



# Inside La langue Language en coulisse

September/septembre 2019  
ISSN: 1488-8157



## From the Executive Director

Dear friends,

We hope you had a pleasant summer.

We are currently in the middle of three-year contribution agreements with both Immigration, Refugees and Citizenship Canada (IRCC) and the Ontario Ministry of Children, Community and Social

Service (MCCSS). The IRCC funding focuses on using the Milestones test in assisting IRCC in its language program evaluation. MCCSS's funding focuses on the development of a variety of tools and training.

The Board of Directors met in Ottawa, June 9-11 for their annual face-to-face meeting and AGM. Shannon Storey (University of Saskatchewan) was reelected as Chair. Aileen Clark (Université de Saint-Boniface) was reelected as Vice-Chair. Lyse St-Jacques-Ayoub (Medical Council of Canada) was elected Secretary-Treasurer, replacing John Sivell (Professor Emeritus at Brock University), who is now in the last year of his six-year term as a Board member. These officer positions are renewable one-year terms.

Two new Directors were appointed at the AGM for a three-year term (2019-2022): Diane Hardy (Bow Valley College) and Jim Papple (York University). We sincerely thank all the other highly qualified professionals who applied this year, but only two positions were vacant.

On the staffing side, I am happy to report that Emma Bromley joined us last month as CLB Project Manager. Emma has worked at the Ottawa Catholic School Board in different roles and has also worked as Tutor of American Sign Language at Carleton University. She holds a B.A. Honours from Carleton University and a B.Ed. from the University of Ottawa. However, I am sad to report that Catherine Rousseau, who is managing the Centre's NCLC projects, will be leaving us in mid-September.

We are looking forward to a busy fall and winter.

-François Bélisle

## Message du directeur général

Chers amis,

Nous espérons que vous avez passé un bel été.

Nous sommes présentement au milieu d'ententes de contribution d'une durée de trois ans avec Immigration, Réfugiés et Citoyenneté Canada (IRCC) et le ministère ontarien des Services à l'enfance, à la communauté et aux services sociaux (MCCSS). Le financement d'IRCC est centré sur l'utilisation du test Milestones pour aider le ministère à évaluer son programme linguistique. Le financement de l'Ontario se concentre sur le développement d'une variété d'outils et de formations.

Le conseil d'administration s'est réuni à Ottawa du 9 au 11 juin pour la réunion annuelle et l'AGA. Shannon Storey (Université de la Saskatchewan) a été réélue présidente. Aileen Clark (Université de Saint-Boniface) a été réélue à la vice-présidence. Lyse St-Jacques-Ayoub (Conseil médical du Canada) a été élue secrétaire-trésorière en remplacement de John Sivell (professeur émérite à l'Université Brock), qui termine actuellement son mandat de six ans au conseil d'administration. Ces postes d'officiers sont renouvelables pour des mandats d'un an.

Deux nouveaux directeurs ont été nommés à l'AGA pour un mandat de trois ans (2019-2022): Diane Hardy (Bow Valley College) et Jim Papple (Université York). Nous remercions sincèrement tous les autres professionnels hautement qualifiés qui ont postulé cette année, mais seuls deux postes étaient vacants.

En ce qui a trait à la dotation en personnel, je suis heureux d'annoncer que Emma Bromley s'est jointe à nous le mois dernier en tant que gestionnaire de projets CLB. Emma a occupé différents postes au Conseil scolaire catholique d'Ottawa et a également été tutrice de la langue des signes américaine à l'Université Carleton. Elle est titulaire d'un baccalauréat de l'Université Carleton et d'un baccalauréat en éducation de l'Université d'Ottawa. Cependant, je suis triste d'annoncer que Catherine Rousseau, qui gère nos projets NCLC, nous quittera à la mi-septembre.

L'automne et l'hiver s'annoncent occupés.

-François Bélisle

## Portfolio-Based Language Assessment (PBLA)

With funding from Immigration, Refugees and Citizenship Canada (IRCC) and the Ontario Ministry of Children, Community, and Social Services (MCCSS), CCLB continues to provide support to the implementation of Portfolio-Based Language Assessment (PBLA) as a standard feature of LINC and the Adult Non-Credit Language Training Program delivered by Ontario school boards. The PBLA project focuses on supporting PBLA sustainability and application in the classroom. PBLA Practice Guidelines 2019 are available at <https://pblapg.language.ca/>.

The PBLA Lead Teacher/Instructor Prior Learning Assessment Review (PLAR) continues to support any program that has faced Lead Teacher/Instructor attrition. PLAR streamlines the certification process for classroom instructors who have been using PBLA in their classroom and can demonstrate fundamental competency in PBLA concepts and skills. This last quarter CCLB updated the PBLA PLAR Library to incorporate changes from the Practice Guidelines 2019 revisions. If your program has lost a Lead Teacher/Instructor please contact [pbla.plar@language.ca](mailto:pbla.plar@language.ca).

In response to feedback from the Multi-Level Modules activity, teacher-ready resources have been added to several modules, which include: skill-building activities, skill-using activities, goal setting, learner reflection tools, and reference lists for other available materials.

The modules with teaching materials include:

- Health: 'At the Walk-In Clinic', a CLB 3-4 Module.
- Fraud: Avoiding Scams and Fraud, CLB 5/6.
- Banking: Reporting a Lost, Stolen or Damaged Bank Card, CLB 1-2.

The PBLA Multi-Level Modules are easily accessible through the Practice Guidelines site. Please go to the following link: <https://pblapg.language.ca/part-e-classroom-and-professional-learning/multilevel-modules/>. Behind the scenes, CCLB is working on blended learning multi-level resources and additional multi-level module packages will be available in fall 2019.

The PBLA team also continues to develop Professional Learning sessions available to all PBLA Lead Teachers/Instructors. These are short PD sessions (approximately one hour) that help programs meet specific professional development needs. Over the summer months work began on a session that will focus on the Receptive Skills. This core session is anticipated to be released in fall 2019.

Ongoing support for classroom instructors new to PBLA will pick up again in fall and is provided through the IRCC- and MCCSS-funded online course, *Introduction to PBLA for New Classroom Instructors*, that will be offered from October 2, 2019 to November 6, 2019.

PBLA Practice Review Framework consultations continue for Cohort 1, 2, 3 and 4 programs. Information webinars were held in August and will take place again in the fall. The framework is based on a set of shared PBLA principles and practice standards for those working in four settings: classroom, program, monitoring authority, and national policy. The framework includes self-assessment and goal-setting activities for classroom teachers and administrators and is linked to the IRCC monitoring processes. If you have questions regarding the PBLA Practice Review Framework please contact [PBLA@language.ca](mailto:PBLA@language.ca) for more information.

## My PBLA

*My PBLA/Mon ELBP: Engaging Learners* is funded by the Ontario Ministry of Children, Community and Social Services (MCCSS). The focus of this project is to help improve learner engagement with Portfolio-Based Language Assessment (PBLA) and its French counterpart, *Évaluation linguistique basée sur le portfolio (ELBP)*, by providing learners with information and training on PBLA/ELBP through interactive online components. Materials that will be developed will complement existing PBLA tools and resources in the field.

CCLB held a number of focus groups with both PBLA and ELBP learners and instructors over the summer months to help inform the direction of the project. Upon review of the groups' valuable contributions, CCLB has now engaged with a communications consultant to determine how the project can best address their feedback and expand on their comments to help introduce PBLA to learners.

## Mon ELBP

*My PBLA/Mon ELBP: Mobiliser les apprenants* est un projet financé par le ministère des Services à l'enfance et Services sociaux et communautaires (MCCSS). Il vise à renseigner les apprenants sur l'Évaluation linguistique basée sur le portfolio (ELBP) et sur le Portfolio-Based Language Assessment (PBLA). Dans les prochains mois, de nouveaux outils interactifs seront développés. Ceux-ci contribueront à démystifier l'ELBP et, par la même occasion, à améliorer la participation des apprenants dans leur processus d'évaluation.

En juin dernier, le CNCLC a organisé des groupes de discussions avec des apprenants et des instructeurs afin de comprendre les besoins en lien avec l'ELBP. Ces rencontres ont contribué énormément à orienter les livrables du projet. La prochaine étape sera de développer de nouvelles ressources qui aideront les instructeurs de FLS à présenter l'ELBP à leurs apprenants.

## PBLA for Innovative Language Training

Building on the draft of the *PBLA for Innovative Language Training (PBLA-ILT) Guide to Best Practice*, CCLB worked with a partner organization to further refine the information found in the Best Practice document. A sample portfolio illustrating evidence-based tasks on how PBLA-ILT can be used in practice was developed. This portfolio will act as a visual aide to help illustrate the information presented in the guide. Both the guide and portfolio are currently undergoing a review by a PBLA lead.

The goal for this project is to have a guide to best practice on using the methodology and principles of PBLA to support instructors offering part time and/or specialized training related to work or other specific contexts; and to help inform the funder, the Ontario Ministry of Children, Community and Social Services, for future programming.

## L'ELBP pour la formation linguistique innovante

Le CNCLC a travaillé avec un partenaire, à partir de l'ébauche du Guide des bonnes pratiques-ELBP pour la formation linguistique innovante (ELBP-FLI), pour développer un portfolio d'échantillons illustrant la manière dont l'ELBP-FLI peut être concrètement utilisée. Ce portfolio sera un complément visuel au Guide. Le Guide et le Portfolio sont actuellement en cours de révision.

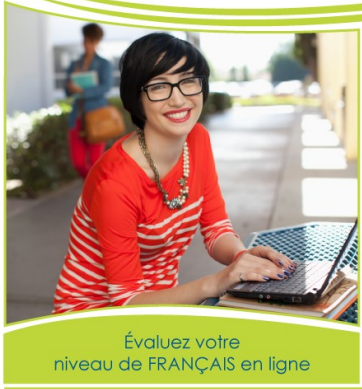
L'objectif de ce projet est d'avoir un guide des meilleures pratiques sur l'utilisation de la méthodologie et des principes de l'ELBP pour mieux aider les instructeurs offrant une formation à temps partiel ou spécialisée liée au travail ou à d'autres contextes particuliers. Le guide permettra aussi d'aiguiller le ministère ontarien des Services à l'enfance et Services sociaux et communautaires, qui finance le projet, sur les nouvelles directions à prendre dans le domaine de la formation linguistique.

## The Canadian Language Benchmark Placement Assessment (CLBPA)

Development of the Canadian Language Benchmark Placement Assessment (CLBPA) continues to remain on schedule. The reading and writing development was completed. CCLB provided the final documents to The Centre for Education and Training (TCET) in August.

Immigration, Refugees and Citizenship Canada (IRCC) has funded the development of the Canadian Language Benchmarks Placement Assessment (CLBPA) for benchmarks 1-8. This new tool will gradually replace both the CLBA and CLBPT as the only core assessment tool for use by assessment and referral centres for placement to federally funded English classes.





## NCLC-AEL

Le Centre for Education and Training (TCET) a confié le mandat au Centre des niveaux de compétence linguistique canadiens de créer une troisième forme en compréhension de l'écrit à l'autoévaluation en ligne NCLC-AEL. Cette nouvelle version viendra compléter l'offre de tests déjà disponibles sur la plateforme [nclc-ael.ca](http://nclc-ael.ca).

Le travail d'analyse des données a été complété et les items ont été sélectionnés pour créer la troisième forme du test. Elle sera bientôt disponible sur la plateforme améliorée du NCLC-AEL.

## Quartz 2.0

Le développement de l'outil Quartz pour les Lignes directrices du programme ontarien de formation linguistique pour adultes ne donnant pas droit à des crédits est le fruit d'une collaboration avec le Toronto Catholic District School Board (TCDSB) et la firme Soshal Professional Services, Marketing, Communications & Technology.

Le nouveau contenu a été ajouté (incluant une mise à jour des Principes directeurs), les tests de qualité ont été effectués et la plateforme devrait être accessible aux instructeurs dans les prochaines semaines. Nous vous tiendrons informés de la date officielle du lancement. Soyez assurés que tout le contenu développé dans le Quartz original a été transféré à Quartz 2.0. Les instructeurs qui ont développé des plans de cours, d'unités et de leçons pourront donc les retrouver dans la nouvelle version de Quartz.

Ce projet est financé par le ministère ontarien des Services à l'enfance et des Services sociaux et communautaires.



## Quartz 2.0

Development of the Quartz Tool for the Non-Credit Adult Language Training Program Guidelines is the result of collaboration with the Toronto Catholic District School Board (TCDSB) and Soshal Professional Services, Marketing, Communications & Technology.

New content has been added (including an update of the Curriculum Guidelines), quality testing has been done and the platform should be available to all ESL instructors in the coming weeks. We will keep you informed of the official launch date. Rest assured that all content developed in the original Quartz has been transferred to Quartz 2.0 (though it may look a little different).

This project is funded by the Ontario Ministry of Children, Community and Social Services.



## Plan d'action pour les langues officielles (PALO) - ELBP

Dans le cadre du Plan d'action pour les langues officielles (PALO), le ministère de l'Immigration, Réfugiés et Citoyenneté Canada a financé le Centre des niveaux de compétence linguistique canadiens dans le but de :

- ⇒ Accompagner les nouveaux fournisseurs de services dans l'implantation de l'ELBP et de former les nouveaux instructeurs des fournisseurs de services actuels.
- ⇒ Assurer la qualité de la formation dans les communautés francophones en situation minoritaire.

Pour répondre à ces objectifs les fournisseurs de services peuvent dès maintenant inscrire leurs instructeurs au processus de certification à l'ELBP en envoyant un courriel à [elbp@language.ca](mailto:elbp@language.ca).

De plus, la plateforme *Lignes directrices pour la mise en œuvre de l'ELBP* est en cours de révision en s'appuyant sur la mise à jour du PBLA Practice Guidelines (2019). Un document destiné à présenter l'ELBP aux nouveaux administrateurs est également en cours de rédaction.

D'autres outils seront mis à jour au cours des prochains mois dont le *Camp de formation aux NCLC*. D'ici là, n'hésitez pas à consulter le site : <https://elbppe.language.ca/> pour avoir accès (dans la partie D) aux outils révisés ou développés à l'hiver 2019 soit le *Cadre de révision des pratiques de l'ELBP*, le *Guide d'élaboration d'une tâche de la vie réelle cible* et *Le parcours d'intégration francophone CLIC*. Bonne lecture!

## Training

CCLB offered six training sessions between June and August 2019:

- ⇒ Five **CLBPT assessor training sessions** which took place in Brandon, London, North York, Ottawa and Vancouver. Six assessors have been certified and four are in the process of completing certification.
- ⇒ One **BTC assessor training session** was offered via virtual meeting. Certification is now pending.

In addition to the face-to-face assessor training sessions:

- ⇒ 58 assessors registered for the new online **Literacy Placement Test (LPT)** training.
- ⇒ Four assessors registered for the online **Batterie de tests de classement pour adultes moins alphabétisés (BTC-AMA)** training.

Individuals also registered for our online Exit Tasks Training.

If you are interested in setting up a training, please contact [training@language.ca](mailto:training@language.ca). Note that as of April 1, 2018 all CCLB-related training sessions are offered fee-for-service.

## Online Assessor Training

The online, self-directed training for the new *Literacy Placement Test (LPT)* and *Batterie de tests de classement pour adultes moins alphabétisés (BTC-AMA)* is available via fee-for-service.

Funded by Immigration, Refugees and Citizenship Canada (IRCC), these new literacy placement tests better align to the descriptors in the CLB: ESL for ALL/NCLC : *FLS pour AMA* documents. This allows CLBPT and BTC assessors to identify literacy levels for Foundation/Niveau Exploratoire L to CLB/NCLC 4L, ensuring the placement of ESL/FSL learners into appropriate language and other training programs. It also includes a first-language screener task has been developed and translated into 39 languages.

Since its release, 23 assessors have been registered for the training.

Licensed assessment centres can visit our website to learn more about the [LPT](#) or [BTC-AMA](#) or contact [training@language.ca](mailto:training@language.ca).

## Online Instructor Training

CCLB has adapted its face-to-face *CLB 5-10 Exit Assessment Tasks* training to an online offering. *CLB 5-10 Exit Assessment Tasks* provides instructors with a way to confirm the levels that their learners are at, at the end of a course or a training period. In this 2-hour, self-directed training, participants will have an opportunity to:

- ⇒ Become familiar with the CLB 5-10 Exit Assessment Tasks document.
- ⇒ Understand when and how to use CLB 5-10 Exit Assessment Tasks appropriately.
- ⇒ Learn how CLB 5-10 Exit Assessment Tasks can be used in a PBLA environment, and about their relationship with the Canadian Language Benchmarks.
- ⇒ Gain confidence in using task-based assessment through hands-on practice scoring materials for Speaking and Writing.

If you are interested in learning more about this fee-for-service training, you can [visit our website](#) or contact [training@language.ca](mailto:training@language.ca).

## Milestones

CCLB continued to administer the Milestones test to LINC clients and NON-LINC participants as identified by Immigration, Refugee and Citizenship Canada (IRCC).

In June, the final pre-test for NON-LINC participants was administered. During the same month and continuing into July, NON-LINC participants were invited back for the post-test. CCLB also continued administering the post-test to LINC clients. Thanks to our amazing Milestones administration teams across the country, a total of 16 testing sessions were held in June and July. Eight sessions were held between Calgary, Charlottetown, Winnipeg and Vancouver for LINC clients and eight sessions were held between Toronto and Vancouver for NON-LINC participants.

On the scoring side, writing assessors busily worked to score pre- and post- test papers in July and August while data entry continued as tests were completed.

Final testing for LINC and NON-LINC groups has been scheduled for September 2019.

## CCLB in the Community

CCLB attended:

- ⇒ Metropolis Pre-Conference at St. Joseph's Adult School on June 24, 2019.
- ⇒ 2019 International Conference on Task-Based Language Teaching at Carleton University on August 21, 2019.

## Public Holidays

Please note that our offices will be closed September 2 for Labour Day, October 14 for Thanksgiving and November 11 for Remembrance Day.

## Jours fériés

Veillez noter que nos bureaux seront fermés le 2 septembre pour la fête du Travail,

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



Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens

294, rue Albert Street, Pièce/Suite 400, Ottawa, Ontario, Canada K1P 6E6  
Tél./Tel.: 613-230-7729 | Téléc./Fax: 613-230-9305  
[info@language.ca](mailto:info@language.ca) | [www.language.ca](http://www.language.ca)