration, like other

learners across the country, with waiting lists, multi-level classes, continual intake and funding cuts. However, for those learners who were unable to finish their LINC language training within their first year of settlement, the Saskatchewan provincial government's Provincial Training Allowance program (PTA), a financial assistance program, enables them to continue their study. It also can provide access to adult-education upgrading. This financial support has enabled many learners to accomplish a higher level of language proficiency.

## Consultations and Research

The provincial government's Immigration Branch of Governmental and Aboriginal Affairs completed community consultations as a first step to help define and develop a provincial settlement retention strategy. The work continues now with the creation of the Provincial Planning Council, four Regional Coordinating Committees and various sub-committees with one that focuses on CELBAN (Canadian English Language Benchmark Assessment for Nurses).

This process includes provincial government officials from appropriate departments, directors of settlement agencies and representatives from Newcomer Communities.

We remain optimistic about future developments within the new Immigration Branch of the province.

## RPL/PLAR

Saskatchewan Learning provided research funding to the Saskatchewan Association of Immigrant Settlement and Integration Agencies (SAISIA) to determine if there is a need for RPL within the Newcomer Community. The overall objectives of the project were to identify the need and substantiate the perceived obstacles surrounding RPL. This is the first step in facilitating the ongoing goal of increasing access to relevant employment opportunities for immigrants and refugees whose skills and prior learning are not fully recognized.

Saskatchewan has seen an increase in ESL literacy learners and would like to offer special thanks for the *CLB 2000* and *ESL literacy learner's material* developed in Manitoba.



## Projects Summary

### CLBPT - 2002 – 2003

*Funded by Citizenship and Immigration Canada and the Governments of British Columbia, Alberta and Ontario*

The year 2002-2003 was an important one for the Canadian Language Benchmarks Placement Test (CLBPT). The activities undertaken included setting strategy, implementing policies, offering assessor training that was regionally accessible and cost-effective as well as developing a solid support network for CLBPT assessors. We are very fortunate to have a team of CLBPT Regional Trainers, led by Pat Meek, that represent each region in Canada. All of the trainers are experts in the CLB and in assessments.

For this first year of implementation, the CLBPT has been restricted mainly to publicly funded institutions that currently provide assessments within their regions. Due to the increase in special bridging programs, several exceptions have been made permitting CCLB-selected consultants to provide assessment services for these special programs. There are generally two types of organizations that have been licensed (again, depending on the region): LINC/ELSA/M.I.I.P. Assessment Centres and non-LINC Assessment Centres. For the first year this has resulted in two streams of training as well as a certification process for assessors without CLBA training.

Assessor training has also been a major focus of CLBPT activities. The Regional CLBPT trainers have been instrumental in the development of training policies, offering feedback to the CCLB office and in providing support to assessors. This support has consisted of following up with assessors after the training sessions, reviewing certification samples and participating in the CLBPT Assessor bulletin board.

The online bulletin board and the CLBPT Assessors' Page were launched in January 2003 and are restricted to CLBPT Assessors. The Assessors' Page includes contact information for each trainer, profiles of Assessment Centres and a section where assessors can rate a writing sample. The bulletin board is meant to be a resource for assessors and a forum in which they can share information, ask questions, and communicate with assessors in other parts of Canada.

## Résumé des projets

### Le test de classement CLBPT – 2002 – 2003

*Financé par Citoyenneté et Immigration Canada et les gouvernements de la Colombie-Britannique, de l'Alberta et de l'Ontario*

L'année 2002-2003 fut importante pour le *Canadian Language Benchmarks Placement Test (CLBPT)*. Dans le cadre des activités entreprises, il y eut l'établissement d'une stratégie, la mise en oeuvre des politiques, la présentation de la formation aux évaluateurs de manière accessible et abordable pour toutes les régions, et la création d'un solide réseau de soutien pour les évaluateurs du CLBPT. Nous sommes heureux de disposer d'une équipe de formateurs régionaux qui, sous la direction de Pat Meek, représente chacune des régions du Canada. Tous les formateurs sont des spécialistes en matière des CLB et des évaluations.

Durant cette première année de mise en oeuvre, le CLBPT a été administré surtout dans les institutions financées publiquement qui font présentement des évaluations dans leur secteur régional. Cependant, à cause d'un nombre accru de programmes de transition, plusieurs exceptions ont permis à certains conseillers choisis par le CNCLC d'offrir des services d'évaluation linguistique dans ces programmes spéciaux. Deux types d'organismes sont généralement autorisés (tout dépendant de la région) : les centres d'évaluation des CLIC/ELSA/M.I.I.P. et les centres d'évaluation qui offrent d'autres cours de langue. Durant la première année, il en résulta deux volets de formation ainsi qu'un processus d'accréditation pour les évaluateurs qui n'ont pas la formation sur l'évaluation des niveaux de compétence linguistique.

La formation des évaluateurs fut aussi ciblée par les activités relatives au CLBPT. Les formateurs régionaux du test de classement ont joué un rôle crucial dans l'élaboration des politiques de formation, offrant leurs commentaires au bureau du CNCLC et leur soutien aux évaluateurs. Ce soutien a pris la forme de suivi auprès des évaluateurs suite aux séances de formation, de révision des modèles d'accréditation et de contribution au bulletin électronique des évaluateurs du test.

Le babillard électronique et la Page des évaluateurs du CLBPT ont été lancés en janvier 2003 et sont réservés à l'usage des évaluateurs du test de classement. La Page des évaluateurs contient les coordonnées de chaque formatrice et formateur, les profils des centres d'évaluation et une section où les évaluateurs peuvent évaluer un échantillon de rédaction. Le babillard électronique se veut une ressource pour les évaluateurs et un forum où ils peuvent échanger des renseignements, poser des questions et communiquer avec d'autres évaluateurs ailleurs au Canada.



## Projects Summary

During 2002 – 2003, the following numbers of assessors were trained:

	LINC/ELSA/M.I.I.P.	Non-LINC
Alberta & Saskatchewan	26	2
British Columbia	10	1
Manitoba	14	4
New Brunswick	3	N/A
Newfoundland	2	N/A
Nova Scotia	1	N/A
Northwest Territories	1	N/A
Ontario	68	86
PEI	2	N/A
<b>TOTAL</b>	<b>127</b>	<b>93</b>

After completing training, all assessors were sent an online training survey to complete and the data has been used to help plan CLBPT activities for 2003-2004.

### Nursing Project Phase II: Developing a Language Assessment Tool for the Nursing Profession - 2002 – 2003

*Funded by the Governments of British Columbia and Ontario, the British Columbia Nursing Directorate and Citizenship and Immigration – Settlement/Port of Entry (Ontario)*

In October 2002, the CCLB hired Red River College to develop the new language assessment tool for the nursing profession. The development of the test is based on findings from Phase I (2001 – 2002) of the project. The test development team consisted of Lucy Epp and Catherine Lewis from Red River College with additional consulting provided by Tom Harrigan (Red River College), Alistair Cumming (O.I.S.E.), Philip Nagy (O.I.S.E.), Amelia Hope (CanTEST office) and the nursing department of Red River College. Feedback was also received from consultants who are expert in the CLB and in test development. As in Phase I, a National Advisory Committee (NAC) was formed consisting of stakeholders from various regions and representing regulatory bodies, health care employers, internationally-educated nurses and government representatives. Due to the vast amount of work required to develop and to pilot a high stakes test such as the nursing one, approval was given to the test developers to complete the phase in the summer of 2003. The new assessment tool

## Résumé des projets

Le tableau suivant illustre le nombre d'évaluateurs formés en 2002 – 2003 :

	CLIC/ELSA/M.I.I.P.	Autres cours
Alberta et Saskatchewan	26	2
Colombie-Britannique	10	1
Manitoba	14	4
Nouveau-Brunswick	3	S/O
Terre-Neuve	2	S/O
Nouvelle-Écosse	1	S/O
Territoires du Nord-Ouest	1	S/O
Ontario	68	86
Î.-P.-É.	2	S/O
<b>TOTAL</b>	<b>127</b>	<b>93</b>

Dès qu'ils ont terminé leur formation, tous les évaluateurs ont dû remplir un sondage électronique dont les données furent utilisées pour la planification des activités concernant le CLBPT en 2003-2004.

### Phase II du projet sur la profession infirmière : l'établissement d'un outil d'évaluation des compétences linguistiques pour les infirmières - 2002 – 2003

*Financée par les gouvernements de la Colombie-Britannique et de l'Ontario, le British Columbia Nursing Directorate et Citoyenneté et Immigration – Établissement /Point d'entrée (Ontario)*

En octobre 2002, le CNCLC a embauché le Red River College pour élaborer un nouvel outil d'évaluation linguistique pour les infirmières. L'élaboration du test est fondée sur les résultats de la phase I (2001 – 2002) du projet. L'équipe d'élaboration du test se composait de Lucy Epp et Catherine Lewis du Red River College avec la collaboration experte de Tom Harrigan (Red River College), Alistair Cumming (O.I.S.E.), Philip Nagy (O.I.S.E.), Amelia Hope (bureau CanTEST) et du département des sciences infirmières du Red River College. Des commentaires furent aussi acceptés d'experts-conseils spécialistes des CLB et de l'élaboration de tests. Comme pour la phase I, un Comité consultatif national (CCN) fut créé, formé d'intervenants provenant de diverses régions et représentant les organismes directeurs, les employeurs du secteur de la santé, les infirmières formées à l'étranger et les gouvernements. En raison de l'énorme quantité de travail requise pour élaborer et mettre à l'essai un test soulevant autant d'intérêt que celui-ci à l'intention des infirmières, les concepteurs du test reçurent l'autorisation de

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will be called CELBAN (Canadian English Language Benchmarks Assessment for Nurses).

CELBAN is being designed to assess, within a nursing context, the communication skills of internationally-educated nurses whose native language is not English. It is a task-based evaluation of four communication skills that aligns the score to the CLB in Speaking, Listening, Reading and Writing. It is hoped that this test will become another option available to registration applicants who must prove to nursing regulators that they meet the language requirements of the profession.

By March, the first version of the test was ready for the initial round of pilot testing. In addition to doing pilot testing in Toronto and Winnipeg, the test developers also ran focus groups in those cities and invited nursing stakeholders to the meetings. After March 31st, 2003 revisions will be made to the test before running a second round of pilot testing/focus groups in Ottawa, Edmonton, Calgary and Vancouver.

In addition to developing CELBAN, the team will be preparing guidelines for other professions and trades for other professions to use. This guide describes the process necessary to undertake a needs assessment and to develop an occupation-specific language assessment tool. CELBAN and the guidelines for other professions and trades are scheduled for completion in July 2003.

### Teacher Resources & Professional Development Project

*Funded by the Governments of Alberta, British Columbia and Ontario*

Providing supports to ESL professionals to encourage national standardization in the use of the Canadian Language Benchmarks was identified as key in the CCLB strategic plan, and funding was received from the Governments of Alberta, British Columbia and Ontario to enable the CCLB to initiate new resources and establish new services to support CLB implementation within ESL programs. Key outcomes of this project include:

- > **TESL Trainers Survey Report:** The TESL Training Project of the Centre for Canadian Language Benchmarks (CCLB) was undertaken to provide the CCLB with quantitative and qualitative feedback on the level and nature of use of the *Canadian Language Benchmarks 2000: English as a second language for adults* (CLB 2000) and the *Canadian Language Benchmarks 2000: A Guide to Implementation* within various TESL training programs

## Résumé des projets

compléter cette phase durant l'été 2003. Le nouvel outil d'évaluation sera appelé CELBAN (*Canadian English Language Benchmarks Assessment for Nurses*).

CELBAN est conçu afin d'évaluer, dans un contexte infirmier, les compétences linguistiques des infirmières formées à l'étranger dont la langue maternelle n'est pas l'anglais. Il s'agit d'une évaluation axée sur les tâches couvrant les quatre compétences linguistiques correspondant aux normes définies dans les CLB concernant l'expression, l'écoute, la lecture et l'écriture. On espère que ce test soit une autre possibilité par laquelle les demandeurs d'une inscription pourront prouver aux organismes de réglementation infirmiers qu'elles ou ils possèdent les exigences linguistiques requises par la profession.

Dès le mois de mars, la première version du test a été soumise à la ronde initiale d'essais pilotes. En plus des mises à l'essai à Toronto et Winnipeg, les concepteurs du test ont aussi mené des groupes de discussion dans ces villes auxquels furent invités les intervenants du milieu infirmier. Suite au 31 mars 2003, le test sera révisé avant d'être utilisé dans une seconde ronde d'essais et de groupes de discussion à Ottawa, Edmonton, Calgary et Vancouver.

En plus d'élaborer CELBAN, l'équipe préparera un guide d'utilisation à l'intention d'autres professions. Ce guide décrit le processus requis pour entreprendre une évaluation des besoins et pour élaborer un outil d'évaluation spécifique à une profession. CELBAN et le guide d'utilisation devraient être achevés dès juillet 2003.

### Projet de ressources didactiques et de perfectionnement professionnel

*Financé par les gouvernements de l'Alberta, de la Colombie-Britannique et de l'Ontario*

Dans le plan stratégique du CNCLC, la disponibilité de supports pour les spécialistes d'enseignement de l'anglais langue seconde (ALS) fut identifiée comme étant la clé pour normaliser l'utilisation des *Canadian Language Benchmarks* à l'échelle nationale. Conséquemment, les gouvernements de l'Alberta, de la Colombie-Britannique et de l'Ontario ont accordé des fonds pour permettre au CNCLC de produire de nouvelles ressources et d'établir des nouveaux services pour appuyer la mise en oeuvre des CLB dans les programmes d'ALS. Voici certains résultats clés de ce projet :

- > **Rapport du sondage auprès des formateurs des TESL :** Le projet de formation des TESL du Centre des niveaux de compétence linguistique canadiens (CNCLC) fut entrepris dans le but de recueillir des commentaires quantitatifs et qualitatifs sur le niveau et la nature de l'utilisation des documents *Canadian Language Benchmarks 2000: English as a second language – for adults* (CLB) et *Canadian Language Benchmarks 2000: A Guide*



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across Canada. It was hoped that such a survey might also encourage further use of these documents and provide feedback on how the CCLB might support this increased use. The results of this study will inform the CCLB in effectively encouraging and supporting TESL trainers to develop programs to support the Canadian Language Benchmarks.

- > **CLB Sample Lesson Plans Project:** The project was developed to provide support for teachers who are already using, or beginning to use, CLB as a framework for planning and developing classroom instruction for learners at various benchmark levels. ESL Teachers submitted all of the samples that make up the collection. These lesson plans demonstrate how to use CLB in order to set learning objectives and to plan meaningful tasks that will help learners meet these objectives. Sixty lesson plans covering Stage One and Stage Two of the CLB were selected for the project from submissions that were received from all regions of the country. Each one identifies the CLB competencies being addressed in the lesson and outlines ideas for a sequence of activities or tasks to help learners develop these competencies in different skill areas. Teachers will find ideas for developing lessons around food preparation, planning and attending multi-cultural events, organizing student resource fairs, and preparing for field trips to build on and enhance classroom instruction. The CCLB will post several lessons at a time on its website over the coming months at [www.language.ca](http://www.language.ca).
- > **National Registry of CLB Experts:** The CCLB is responsible for promoting and supporting widespread, consistent use of the CLB in adult ESL programs and related services. As part of this mandate, the CCLB initiated a new service called the Registry of CLB Experts to provide free, phone-based referral information about independent professional development services available in a wide variety of areas related to Canadian Language Benchmark implementation including trainers, facilitators, curriculum developers and material writers. Applications to join the Registry were received from across the country and were reviewed under the guidance of the Teacher Education Committee.
- > **Presentations at TESL Events:** CCLB led presentations were given at various TESL sponsored events including provincial conferences in Alberta, New Brunswick, Nova Scotia, Ontario as well as the national TESL Canada

## Résumé des projets

to *Implementation* dans les divers programmes de formation des TESL partout au Canada. On espérait qu'un tel sondage puisse aussi favoriser un plus grand usage de ces documents et permettre de recueillir plus de commentaires sur les moyens par lesquels le CNCLC pourrait soutenir cette utilisation accrue. Les résultats de cette étude renseigneront le CNCLC sur les méthodes efficaces de soutien et d'encouragement aux formateurs des TESL afin de créer des programmes à l'appui des *Canadian Language Benchmarks*.

- > **Projet d'échantillons de plans de leçon sur les CLB :** Le but du projet fut de fournir du soutien aux enseignants qui utilisent déjà ou commencent à utiliser les CLB comme cadre de planification et d'enseignement en classe pour les apprenants de différents niveaux de compétence. Les enseignants d'ALS ont présenté tous les échantillons dans la collection. Ces plans de leçon démontrent comment utiliser les CLB pour fixer les objectifs d'apprentissage et pour planifier des tâches intéressantes permettant aux apprenants d'atteindre ces objectifs. Soixante plans de leçon couvrant les Stage 1 et Stage 2 des CLB furent choisis pour le projet à partir de soumissions venant de toutes les régions du pays. Chaque plan identifie la compétence des CLB traitée dans la leçon et donne un aperçu des idées pour la création d'une série d'activités ou de tâches permettant aux apprenants d'acquérir les habiletés dans chacune des différentes catégories de compétence. Les enseignants trouveront des suggestions de leçon sur des thèmes comme la préparation des aliments, la planification et la participation à des événements multiculturels, l'organisation de foires de ressources pour les étudiants et les préparatifs d'une sortie d'études à l'appui de l'enseignement dispensé en classe. Le CNCLC affichera plusieurs leçons à la fois sur son site Web au cours des prochains mois à [www.language.ca](http://www.language.ca).
- > **Registre national des spécialistes des CLB :** Le CNCLC est responsable de la promotion et du soutien de l'utilisation généralisée et compatible des CLB dans les programmes d'apprentissage de langue seconde et les services connexes pour les adultes. Dans le cadre de ce mandat, le CNCLC a lancé un nouveau service appelé le Registre des spécialistes des CLB dans le but d'offrir par téléphone des renseignements gratuits sur l'aiguillage vers les services de perfectionnement professionnel indépendants disponibles dans une grande gamme de secteurs d'activités reliés à la mise en oeuvre des *Canadian Language Benchmarks*, y compris les formateurs, les facilitateurs, les concepteurs de programmes d'étude et les rédacteurs de matériel. Les demandes d'inscription au registre sont reçues de toutes les régions du pays et sont examinées selon les directives du Comité de formation des enseignants.



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conference and international TESOL conference in Baltimore.

*Additional funding for this project from Alberta Learning made these activities possible.*

> **For Teachers Professional Development Web Page:**

A "For Teachers" professional development page was developed and launched at [www.language.ca](http://www.language.ca). This page includes an extensive list of Frequently Asked Questions about the CLB and the CCLB intended specifically to help orient teachers new to the Canadian Language Benchmarks, a centralized and accessible listing and links to all CCLB resources useful for teachers, learners, and assessors. In addition there is information about registering for the Inside Language newsletter and for the electronic mailing list.

- > **Electronic Mailing List:** The CCLB has developed an electronic mailing list to provide the ESL community and other stakeholders access to timely and often time-sensitive information on a regular basis about employment opportunities, calls for proposals, new products and services, publication release dates for newsletter, special reports, and other announcements.

## Learner Outreach

*Funded by the Government of Ontario and Citizenship and Immigration Canada*

The CCLB was funded by the Government of Ontario to develop and publish in print and on-line informational materials about the Canadian Language Benchmarks that would be accessible to learners. This resulted in a presentation at the Learners Conference hosted by TESOL Canada in May 2002 in Regina, Saskatchewan, where the new CLB Learner Brochure, available in 4 languages (Arabic, Chinese, English, and Spanish), was launched. The brochure was written at a CLB 3-4 level. The materials were shared with learners attending the conference in order to get their feedback and comment. The majority of learners reported that the vocabulary and information presented in the new Learner Brochures were easy to understand and would be very helpful to ESL learners. Additional funding later in the year, provided by Citizenship and Immigration Canada, enabled new translations of the learner brochure into Urdu, Russian, Korean and Farsi and their publication online at [www.language.ca](http://www.language.ca) as well as in print for distribution to national assessment centers.

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> **Présentations lors d'événements du TESL :**

Le CNCLC a fait des présentations lors de diverses activités commanditées par le TESL, incluant les conférences provinciales en Alberta, au Nouveau-Brunswick, en Nouvelle-Écosse, en Ontario ainsi qu'à la conférence nationale de TESL Canada et la conférence internationale de TESOL à Baltimore.

*Ces activités furent possibles grâce à des fonds additionnels accordés par Alberta Learning.*

> **Page Web pour le perfectionnement professionnel à l'intention des enseignants :**

Une page « Pour enseignants » sur le perfectionnement professionnel a été lancée à [www.language.ca](http://www.language.ca). Cette page inclut une Foire aux questions sur les CLB et le CNCLC visant spécifiquement à orienter les enseignants qui désirent se familiariser avec les *Canadian Language Benchmarks*; une liste centralisée et facilement accessible et des liens vers toutes les ressources du CNCLC utiles aux enseignants, aux apprenants et aux évaluateurs. De plus, on y trouve des renseignements pour s'abonner au bulletin de nouvelles *La langue en coulisses* et à la liste de publipostage électronique.

> **Liste de publipostage électronique :**

Le CNCLC a dressé une liste de publipostage électronique pour donner à la communauté de l'enseignement des langues secondes et aux autres intervenants, sur une base régulière, un accès opportun à des informations périmables concernant les occasions d'emploi, les appels d'offre, les nouveaux produits et services, les dates de publication des bulletins de nouvelles, les rapports spéciaux et autres annonces.

## Sensibilisation des apprenants

*Financé par le gouvernement de l'Ontario et Citoyenneté et Immigration Canada.*

Le CNCLC a été subventionné par le gouvernement de l'Ontario pour rédiger et publier du matériel d'information imprimé et électronique sur les *Canadian Language Benchmarks* qui soit accessible aux apprenants. Comme résultat, la nouvelle brochure pour apprenants sur les CLB fut présentée à la conférence à l'intention des apprenants, organisée par TESOL Canada en mai 2002 à Regina, Saskatchewan. Elle est présentement disponible en 4 langues (arabe, chinois, anglais et espagnol) et est rédigée aux niveaux 3-4 des CLB. Le matériel fut présenté aux apprenants participant à la conférence dans le but d'obtenir leurs commentaires. La majorité de ces derniers ont indiqué que le vocabulaire et l'information présentés dans les nouvelles brochures étaient faciles à comprendre et seraient utiles aux apprenants d'une langue seconde. Des fonds additionnels accordés par Citoyenneté et Immigration Canada plus tard dans l'année ont permis de traduire la brochure en urdu, en russe, en coréen et en persan et de la publier en ligne à [www.language.ca](http://www.language.ca) et en imprimé pour la distribuer dans les centres d'évaluation nationaux.



## Projects Summary

### CLB Impact Project

*Funded by Governments of Alberta, British Columbia and Ontario*

This project was to conduct research and to plan and design a CLB impact study that would be ready for implementation in 2003-2004. The overall goals of the study, identified in this project, were to determine the extent to which:

- > the CLB have achieved their original purpose to provide a clear set of language performance standards as a basis for developing reliable tools to assess the language skills of learners, and
- > the CLB have gone beyond their original purpose to support various stakeholder groups in improving the settlement and integration of newcomers and immigrants.

A report was prepared defining the scope and specific outcomes of the impact study including rationale and methodology, and a detailed implementation plan including timelines, resource requirements, surveys and questionnaires and other data gathering tools.

The report identified key stakeholders that will be included in the study. These include ESL teachers, ESL assessors, ESL learners, ESL professionals, Funders of newcomer assistance programs, Owners/managers of ESL training organizations/programs as well as Employer organizations/professional associations. The report also clearly defined 3 goals of the study:

1. To measure the extent to which ESL professionals find that the CLB provides them with a set of language performance standards which are:

- > clear when applied, and
- > can be used to make valid assessments of learners.

2. To measure the extent to which the various groups who compose the ESL Community:

- > Know about the CLB
- > Use the CLB as a basis for one or more of the following:
  - The development of reliable learner assessment instruments
  - The development of local curriculum materials
  - The development of reliable device(s) for the certification of learning
  - Communicating about an individual's language skills.

3. To measure the extent to which the immigrant-serving communities:

- > Know about the CLB
- > Use the CLB as a basis for:
  - Communicating about an individual's language skills

## Résumé des projets

### Projet sur l'impact des CLB

*Financé par les gouvernements de l'Alberta, de la Colombie-Britannique et de l'Ontario*

Ce projet consiste en une recherche concernant la planification et la conception d'une étude sur l'impact des CLB à mettre en oeuvre en 2003-2004. Les objectifs généraux de l'étude identifiés dans ce projet, sont de déterminer à quel degré :

- > les CLB ont atteint leur but initial de fournir un ensemble clairement défini de normes de compétence linguistique comme base à l'élaboration d'outils fiables pour évaluer les compétences linguistiques des apprenants, et
- > les CLB dépassent leur objectif initial d'appuyer divers groupes d'intervenants dans le but d'améliorer l'établissement et l'intégration des nouveaux arrivants et des immigrants.

Un rapport a été préparé pour définir l'ampleur et les résultats spécifiques de cette étude d'impact incluant sa raison d'être et sa méthodologie ainsi qu'un plan de mise en oeuvre détaillé comprenant les échéances, les besoins en ressources, les sondages et les questionnaires ainsi que les autres outils de cueillette de données.

Le rapport a identifié les intervenants clés qui seront inclus dans l'étude, dont les enseignants d'ALS, les évaluateurs d'ALS, les apprenants d'ALS, les professionnels d'ALS, les bailleurs de fonds des programmes d'aide aux nouveaux arrivants, les propriétaires et les gestionnaires d'organismes et de programmes de formation en ALS ainsi que les organisations patronales et les associations professionnelles. Dans le rapport, trois objectifs de l'étude sont clairement définis. Ils sont :

1. de mesurer à quel point les spécialistes d'ALS trouvent que les CLB leur fournissent un ensemble de normes de compétence linguistique :

- > qui sont claires lorsqu'elles sont appliquées, et
- > qui peuvent être utilisées pour mener des évaluations d'apprenant valides.

2. de mesurer à quel degré les divers groupes composant la communauté d'ALS :

- > connaissent les CLB
- > utilisent les CLB comme base dans un ou plus des cas suivants :
  - la conception d'instruments fiables pour l'évaluation des apprenants
  - la préparation de matériel d'enseignement à saveur locale
  - le mise au point de mécanisme(s) fiable(s) pour l'accréditation de l'apprentissage
  - la communication de renseignements concernant les compétences linguistiques d'une personne.





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- In decision making regarding training
- In decision making regarding employment opportunities
- Providing support in terms of improving settlement and integration of newcomers.

### Outreach to Employers Project

*Funded by the Government of Ontario*

The goals of this project, funded by the Government of Ontario, were to improve the functioning of the labour market by capitalizing on the talents, skills and abilities that immigrants bring with them to Canada and to improve the employment possibilities for immigrants to Canada. Research was conducted to inform the development of a strategic plan to assist the CCLB in effectively meeting these goals over the next 3-5 years. A strategic plan was developed based on research analysis into current labour market conditions and the participation rate of immigrants with limited language skills, analysis of the role of promotional material in the development of successful dialogues and partnerships with relevant sector groups, the identification of recommended tools and processes necessary to assist employers and immigrants in determining adequate language proficiency, and possible partnership development opportunities. A number of key projects being pursued for 2003-2006 are a direct result of the research and strategic planning carried out in 2002-2003. A new employment related informational brochure and web page were produced to provide employers and labour market related stakeholders with information about the CLB and the workplace.

### Ontario College Writing Exemplars: 2002 – 2003

*Funded by the Government of Ontario*

The Centre for Canadian Language Benchmarks (CCLB) has been involved in the Ontario Ministry of Education's OCWE Project through a single year project funded by the Ministry of Training, Colleges and Universities' Access to Trades & Professions Branch. The CCLB consultant, Andrea Strachan, began working on the project in March 2002. The original end date for the CCLB project was September 30, 2002, but due to delays caused by the larger OCWE Project scheduling, an extension was obtained from MTCU to extend the consultant's work until December 2002.

The purpose of the Ontario College Writing Exemplars (OCWE) project is to provide the basis for a common language and understanding of levels of writing skill for all applicants to Ontario College programs, as well as for

## Résumé des projets

3. de mesurer à quel point les collectivités desservant les immigrants :
  - > connaissent les CLB
  - > utilisent les CLB comme base pour :
    - la communication de renseignements concernant la compétence linguistique d'une personne
    - la prise de décision concernant la formation
    - la prise de décision concernant les occasions d'emploi
    - la disponibilité de soutien pour améliorer l'établissement et l'intégration des nouveaux arrivants.

### Projet de sensibilisation des employeurs

*Financé par le gouvernement de l'Ontario*

Le but de ce projet, financé par le gouvernement de l'Ontario, était d'améliorer le fonctionnement du marché du travail en capitalisant sur les talents, les compétences et les habiletés que les immigrants possèdent en arrivant au Canada et d'améliorer leurs possibilités d'emploi au Canada. La recherche fut menée dans le but d'informer sur l'élaboration d'un plan stratégique pour aider le CNCLC à atteindre ces objectifs au cours des 3 à 5 prochaines années. Un plan stratégique a été élaboré à partir d'une analyse de recherche sur les conditions actuelles du marché du travail et sur le taux de participation des immigrants dont les compétences linguistiques sont restreintes; sur l'analyse du rôle du matériel promotionnel dans l'établissement de discussions et de partenariats réussis avec les groupes sectoriels pertinents; sur l'identification des outils recommandés et des processus nécessaires pour aider les employeurs et les immigrants à déterminer la compétence linguistique adéquate; et sur les occasions potentielles de créer des partenariats. Un nombre de projets clés qui seront approfondis en 2003-2006, sont un résultat direct de la recherche et de la planification stratégique effectuée en 2002-2003. Une nouvelle brochure d'information sur l'emploi et une page Web ont été produites afin de fournir aux employeurs et aux intervenants sur le marché du travail des renseignements sur les CLB/SLC et le milieu de travail.

### Les exemples types de production écrite pour les collèges ontariens – 2002 –2003

*Financé par le gouvernement de l'Ontario*

Le Centre des niveaux de compétence linguistique canadiens (CNCLC) a participé au projet du ministère de l'Éducation de l'Ontario concernant les exemples types de production écrite pour les collèges ontariens (*Ontario College Writing Exemplars – OCWE*), par le biais d'un projet d'un an subventionné par l'Unité de l'accès aux professions et aux métiers du ministère de la Formation et des Collèges et Universités. La consultante du CNCLC, Mme Andrea Strachan, a entrepris ce travail en mars 2002. À l'origine, l'échéance du projet du CNCLC était le 30 septembre 2002, mais en raison de délais occasionnés par l'échéancier du Projet OCWE, une prolongation jusqu'en décembre 2002 fut accordée par le MFCU pour le travail de la consultante.



## Projects Summary

current college students. It was to provide:

- > A province-wide, common understanding of the various levels of English usage in first-year college programs,
- > A facilitated clear communication about the levels of writing skills required for success in various college programs.

The CCLB consultant was a valuable addition to the OCWE Project Team, often working closely with the OCWE Project Coordinator. She also facilitated the activities of the OCWE Project team by providing additional information on the CLB and how they could relate to the guideline descriptors used in the Exemplars. In addition, the consultant co-presented information about the OCWE Project at the TESL Ontario conference and wrote articles for the CCLB newsletter.

Recommendations for the future have been made by the consultant and include staying involved with the promotion of the OCWE Project and the Exemplars, helping familiarize the ESL community in Ontario with the purpose and usage of the Exemplars, and promoting the advantages for the colleges to incorporate the CLB into their mainstream programming requirements. Release of the final version of the Writing Exemplars is scheduled for September 2004 with widespread release across Ontario and online access to the document on the Heads of Language (<http://www.hol.on.ca/ocwe/>) web site.

### Standards linguistiques canadiens (SLC)

*Funded by Citizenship and Immigration Canada*

The official launch of the *Standards linguistiques canadiens 2002 (SLC)* and the associated *Teste de classement: version rationalisée (TCVR)* will be held at the University of Ottawa in January 2004.

These new supports will provide the Francophone community across the country with simple and reliable tools to evaluate the language skills of newcomers to Canada. Many stakeholders are awaiting the implementation of the SLC and the associated test and believe that these two supports will help promote excellence in the teaching and learning of French as a second language by adults across Canada.

In 1992, a federal policy was developed that stated that Canada should have a clear set of language performance standards as a basis for developing reliable tools to assess the language skills of learners. As a result, in 1996 the "working document" of the *Canadian Language Benchmarks: English as a second language for adults* was published and, shortly after this, Citizenship and Immigration

## Résumé des projets

Le but du projet sur les exemples types de production écrite des collèges ontariens (OCWE) est de fournir la base d'un langage uniforme et d'une interprétation commune des niveaux de compétence en écriture pour tous les postulants voulant s'inscrire aux programmes collégiaux en Ontario, ainsi que pour tous ceux qui y sont présentement. Cela consistait en l'établissement :

- > à l'étendue de la province d'une interprétation commune des divers niveaux d'usage de l'anglais dans les programmes collégiaux de première année,
- > d'une communication clairement définie sur les niveaux requis de compétence en rédaction pour réussir dans les divers programmes collégiaux.

La consultante du CNCLC fut un ajout appréciable à l'équipe du projet OCWE, travaillant souvent en étroite collaboration avec le coordonnateur du projet OCWE. Elle a aussi facilité les activités de l'équipe du projet OCWE en fournissant des informations supplémentaires sur les CLB et leur relation avec les descripteurs recommandés dans les copies types. De plus, la consultante a co-présenté l'information sur le projet OCWE à la conférence de TESL Ontario et a rédigé des articles dans le bulletin de nouvelles du CNCLC.

Dans l'avenir, la consultante recommande de continuer à participer à la promotion du projet OCWE et exemples types de production écrite, à aider la communauté de ALS et de FLS à se familiariser avec le but et l'utilisation des exemples types de production écrite, et à faire la promotion des avantages pour les collèges d'incorporer les CLB dans leurs exigences de programmes réguliers. La publication de la version finale des exemples types de production écrite est prévue en septembre 2004 à l'étendue de la province ainsi que l'accès en ligne au document sur le site Web *Ontario Heads of Language* (<http://www.hol.on.ca/ocwe/>).

### Standards linguistiques canadiens (SLC)

*Financé par Citoyenneté et Immigration Canada*

Le lancement officiel des *Standards linguistiques canadiens 2002 (SLC)* et du *Test de classement : version rationalisée (TCVR)* connexe se déroulera à l'Université d'Ottawa en janvier 2004.

Ces nouveaux documents se veulent des outils simples et fiables à la disposition des communautés francophones à l'étendue du pays, afin d'évaluer les compétences langagières des nouveaux arrivants au Canada. Plusieurs intervenants attendent avec impatience l'implantation des SLC et du test associé. Les *Standards linguistiques canadiens 2002* et le *Test de classement : version rationalisée* contribueront à la promotion de l'excellence de l'enseignement et de l'apprentissage du français langue seconde pour les adultes partout au Canada.

Une politique fédérale déclarait que le Canada avait besoin



## Projects Summary

Canada (CIC) decided to develop an equivalent publication to support the learning of French.

In 1998 the CCLB was incorporated and mandated to support both the English and the French language standards. Recently, a team of specialists from the University of Ottawa, contracted by CIC translated Canadian Language Benchmarks producing the *Standards linguistiques canadiens 2002 (SLC 2002)* and the *Test de classement : version rationalisée*.

In June of 2002, the *SLC 2002* documents were posted on the CIC website as well as being placed on the CCLB website ([www.langueslc.ca](http://www.langueslc.ca)). Minor revisions to the materials have been ongoing and the CCLB is eagerly anticipating the official launch in January of 2004. Ongoing plans and strategies are being developed and implemented to introduce the SLC and the placement test to the various potential clients and other stakeholders, to train assessors and to create sample lessons that will help teachers in the classroom. These activities will be a major focus for the CCLB and its stakeholders and partners in the upcoming year.

## Résumé des projets

d'un ensemble bien défini de normes pour mesurer la performance linguistique des apprenants et pour servir de cadre de référence à la conception d'outils d'évaluation fiables. Cette politique eut comme résultat la publication en 1995 du document *Canadian Language Benchmarks: English as a second language for adults* et, peu de temps après, le ministère de Citoyenneté et Immigration Canada (CIC) décida de produire un document équivalent pour soutenir l'apprentissage du français.

En 1998, CNCLC fut incorporé avec le mandat de soutenir les standards linguistiques à la fois en anglais et en français. Recemment, Immigration et Citoyenneté Canada a retenu les services de spécialistes de l'Université d'Ottawa pour traduire les *Canadian Language Benchmarks*. Il en a résulté le document *Standards linguistiques canadiens* et le *Test de classement : version rationalisée*.

En juin 2002, les *Standards linguistiques canadiens* furent postés sur le site Web de CIC ainsi que sur le site du CNCLC ([www.langueslc.ca](http://www.langueslc.ca)). Des révisions sont en cours et le Centre anticipe avec plaisir le lancement officiel du document prévu pour janvier 2004. L'élaboration d'un plan de mise en oeuvre se poursuit afin de présenter les SLC et le Test de classement à nos clients et à nos intervenants. Le plan prévoit, entre autres, la préparation de matériel d'appui tel qu'un guide de formation à l'intention des examinateurs de l'outil d'évaluation.



The official launch of the *Standards linguistiques canadiens 2002 (SLC)* will be held at the University of Ottawa in January 2004.

Le lancement officiel des *Standards linguistiques canadiens 2002 (SLC)* se déroulera à l'Université d'Ottawa en janvier 2004.



## Financial Report

The condensed financial information below has been extracted from the CCLB Audited Financial Statements together with unaudited in-kind contributions. The report of Welch and Company LLP, the auditors, and complete audited financial statements, which include notes and more detailed supplementary financial information, are available for examination by contacting the CCLB.

## Rapport financier

L'information financière abrégée ci-dessous est un extrait des États financiers vérifiés du CNCLC et comprend les contributions en nature non-vérifiées. Le rapport de Welch and Company LLP, les vérificateurs, et les états financiers vérifiés intégraux, incluant les notes et les informations financières supplémentaires détaillées, sont disponibles pour examen en communiquant avec le CNCLC.

### Statement of Financial Position as of March 31, 2003 / Relevé de la situation financière au 31 mars 2003

<b>ASSET / ACTIFS</b>	<b>2003</b>	<b>2002</b>
<b>Current Assets / Actifs à court terme</b>	\$	\$
Cash / En caisse	137,659	112,436
Contributions receivable / Contributions à recevoir	124,945	91,794
Other receivables / Autres comptes recevables	8,461	2,560
Prepaid expenses / Dépenses payées d'avance	229	4,607
GST recoverable / TPS à recouvrir	10,073	12,200
	<u>281,367</u>	<u>223,597</u>
<b>CAPITAL ASSETS / IMMOBILISATIONS</b>	<u>21,836</u>	<u>7,713</u>
	<u>\$ 303,203</u>	<u>\$ 231,310</u>
<b>LIABILITIES AND NET ASSETS / PASSIF ET ACTIF NET</b>		
<b>Current Liabilities / Passif à court terme</b>		
Accounts payable and accrued liabilities / Crédoeurs et frais courus	\$95,173	\$96,218
Deferred contributions / Contributions reportées	80,734	35,640
Deferred capital grants / Apports reportés afférents aux immobilisations	19,646	2,719
	<u>195,553</u>	<u>134,577</u>
<b>Net Assets / Actifs nets</b>		
Invested in capital assets / Investis en immobilisations	2,190	4,994
Unrestricted / Non affectés	105,460	91,739
	<u>107,650</u>	<u>96,733</u>
	<u>\$ 303,203</u>	<u>\$ 231,310</u>



# Financial Report / Rapport financier

## CONTRIBUTIONS IN KIND (unaudited) / CONTRIBUTIONS EN NATURE (non-vérifiées)

Donor / Donateur	Contributions
Citizenship and Immigration Canada / Citoyenneté et Immigration Canada	Travel and accommodation costs for meeting attendance. / Frais de déplacement et de logement pour la participation aux réunions
Government of Alberta / Gouvernement de l'Alberta	Travel and accommodation costs for meeting attendance, hosting teleconference calls, support for two projects (Formative Assessment Toolkit and Benchmark Achievement Report Tools) and the contract with Emerging Directions with respect to the application of the CLBPT / Frais de déplacements et de logement pour la participation aux réunions, frais de téléconférences et appui à deux projets ("Formative Assessment Toolkit" et "Benchmark Achievement Report Tools") et le contrat avec "Emerging Directions" quant à l'application du CLBPT
Government of British Columbia / Gouvernement de la Colombie-Britannique	Travel and accommodation costs for meeting attendance, courier expenses and hosting teleconferences / Frais de déplacement et de logement pour la participation aux réunions, frais de téléconférences et de services de messagerie
Government of Manitoba / Gouvernement du Manitoba	Travel and accommodation costs for meeting attendance and support for the CLBPT trainer and training sessions / Frais de déplacement et de logement pour la participation aux réunions et appui à la formation et aux formateurs CLBPT
Government of Ontario / Gouvernement de l'Ontario	Travel and accommodation for meeting attendance, hosting teleconference calls and courier expenses / Frais de déplacement et de logement pour la participation aux réunions, frais de téléconférences et de services de messagerie
Government of Saskatchewan / Gouvernement de la Saskatchewan	Travel and accommodation costs for meeting attendance / Frais de déplacement et de logement pour la participation aux réunions



# Financial Report / Rapport financier

Statement of Operations and Changes in Net Assets for the year ended March 31, 2003

Relevé des opérations et de changements aux actifs nets pour l'année fiscale se terminant le 31 mars 2003

	2003	2002
<b>REVENUE / REVENUS</b>	\$	\$
Government of Ontario / Gouvernement de l'Ontario	225,573	196,113
Citizenship and Immigration Canada (CIC) / Citoyenneté et Immigration Canada (CIC)	186,933	211,778
CIC Ontario – Administration of Settlement and Integration Services		
CIC Ontario – Administration des services d'établissement	30,000	—
Government of Alberta / Gouvernement de l'Alberta	66,935	65,631
Government of British Columbia / Gouvernement de la Colombie-Britannique	171,973	25,605
Government of Nova Scotia / Gouvernement de la Nouvelle-Écosse	5,000	5,000
Human Resources Development Canada / Développement des ressources humaines Canada	—	70,400
Regional/Municipal Government – miscellaneous / Gouvernement régional/municipal – divers	—	418
Sales – Business Centre / Recettes – Centre d'affaires	47,318	28,899
Interest / Intérêts	58	197
Donations / Dons	444	1,602
Miscellaneous / Divers	224	1,577
Amortization of deferred grants / Capital et contributions au fonds d'amortissement	7,518	703
	<u>741,976</u>	<u>607,923</u>
<b>EXPENSES / DÉPENSES</b>		
<b>Office / Bureau</b>		
GST / TPS	7,487	6,168
Telephone and internet / Téléphone et internet	5,490	5,316
Rent and insurance / Loyer et assurances	28,164	29,733
Office supplies and postage / Fournitures de bureau et frais postaux	15,449	24,239
Subscriptions and videos / Abonnements et vidéos	1,680	1,397
Communications / Communications	13,191	13,484
Stakeholder services / Services aux intervenants	2,242	3,247
Miscellaneous / Divers	1,479	8,696
Website development / Création du site Web	7,717	6,708
	<u>82,899</u>	<u>98,988</u>
<b>Personnel / Personnel</b>		
Salaries, fees and benefits / Salaires, frais et avantages sociaux	241,752	188,539
Staff development / Perfectionnement du personnel	302	349
Recruitment / Recrutement	260	242
	<u>242,314</u>	<u>189,130</u>
<b>Board / Conseil d'administration</b>		
Travel / Frais de déplacement	20,272	18,425
Insurance / Assurances	1,555	1,245
Logistics / Logistique	3,979	3,867
Conference calls / Appels conférences	480	268
	<u>26,286</u>	<u>23,805</u>
<b>Conferences and Memberships / Conférences et frais d'adhésion</b>		
Association memberships and government fees / Frais d'adhésion aux associations et services gouvernementaux	891	1,055
	1,748	1,602
	<u>2,639</u>	<u>2,657</u>
<b>Research and development / Recherche et développement</b>	320,591	205,918
<b>Business Centre / Centre d'affaires</b>	12,196	33,271
<b>Professional fees / Frais professionnels</b>	14,414	15,047
<b>Staff travel / Frais de déplacement du personnel</b>	11,557	4,233
<b>Project overexpenditures / Déboursés additionnels pour projets</b>	7,251	—
<b>Amortization / Amortissement</b>	10,912	4,038
<b>Total expenses / Total des dépenses</b>	<u>731,059</u>	<u>577,087</u>
<b>Net revenue / Revenu net</b>	10,917	30,836
<b>Net assets, beginning of year / Actifs nets au début de l'exercice</b>	96,733	65,897
<b>Net assets, end of year / Actifs nets à la fin de l'exercice</b>	<u>\$107,650</u>	<u>\$96,733</u>



# Board of Directors and Staff / Membres du conseil d'administration et personnel

## Board of Directors / Membres du conseil d'administration

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Chairperson / Présidente  
Manitoba Government Member /  
Membre, Gouvernement du Manitoba

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Provincial Government Member, British  
Columbia / Membre, Gouvernement  
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### Jim Jones

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TESL Canada Member /  
Membre, TESL Canada

### Christine Bertram

TESL Canada Member /  
Membre, TESL Canada

### Regius Brown

Acting Federal Government Member /  
Gestionnaire par intérim des programmes  
d'établissement  
Citizenship & Immigration Canada /  
Citoyenneté & Immigration Canada

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Observatrice, Gouvernement du Québec

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Provincial Government Member, Alberta /  
Membre, Gouvernement provincial de  
l'Alberta

### Peggy Frederikse

Provincial Government Member, Ontario /  
Membre, Gouvernement provincial de  
l'Ontario

### Margaret Hnidy

ESL Expert Member, Saskatchewan /  
Membre, Experte-conseil de la  
Saskatchewan

### Susan Holmes

ESL Expert Member, Ontario / Membre,  
Experte-conseil de l'Ontario

### Tara Holmes

ESL Expert Member, Alberta / Membre,  
Experte-conseil de l'Alberta

### Diane Koreen

ESL Expert Member, Manitoba / Membre,  
Experte-conseil du Manitoba

### William McMichael

TESL Canada Member / Membre, TESL  
Canada

### Pauline McNaughton

Executive Director / Directrice générale

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ESL Expert Member, Atlantic /  
Membre, Experte-conseil de l'Atlantique

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### Sylvia Wencil

Canada Council for Refugees Member /  
Membre, Conseil canadien pour les réfugiés

### Donna Woloshyn

Provincial Government Member,  
Saskatchewan / Membre, Gouvernement  
provincial de la Saskatchewan

## CCLB Staff / Personnel du CNCLC

### Pauline McNaughton

Executive Director / Directrice générale

### Ed Lovell

Assistant Executive Director /  
Directeur général adjoint

### Marianne Kayed

Project Manager / Gestionnaire de projets

### Linda Lauzon

SLC Manager / Gestionnaire des SLC

### Mélanie Boucher

Office/Communications Manager /  
Gestionnaire de bureau et de  
communications

### Nora Wood

Accounting Manager / Consultante en  
gestion de comptabilité





**Centre for Canadian  
Language Benchmarks**

**Centre des niveaux de  
compétence linguistique canadiens**

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