

# Annual Report/Rapport annuel 2019-2020



Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens

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# WHO WE ARE

## History

Incorporated in 1998 as a national not-for-profit organization and governed by a nationally representative, multi-stakeholder board of directors, the Centre for Canadian Language Benchmarks supports and promotes the Canadian Language Benchmarks and *Niveaux de compétence linguistique canadiens*.

## Vision

The Canadian Language Benchmarks and the *Niveaux de compétence linguistique canadiens* are the national standards recognized in Canada and internationally for describing, measuring and recognizing English and French language proficiency of persons in Canada, as well as of immigrants and other persons destined for Canada.

## Mission

The Centre for Canadian Language Benchmarks/ *Centre des niveaux de compétence linguistique canadiens* leads and provides expertise in the implementation and dissemination of the Canadian Language Benchmarks and the *Niveaux de compétence linguistique canadiens* as practical, fair and reliable national standards of English and French language proficiency in immigration, education and training, workplace and community settings.

## Strategic Directions

1. Assume a leadership role in the development and sharing of quality resources associated with the CLB and the NCLC, including pre-arrival.
2. Enhance the assessment processes associated with the CLB and the NCLC.
3. Enhance implementation support for teachers and learners working with the CLB and the NCLC.
4. Support the application of the CLB and the NCLC in assisting the successful labour market integration of immigrants.
5. Refine organizational capacity and structure to further CCLB's leadership role in the evolution of the CLB and the NCLC and promote/celebrate their successes.

## Historique

Le Centre des niveaux de compétence linguistique canadiens est un organisme sans but lucratif fondé en 1998 et dirigé par un conseil d'administration composé d'intervenants de divers milieux représentant l'ensemble du pays. Le Centre appuie les Niveaux de compétence linguistique canadiens et les *Canadian Language Benchmarks* et encourage leur utilisation.

## Vision

Les Niveaux de compétence linguistique canadiens et les *Canadian Language Benchmarks* servent de normes nationales reconnues au Canada et internationalement pour décrire, évaluer et reconnaître la compétence langagière en français ou en anglais des individus au Canada, y compris celle des immigrants et des éventuels immigrants.

## Mission

Le Centre des niveaux de compétence linguistique canadiens fournit un leadership et son expertise dans la mise en œuvre et la diffusion des Niveaux de compétence linguistique canadiens et des *Canadian Language Benchmarks* en tant que normes nationales pratiques, justes et fiables de la maîtrise du français et de l'anglais en milieu d'immigration, d'enseignement, de formation, de travail et de vie communautaire.

## Orientations stratégiques

1. Faire preuve de leadership dans le développement et la diffusion de ressources de qualité liées aux NCLC/CLB, y compris avant l'arrivée des immigrants.
2. Améliorer les processus d'évaluation liés aux NCLC/CLB.
3. Accroître le soutien apporté aux enseignants et aux intervenants qui utilisent les NCLC/CLB.
4. Appuyer l'application des NCLC/CLB en tant qu'outils visant à favoriser l'intégration efficace des immigrants au marché du travail.
5. Raffiner la capacité et la structure organisationnelles du CNCLC pour affirmer son leadership dans l'évolution des NCLC/CLB et promouvoir/célébrer leur succès.

# MESSAGE FROM THE CHAIR



2019-2020 will be memorable as the final year of François Bélisle's successful tenure as Executive Director of the CCLB/CNCLC. He submitted his resignation in November and retired in April, leaving the Centre in a strong fiscal position despite each year's funding challenges. We look forward with interest to hearing about the travels he anticipates once COVID restrictions are lifted.

Three Board members are also ending their terms: John Sivell, Marianne Kayed and Lyse St-Jacques Ayoub. We wish them well in their future endeavours and adventures. Prior to his retirement decision, François created a comprehensive Board policies manual which will be of great help in the future as incoming Board members adjust to their roles.

2018-2019 was described by François as "the busiest year of the last five," but 2019-20 was also hectic despite the weakening of financial support from Ontario. Besides completing the massive Milestones test roll-out as the cornerstone of IRCC's research into the effectiveness of settlement language training, activities included the first operational year of the long-awaited CELBAN Advisory Committee. At the start of the year we experienced some anxiety about the expiry of key IRCC contribution agreements, particularly in the context of Ontario's changing priorities and level of support for development initiatives, but at the end of March we were anticipating the signing of new five-year federal agreements with reasonable optimism and preparing to hire for a new project management position on the French side of CCLB operations. For the Board, of course, the winter was made unusually busy as we proceeded through the process of recruiting a new Executive Director.

As the 2020-21 fiscal year begins, with new agreements, new prospects for projects and contribution agreements, and of course a new ED, we anticipate our usual high level of challenges, along with new successes.

On behalf of the Board, I wish to thank our staff for making CCLB/CNCLC a successful source of language education standards and support in both official languages: Patricia Benoit, Linda Hu, Anne Senior, Krista Walsh-Murray, Kathy Hughes, Rana Ashkar, Emma Bromley, Anne Lechowicz, Marie-Élyse Gauthier, and Sue Su. Without them, none of the activities described in this Annual Report could have happened.

-Shannon M. Storey



# MESSAGE DE LA PRÉSIDENTE DU CONSEIL



On se souviendra de l'exercice 2019-2020 comme de la dernière année couronnée de succès de François Bélisle en qualité de directeur général du CNCLC. François a remis sa démission en novembre et pris sa retraite en avril. Il laisse le Centre dans une solide situation financière, malgré les défis que pose le financement chaque année. C'est avec impatience que nous attendons quelques récits des voyages qu'il projette une fois levées les restrictions liées à la COVID-19.

Par ailleurs, trois administrateurs n'ont pas renouvelé leur mandat, soit John Sivell, Marianne Kayed et Lyse St-Jacques Ayoub. Nous leur souhaitons la meilleure des chances dans leurs projets. Avant sa retraite, François a préparé un manuel exhaustif des politiques du conseil d'administration qui sera fort utile aux nouveaux administrateurs entrant en fonction.

Bien que François ait qualifié l'exercice 2018-2019 du plus occupé des cinq derniers, celui de 2019-2020 a également été très chargé, malgré l'affaiblissement du soutien financier de l'Ontario. Outre l'achèvement du déploiement à grande échelle des tests Milestones représentant la pierre angulaire de la recherche d'IRCC sur l'efficacité de la formation linguistique pour l'établissement au pays, citons une toute première année d'exploitation pour le comité consultatif du CELBAN, tant attendu. Au début de l'exercice, nous étions préoccupés par l'échéance des principaux accords de contribution d'IRCC, surtout dans le contexte de l'évolution des priorités et du niveau de soutien aux initiatives de développement du gouvernement de l'Ontario. À la fin de mars, toutefois, c'est avec un optimisme prudent que nous attendions la signature de nouveaux accords quinquennaux avec le gouvernement fédéral et que nous nous préparions à embaucher un nouveau gestionnaire de projet du côté francophone du Centre. Enfin, l'hiver s'est avéré exceptionnellement occupé pour les administrateurs, qui devaient trouver un remplaçant à François.

Alors que s'amorce l'exercice 2020-2021 avec de nouvelles ententes, de nouveaux projets et accords de contribution en perspectives, et, bien sûr, une nouvelle directrice générale, nous escomptons notre lot de défis habituels, assortis de belles réussites.

Au nom des membres du conseil d'administration, je tiens à remercier notre personnel de faire du CNCLC une précieuse ressource en matière de normes de formation et de soutien linguistiques dans les deux langues officielles. J'aurai nommé Patricia Benoît, Linda Hu, Anne Senior, Krista Walsh-Murray, Kathy Hughes, Rana Ashkar, Emma Bromley, Anne Lechowicz, Marie-Élyse Gauthier et Sue Su. Sans elles, nous n'aurions pas été en mesure d'entreprendre les activités décrites dans le présent rapport annuel.

-Shannon M. Storey

# MESSAGE FROM THE EXECUTIVE DIRECTOR / MESSAGE DU DIRECTEUR GÉNÉRAL

During the year under review, the Centre has continued to build its reputation with funders, teachers, assessors, learners and other stakeholders as the national centre of expertise in language benchmarking. In recent years, the Canadian Language Benchmarks (CLB)/Niveaux de compétence linguistique canadiens (NCLC) have continued to make significant inroads and are becoming increasingly entrenched in the Canadian fabric.



The Centre's projects are highlighted in this annual report. In addition, the CELBAN (Canadian English Language Benchmark Assessment for Nurses) Centre at Touchstone Institute in Toronto, which continues to administer the CELBAN test under contract from CCLB, had another productive year with 2,300 test administrations and ongoing test development.

In the course of the year, there have been a few staffing changes, with departures and arrivals as always. Attracting and retaining the most competent staff complement possible remains our perennial goal.

This has been my last year with the Centre. After 11 years, I decided it was time to retire and enjoy life. However, the sudden coronavirus crisis has made my last month at the Centre unexpectedly challenging, as the office was temporarily closed and we transitioned to working from home. However, it is a question of time before things return to normal.

I wish to thank all of our funders, in particular Immigration, Refugees and Citizenship Canada and the Ontario Ministry of Children, Community and Social Services for their financial support; our Board for their constant encouragement, advice and wisdom; and my colleagues for their contribution, commitment and professionalism. Teamwork among all these stakeholders is the reason the Centre is doing so well.

-François Bélisle

Pendant l'année 2019-2020, nous avons continué de cimenter notre réputation de centre national d'expertise en étalonnage linguistique auprès des bailleurs de fonds, des enseignants, des évaluateurs, des apprenants et autres utilisateurs de nos produits et services. Au cours des dernières années, les Niveaux de compétence linguistique canadiens (NCLC)/ Canadian Language Benchmarks (CLB) ont continué de s'implanter au niveau national.

Les projets du Centre sont décrits dans ce rapport. De plus, le Centre CELBAN (Canadian English Language Benchmark Assessment for Nurses), à l'institut Touchstone à Toronto, continue à administrer le test CELBAN sous contrat avec le CNCLC et a connu une autre très bonne année avec l'administration de 2 300 tests et le renouvellement et développement continus du test.

Il y a eu comme d'habitude quelques changements de personnel, l'objectif demeurant le maintien d'un personnel le plus compétent possible.

Ce fut ma dernière année avec le Centre. Après 11 ans, j'ai décidé qu'il était temps de prendre ma retraite et de profiter de la vie. Cependant, la soudaine crise du coronavirus a rendu mon dernier mois au Centre un défi inattendu, car le bureau a été temporairement fermé et nous sommes passés au travail à domicile. Cependant, ce n'est une question de temps avant que les choses ne redeviennent normales.

Je désire remercier nos bailleurs de fonds, en particulier Immigration, Réfugiés et Citoyenneté Canada et le ministère des Services à l'enfance et des Services sociaux et communautaires de l'Ontario, pour leur appui financier; les membres de notre Conseil d'administration pour leur encouragement constant, leurs bons conseils et leur sagesse; ainsi que mes collègues pour leur contribution, leur engagement et leur professionnalisme. C'est grâce au travail d'équipe de tous ces intervenants que le Centre est si performant.

-François Bélisle





## CLBPA

Language Placement Assessment

CCLB continued overseeing the reading and writing test development during year three of the Canadian Language Benchmark Placement Assessment (CLBPA) project.

In August, work related to the development, piloting, and data analysis for the reading and writing test components was completed. All final materials were provided to The Centre for Education and Training (TCET). CCLB also assisted TCET with listening pilots in Ottawa.

In November, CCLB co-presented with TCET to provide information related to the CLBPA at the TCET annual coordinators' meeting held in Toronto.

The Centre has also been working closely with TCET on the plan for the eventual rollout for the new assessment tool.

The recognized need for more up-to-date placement assessment tools resulted in Immigration, Refugees and Citizenship Canada (IRCC) funding TCET in collaboration with CCLB to develop the Canadian Language Benchmarks Placement Assessment (CLBPA) for benchmarks 1-8. This placement test is based on the revised CLB and combines the best elements of, and learnings from, the CLBA and CLBPT into one new assessment tool. 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.

## Plan d'action pour les langues officielles (PALO) – ELBP et Soutien aux immigrants francophones qui suivent des cours CLIC

Dans le cadre du plan d'action pour les langues officielles (PALO), 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 plusieurs outils ont été développés :

1. Les lignes directrices pour la mise en œuvre de l'ELBP ont été mises au format web et sont accessibles sur : <https://elbpld.language.ca>. La plateforme a été enrichie avec les sections Formations NCLC et Ressources additionnelles.
2. Deux nouveaux documents informatifs ont été développés à l'intention des responsables de programme : Parcours à suivre pour les nouveaux responsables de programmes et Guide pour la certification en ELBP à l'intention des responsables de programmes. Ces documents sont disponibles en [cliquant ici](#).
3. De nouveaux modules multi-niveaux, adaptés à l'ELBP sont disponibles en [cliquant ici](#). Il s'agit de ressources clés en main pour les instructeurs.
4. Une capsule sur la création de tâches d'évaluation pour les habiletés réceptives et un gabarit de grille d'évaluation, sont en cours de développement.
5. Une formation en ligne sur l'Utilisation optimale de la Trousse de soutien qui a pour but de permettre aux instructeurs de se familiariser avec le contenu de la Trousse de soutien aux NCLC. La formation est disponible en [cliquant ici](#).
6. Deux ateliers en ligne de perfectionnement professionnel complémentaire en ELBP ont été créés suite à la Conférence nationale des instructeurs de CLIC à Moncton. Le premier atelier porte sur les rudiments de l'évaluation de niveaux multiples. Le deuxième atelier présente la consignation des résultats dans le rapport d'étape.
7. Une nouvelle version du Camp de formation aux NCLC est en cours de développement et sera disponible prochainement. L'objectif est de proposer une formation plus dynamique et mise à jour.
8. Finalement, cinq nouveaux instructeurs CLIC sont maintenant certifiés à l'ELBP et prêts à implanter cette méthode d'évaluation dans leur salle de classe.

## NCLC-AEL Reading Test Development Project

Le Centre for Education and Training a confié au Centre des niveaux de compétence linguistique canadiens (CNCLC) le mandat de créer une troisième forme en compréhension de l'écrit à l'autoévaluation en ligne NCLC-AEL et de revoir les résultats des formes 1 et 2 en compréhension de l'écrit et en compréhension de l'oral. Cette nouvelle version viendra compléter l'offre de tests déjà disponibles sur la plateforme nclc-ael.ca. Au printemps 2019, la période de mise à l'essai a été achevée et le travail d'analyse des données a commencé. Pendant l'été, en fonction de l'analyse des données, les items ont été sélectionnés pour créer la troisième forme du test. À l'automne, une instruction commentée avec un exemple a été développée pour les tests de compréhension de l'écrit. Le CNCLC a mené un test pilote auprès des apprenants pour valider les questions révisées du test de compréhension de l'oral. Les résultats du projet pilote ont été analysés et des révisions ont été apportées pour améliorer la précision des tests. La plage des résultats rapportés pour les formes de compréhension de l'oral et de l'écrit a été ajustée. En hiver, les instructions commentées avec exemples ont été finalisées et mises en œuvre sur le site de développement. Un examen final de toutes les formes en compréhension de l'écrit et en compréhension de l'oral a été complété. Des contrôles ont été effectués pour confirmer que la nouvelle plage de résultats rapportés couvrant 2 niveaux (plus ou moins un niveau) reflétait les scores bruts. Des versions finales des formulaires sont maintenant disponibles sur la plateforme améliorée NCLC-AEL.

## PBLA for Innovative Language Training/ELBP pour la formation linguistique innovante

The Ontario Ministry of Children, Community and Social Services (MCCSS) funded the Centre for Canadian Language Benchmarks (CCLB) to develop Portfolio-Based Language Assessment (PBLA) for Innovative Language Training (ILT) in English and French.

The result of this project was the *PBLA for Innovative Language Training: Guide to Best Practice*, which demonstrates how instructors offering part-time and/or specialized training classes can take advantage of the core principles and benefits of PBLA to support them and their learners.

To illustrate, this guide specifically looks at how PBLA principles can be applied in language for work programming; however, it is possible to replicate the core ideas for other related contexts.

Portfolio exemplars were also developed to accompany the guide, which further support the principles that are outlined in the document. These include skill-using tasks, student reflections and assessment tasks within a language for work program.

The guide and sample exemplars have been provided to the funder to help inform future programming.



## Portfolio-Based Language Assessment (PBLA) Training and Support

With funding from Immigration, Refugees and Citizenship Canada (IRCC) and the Ontario Ministry of Children, Community and Social Services (MCCSS), CCLB continued to support the Portfolio-Based Language Assessment (PBLA) as a standard feature of LINC and the Adult Non-Credit Language Training Program delivered by Ontario school boards. This year the PBLA project continued supporting initial PBLA implementation by ensuring PBLA sustainability. All four cohorts consisting of approximately 580 PBLA Lead representatives from the Atlantic region, Ontario, Saskatchewan, Alberta, Manitoba and BC continued to assist classroom instructors as they implement PBLA in their own classrooms using task-based planning and assessment. Approximately 5,000 classroom teachers/instructors across Canada are now using PBLA in their classrooms.

Lead Teachers continued to get support on the Lead Teacher Forums from Regional Coaches across the country. CCLB continued to offer the online ‘Introduction to PBLA for Classroom Instructors’ course, both facilitated and self-directed from September 2019 until March 2020. Approximately 86 classroom instructors from Ontario school boards completed the self-directed course. The IRCC five-week on-line course was offered throughout the year and approximately 375 participants completed the training.

The PBLA Lead Teacher/Instructor Prior Learning Assessment Review (PLAR) is an established component of sustainability within PBLA. The Adjudicator team is one component that is well established in providing feedback on the submission process. This year the online PBLA PLAR Library was updated to provide current resources to candidates preparing for PLAR submission. Another well-embedded component of the PLAR process is



the Guided PLAR course that was added to provide candidates who require a mentor for guidance through the process. Since April 2019, there have been 30 submissions and 25 successful certifications this year. The PLAR process streamlines the certification process for those teachers who have been using PBLA in their classroom and can demonstrate fundamental competency in PBLA concepts and skills.

The PBLA Practice Review Framework is based on a set of shared PBLA principles and practice standards for those working in four settings: classroom, program, monitoring authority, national policy. The framework includes self-assessment and goal-setting activities for classroom teachers/instructors and administrators and is linked to the IRCC monitoring processes. Feedback from the pilot led to revisions and a national rollout of the framework. In March 2019, a report based on data from Cohort One and Cohorts 2-3 from October 2017 to March 2019 was produced.

Work continued on multi-level module packages with the goal of having modules available from CLB 1 to 6 on housing, health, transportation, and banking. Literacy levels for these themes were also developed. The modules contain teacher-ready resource such as skill-building activities, skill-using activities, goal setting, learner reflection tools and reference lists for other available materials. The PBLA multi-level modules are easily accessible through the Practice Guidelines site (<http://pblapg.language.ca>).

Another component in 2019-2020 was the development of e-learning objects for modules. The team conducted a pilot for the current multi-level modules and added learning objects on the EduLinc course site.



Development took place on a series of professional learning sessions, which are available for Lead teachers/instructors to share with their colleagues during PD days. They are all short sessions (approximately one hour) to provide maximum flexibility for programs to meet their specific program priorities. The professional learning sessions that were developed focused on a series of 5 sessions around developing receptive tasks:

- Developing Receptive Tasks: A Refresher
- Developing Receptive Tasks: Exploring Comprehension
- Developing Receptive Tasks: Selecting a Task Type
- Developing Receptive Tasks: Choosing a Text
- Developing Receptive Tasks: Planning Feedback

These sessions will be available soon.

To ensure PBLA Practice guidelines remain current and updated on a scheduled basis, an electronic version of the PBLA Practice Guidelines has been developed. The document can be accessed through this link: <http://pblapg.language.ca>. This year the PBLA team reviewed common questions provided from the field and created FAQ questions that were added throughout the Guidelines site. These additions help identify current issues and provide further support on topics common to all practitioners and will be available soon.

The project continues to examine how TESL programs prepare new teachers/instructors to use the CLB for planning, teaching and assessment. This year the PBLA project was given permission from MCCSS to use the self-directed course for the purpose of seeing how it can be adapted for TESL programs. Work on this activity is ongoing.



As part of Immigration, Refugees and Citizenship Canada (IRCC) 2018-19 program evaluation, CCLB completed pre- and post-testing of the Milestones test to LINC and NON-LINC participants during the 2019-20 fiscal year. All scoring related to the pre- and post-tests was also completed.

Highlights of the project, which wrapped in December 2019, include:

- The high-stakes Milestones test was administered to both the target group (those enrolled in a LINC program) and control group (those not enrolled in any language training) in the following regions: Alberta, British Columbia, Manitoba, Ontario and Prince Edward Island.
- Ten SPOs offering both full- and part-time programming, were represented. These included one school board, four community organizations and five colleges.
- Test administration teams consisting of site administrators, registrars, invigilators, hall monitors and storage personnel were established and trained to administer the Milestones test in each region.
- 36 Milestones speaking assessors and eight Milestones writing assessors were trained and certified.
- Pre-tests were administered to LINC participants between November 26, 2018 and February 22, 2019 and to NON-LINC participants between February 23, 2019 and June 15, 2019.
- Post-tests were administered to LINC participants between April 8, 2019 and September 17, 2019 and to NON-LINC participants between June 15, 2019 and September 14, 2019.
- Approximately 1100 individuals completed both the pre- and post-tests.

CCLB has provided all data for the LINC and NON-LINC pre- and post-tests to IRCC for analysis. Other aspects contributing to the evaluation outside of using the Milestones test include interviews, a panel of independent experts, site visits and a survey with IRCC-funded language training clients and non-clients.



# PROJECTS / LES PROJETS

## My PBLA / Mon ELBP

In April 2019, CCLB began a new 18-month project titled “My PBLA/Mon ELBP: Engaging Learners”. Funded by the Ontario Ministry of Children, Community and Social Services (MCCSS), the goal of this project is to improve learner engagement with Portfolio-Based Language Assessment (PBLA) and its French counterpart, the *Évaluation linguistique basée sur le portfolio (ELBP)* by providing learners with information and training on PBLA and ELBP.

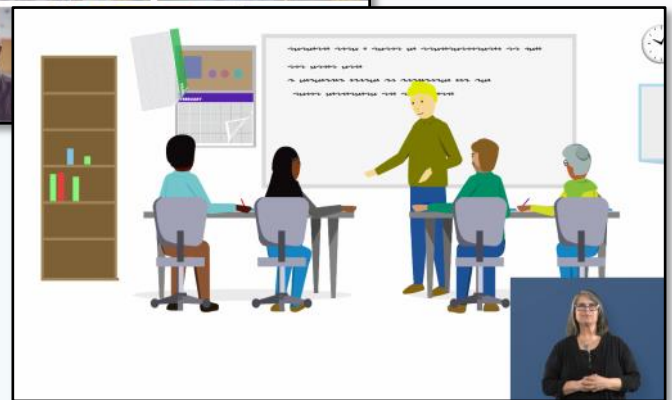
During Year 1, CCLB worked on developing four components:

1. PBLA/ELBP learner videos
2. PBLA/ELBP listening exemplars
3. PBLA/ELBP literacy exemplars
4. PBLA/ELBP addendum to the literacy language companions

### PBLA/ELBP learner videos

At the beginning of the project, CCLB held a number of focus groups with PBLA learners, ELBP learners and instructors to better understand what they would like to see in videos about PBLA and ELBP. CCLB compiled the data from the focus groups and engaged with a communications consultant to determine how it could best address their feedback and expand on their comments. The communications consultant reviewed the feedback and developed a blueprint that addressed key messages informed by these groups:

- What is PBLA?
- The purpose of the portfolio/binder
- How PBLA can help individuals in their daily life
- Learner Testimonials



Video development began in January 2020. CCLB met with the production company to outline its expectations for the videos, which combine explainer-style animation and live action footage. A video shoot was held that same month at the Ottawa Catholic School Board. A second video shoot took place at l'École des adultes Le Carrefour in March 2020. The final product is a short video series in English and in French that addresses the key messages from the field. For accessibility, each video includes close captioning as well as ASL interpretation in English and LSQ interpretation in French.



## Listening Exemplars

CCLB identified a CLB and NCLC expert to work on the development of listening exemplars. A meeting with the experts was held in September to discuss directions for the development. This was followed by four focus groups with learners in November to determine what they feel would help them. Following the focus groups, the experts developed 4 Listening Exemplars in English and 4 in French, across Stages I and II. In the next phase of the project, these exemplars will be made accessible online for any learner to use.

## Literacy Exemplars

CCLB identified a CLB and NCLC expert to work on the development of literacy exemplars. Building on the listening exemplars, the decision was made to use similar themes, but to approach them through a literacy lens. The experts developed 4 Literacy Exemplars in English and 4 in French. In the next phase of the project, these exemplars will be made accessible online for any learner to use.

## Addendums in English and French for the Literacy Language Companion

In February, CCLB began work with ISANS in Nova Scotia to build on modifications they had already developed for the literacy language companion. The focus for this activity is to create a downloadable addendum for the PBLA and ELBP literacy language companions, which will help support instructors by providing supplementary classroom ready resources for the portfolio. A draft version of the English document has been developed and reviewed by a CLB literacy expert. It has also been provided to our NCLC expert to identify areas that need to be trans-adapted for the francophone community. In the next phase of the project, the English document will be further revised, translated and trans-adapted for French.

Within this project, CCLB also focused on providing ongoing support for classroom instructors new to PBLA in the province of Ontario through the online self-directed course 'Introduction to PBLA for new Classroom Instructors'. This was offered:

- October 2, 2019 to November 13, 2019
- November 6, 2019 to December 18, 2019
- January 29, 2020 to March 11, 2020
- February 19, 2020 to March 1, 2020

In addition, CCLB worked with school boards that needed to replace Lead Instructors through the PLAR process. Two Instructors successfully completed Lead Teacher certification through PLAR.

## CLB / NCLC Assessor Training

CCLB offers the following training sessions related to assessment:

- ⇒ **The Canadian Language Benchmarks Placement Test (CLBPT)**, a one day training session for assessor candidates on how to use the Canadian Language Benchmarks Placement Test. After the training, each individual has up to 3-months to provide their trainer with at least 3 assessment samples for certification.
- ⇒ **Calibration on the Canadian Language Benchmarks Placement Test**, a session for assessors to ensure consistent application of the Canadian Language Benchmarks Placement Test. Participants review samples, discuss and make sure they are assessing under the same standard.
- ⇒ **Remote Canadian Language Benchmarks Placement Test (CLBPT) Training**, a session for trained CLBPT assessors to learn how to deliver the CLBPT test remotely to help assess individuals in areas that may not have regular access to an assessment site.
- ⇒ **Canadian Language Benchmarks Literacy Placement Test (CLB-LPT) Training**, an online session for trained CLBPT assessors to learn how to deliver the CLB-LPT test to help assess individuals at pre-foundation literacy to CLB 4L.
- ⇒ **CLB 5-10 Exit Assessment Tasks online training**, an online session to provide instructors with a way to confirm the levels that their learners are at, at the end of a course or a training period.
- ⇒ **La Batterie de tests de classement-NCLC** est une formation en trois parties (formation initiale en ligne, demi-journée avec la formatrice en personne, et la certification). Suite à leur certification, les évaluateurs maîtriseront l'évaluation de la compréhension de l'oral, expression orale, compréhension de l'écrit et expression écrite.
- ⇒ **La mise à niveau des évaluateurs de la BTC-NCLC** assure une utilisation toujours conforme aux critères d'évaluation BTC-NCLC. Les participants examinent les copies types, discutent et s'assurent qu'ils évaluent sous la même norme.
- ⇒ **La formation BTC-NCLC en ligne pour les évaluateurs**, cette autoformation est offerte aux évaluateurs certifiés BTC-NCLC pour les familiariser avec la plateforme de test en ligne pour aider à évaluer des personnes dans des zones qui peuvent ne pas avoir un accès direct à un centre d'évaluation.
- ⇒ **Batterie de tests de classement pour adultes moins alphabétisés (BTC-AMA)**, une session en ligne pour les évaluateurs formés à la BTC-NCLC pour apprendre comment offrir le test BTC-AMA pour aider à évaluer les individus en pré-alphabétisation au niveau NCLC 4L.



# PROJECTS / LES PROJETS

Over the past 12 months, a total of 204 individuals have received training on CCLB assessment tools:

<b>Training Session</b>	<b># of sessions</b>	<b>Participants from the following locations</b>	<b>Total participants</b>
CLBPT Assessor training (face-to-face and online)	10	AB, BC, MB, ON, SK,	20
CLBPT Calibration Training (face-to-face)	2	ON	27
CLBPT Remote Training (online)	1	ON	1
CLB-LPT Assessor Training (online)	-	AB, MB, NB, ON, SK	130
CLB Exit Tasks Training (online)	-	ON, NS, AB, BC, SK	16
BTC-NCLC pour nouveaux évaluateurs (online)	1	ON	1
Mise à niveau BTC-NCLC (online)	-	-	-
BTC en ligne (online)	-	ON	2
Formation BTC-AMA (online)	-	ON, NB	7

The most up-to-date information on current assessment sites can be found on our website:

[CLBPT Assessment Sites](#)

[BTC Assessment Sites](#)



# COLLABORATORS / COLLABORATEURS

## Organizations That Collaborated with CCLB / Organismes qui ont collaboré avec le CNCLC

- Algonquin College
- Affiliation of Multicultural Societies and Service Agencies of BC
- Assemblée de la francophonie de l'Ontario
- Association for New Canadians
- Baseline Communications
- Bow Valley College
- Calgary Catholic Immigration Society
- Cité des Rocheuses
- Collège Boréal
- Collège communautaire du Nouveau-Brunswick
- Conseil des écoles catholique de langue française du Centre-Est
- Conseil des écoles publiques de l'Est de l'Ontario
- Conseil scolaire de district du Nord-Est de l'Ontario
- Dufferin-Peel Catholic District School Board
- Edmonton Mennonite Centre for Newcomers
- Halton Catholic District School Board
- Holland College
- Immigrant Language and Vocational Assessment – Referral Centre (Change to Immigrant Services Calgary)
- Immigrant Services Association of Nova Scotia
- ISS of BC
- Institut des langues officielles et du bilinguisme de l'Université d'Ottawa
- Collège Éducacentre
- Collège La Cité
- Conseil scolaire Viamonde
- Language Assessment and Referral Centre
- Maple Leaf Academy
- Mohawk College
- MOSAIC
- NorQuest College
- Ottawa Carleton District School Board
- Ottawa Catholic School Board
- Ottawa Local Immigration Partnership
- Red River College
- Saskatchewan Polytechnic
- S. U. C. C. E. S. S.
- Synergiq Solutions
- The Centre for Education & Training
- The Centre for Skills Development & Training
- Toronto Catholic District School Board
- Toronto District School Board
- Touchstone Institute
- TVLT New Media Language Training Inc.
- Université de Saint-Boniface
- Université Sainte-Anne
- Vancouver Community College
- Western ESL Services
- YMCA of Greater Toronto



# COLLABORATORS / COLLABORATEURS

## **CCLB Participation on External Committees/Boards / Participation du CNCLC à des comités externes/conseils d'administration**

- Canadian Network of Agencies for Regulation (CNAR) Communities of Interest – Language Proficiency in the Regulatory Context (LPRC) / Le Réseau canadien des associations nationales d'organismes de réglementation – Communautés d'intérêt : La maîtrise de la langue dans le contexte réglementaire
- CELBAN National Advisory Committee
- Language Advisory Committee (Ottawa) / Groupe d'intervenants francophones d'Ottawa
- National Projects National Advisory Committee
- Newcomer Language Advisory Body (NLAB) / Groupe consultatif sur la formation linguistique (GCFLI)
- Ottawa Local Immigration Partnership (OLIP) / Le Partenariat local pour l'immigration d'Ottawa – Language sector table and sub-groups on / Table du secteur de la langue et sous-groupes sur : ESL Literacy in Ottawa / FLS et alphabétisation à Ottawa; Promoting the CLB among employers / Promouvoir les NCLC auprès des employeurs

## **CCLB Conferences/Presentations/Exhibits / Conférences/présentations CNCLC**

CCLB participated in a number of community engagement events this past year allowing us to connect with the community and discuss current and prospective initiative:

- TESL Ottawa Spring Event at Algonquin College, Ottawa, May 4, 2019.
- Metropolis Pre-Conference at St. Joseph's Adult School, Ottawa, June 24, 2019
- 2019 International Conference on Task-Based Language Teaching at Carleton University, Ottawa, August 21, 2019
- Canadian Network of Agencies for Regulation, Quebec, October 28-30, 2019
- The Centre for Education and Training's 2019 Language Assessment Centre Administrators Meeting Online, November 7 and November 21, 2019
- Officiellement 50 ans ! / Officially 50!, Gatineau, November 21-23, 2019
- Continuing Education School Board Administrators (CESBA) Conference: ESL Pre-conference, Toronto, November 27, 2019
- Conférence nationale des instructeurs de CLIC, Moncton, November 28-29, 2019
- TESL Ontario, Marriott Downtown at CF Toronto Eaton Centre, Toronto, December 3 and December 4, 2020
- Newcomer Language Advisory Body, annual face-to-face meeting, Saskatoon, December 9 and 10, 2020
- Touchstone Institute, Symposium, Toronto. January 30, 2020
- Congrès annuel de Langues Canada, Vancouver, February 23-26, 2020
- Official Languages Act Conference hosted by the QCGN, Gatineau, March 11, 2020

# ACKNOWLEDGEMENTS / REMERCIEMENTS

The Centre for Canadian Language Benchmarks gratefully acknowledges the financial and in-kind contributions of the following funders in support of its projects and activities:

Le Centre des niveaux de compétence linguistique canadiens remercie chaleureusement les bailleurs de fonds suivants pour leurs contributions financières et autres, qui ont rendu possibles ses initiatives et activités :

## **Government of Canada/Gouvernement du Canada**

Immigration, Refugees and Citizenship Canada / Immigration, Réfugiés et Citoyenneté Canada

## **Ontario**

Ministry of Children, Community and Social Services /  
Ministère des Services à l'enfance et des Services sociaux et communautaires

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

## Board Members at March 31, 2020 / Membres du conseil au 31 mars 2020

**SHANNON STOREY**  
Chair/Présidente  
SASKATCHEWAN

**AILEEN CLARK**  
Vice-Chair/Vice-présidente  
MANITOBA

**MONIQUE BOURNOT-TRITES**  
BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE

**WENDY CHAMBERS**  
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**CAROL DERBY**  
NOVA SCOTIA/NOUVELLE ÉCOSSE

**RYAN DREW**  
BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE

**DIANE HARDY**  
ALBERTA

**JAMES PAPPLE**  
ONTARIO

**SHAHRZAD SAIF**  
QUÉBEC

**JOHN SIVELL**  
ONTARIO

## CCLB Staff at March 31, 2020 / Personnel du CNCLC au 31 mars 2020

**FRANÇOIS BÉLISLE**  
Executive Director / Directeur général

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

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

**ANNE SENIOR**  
Specialist Consultant / Experte-conseil

**MARIE-ELYSE GAUTHIER**  
Program Delivery Coordinator / Coordonnatrice de la livraison des programmes

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

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

**RANA ASHKAR**  
Project Manager / Gestionnaire de projet

**EMMA BROMLEY**  
Project Manager / Gestionnaire de projet

**ANNE LECHOWICZ**  
Gestionnaire de projet / Project Manager

**SUE SU**  
Bookkeeper / Commis comptable

# FINANCIAL REPORT / RAPPORT FINANCIER

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

L'information financière condensée présentée ci-dessous est tirée des états financiers vérifiés du CNCLC. On peut obtenir le rapport des vérificateurs, Welch LLP, et les états financiers vérifiés complets, comprenant les notes et l'information financière supplémentaire détaillée, auprès du CNCLC. Il suffit d'écrire à l'adresse suivante pour les consulter : [info@language.ca](mailto:info@language.ca).

**CENTRE FOR CANADIAN LANGUAGE BENCHMARKS/  
CENTRE DES NIVEAUX DE COMPÉTENCE LINGUISTIQUE CANADIENS**  
**STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS -  
ÉTAT DES OPÉRATIONS ET DU CHANGEMENT DANS L'ACTIF NET**  
**YEAR ENDED MARCH 31, 2020 - POUR L'EXERCICE CLOS LE 31 MARS 2020**

	<u>2020</u>	<u>2019</u>	
<b>Revenue</b>			<b>Revenus</b>
Immigration, Refugees and Citizenship Canada (IRCC)	\$ 1,313,973	\$ 1,538,715	Immigration, réfugiés et citoyenneté Canada (IRCC)
Government of Ontario	556,479	1,014,217	Gouvernement de l'Ontario
Resource and Training Unit	347,728	607,498	Service des ressources et de la formation
Oversight revenue	42,443	51,686	Recettes de supervision
Interest	<u>4,994</u>	<u>7,807</u>	Intérêts
	<u>2,265,617</u>	<u>3,219,923</u>	
<b>Expenses</b>			<b>Dépenses</b>
Contract services	1,021,504	1,544,921	Services contractuels
Personnel (schedule)	646,128	685,872	Personnel (annexe)
Resource and Training Unit - note 8	435,735	628,353	Service des ressources et de la formation - note 8
Office (schedule)	147,232	203,005	Bureau (annexe)
Staff and contractors' travel costs and associated fees	38,387	105,115	Frais de déplacement du personnel et des contracteurs et frais associés
Professional fees	13,828	11,910	Frais professionnels
Conference and memberships (schedule)	<u>3,375</u>	<u>2,109</u>	Conférences et frais de membres (annexe)
	<u>2,306,189</u>	<u>3,181,285</u>	
<b>Net revenue (expense)</b>	(40,572)	38,638	<b>Revenus nets (dépenses nettes)</b>
<b>Net assets at beginning of year</b>	<u>834,231</u>	<u>795,593</u>	<b>Actif net au début de l'exercice</b>
<b>Net assets at end of year</b>	<u>\$ 793,659</u>	<u>\$ 834,231</u>	<b>Actif net à la fin de l'exercice</b>




# FINANCIAL REPORT / RAPPORT FINANCIER

**CENTRE FOR CANADIAN LANGUAGE BENCHMARKS/  
CENTRE DES NIVEAUX DE COMPÉTENCE LINGUISTIQUE CANADIENS**  
**STATEMENT OF FINANCIAL POSITION - ÉTAT DE LA SITUATION FINANCIÈRE**  
**MARCH 31, 2020 - 31 MARS 2020**

<u>ASSETS</u>	<u>2020</u>	<u>2019</u>	<u>ACTIF</u>
<b>CURRENT ASSETS</b>			<b>ACTIF À COURT TERME</b>
Cash	\$ 664,620	\$ 1,114,854	Encaisse
Contributions receivable	358,254	420,444	Contributions à recevoir
Other receivables	36,442	214,363	Autres débiteurs
Inventory	28,304	10,596	Stocks
Prepaid expenses	11,422	28,212	Dépenses payées d'avance
HST/GST recoverable	18,806	39,092	TVH/TPS à récupérer
	<u>1,117,848</u>	<u>1,827,561</u>	
<b>TANGIBLE CAPITAL ASSETS</b>			<b>IMMOBILISATIONS CORPORELLES</b>
Computer equipment	51,128	51,129	Matériel informatique
Office equipment	7,982	7,981	Matériel de bureau
	<u>59,110</u>	<u>59,110</u>	
Less accumulated amortization	<u>(59,110)</u>	<u>(58,782)</u>	Moins amortissement cumulé
	<u>-</u>	<u>328</u>	
<b>INTANGIBLE ASSET</b>			<b>ACTIF INCORPOREL</b>
Intellectual property	70,000	70,000	Propriété intellectuelle
Less accumulated amortization	<u>(70,000)</u>	<u>(70,000)</u>	Moins amortissement cumulé
	<u>-</u>	<u>-</u>	
	<u>\$ 1,117,848</u>	<u>\$ 1,827,889</u>	
 <b><u>LIABILITIES AND NET ASSETS</u></b>			 <b><u>PASSIF ET ACTIF NET</u></b>
<b>CURRENT LIABILITIES</b>			<b>PASSIF À COURT TERME</b>
Accounts payable and accrued liabilities	\$ 301,980	\$ 683,329	Créditeurs et frais courus
Repayable to funder	2,027	-	Remboursable au bailleur de fonds
Deferred contributions - note 4	20,182	310,329	Contributions reportées - note 4
	<u>324,189</u>	<u>993,658</u>	
<b>NET ASSETS</b>			<b>ACTIF NET</b>
Unrestricted	<u>793,659</u>	<u>834,231</u>	Non affecté
	<u>\$ 1,117,848</u>	<u>\$ 1,827,889</u>	

Approved by the Board:  
Signé au nom du conseil:

 ..... Director/Directeur

 ..... Director/Directeur



Language  
*is the key.*



*La langue,*  
*c'est la clé.*

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

**Centre for Canadian Language Benchmarks**

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