



Annual Report Rapport annuel 2020-2021



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens



Centre for Canadian Language Benchmarks

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ISSN 1707-228X

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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.

QUI SOMMES-NOUS?

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 milieux d'immigration, d'enseignement, de formation, de travail et de vie communautaire.

Orientations stratégiques

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

MESSAGE FROM THE CHAIR / MESSAGE DE LA PRÉSIDENTE DU CONSEIL



As I sit at my dining room table, covered by computer, printer, and all the other accoutrements of employment, I look back at this socially-distanced year from the CCLB perspective with a satisfaction that would have been surprising if we'd known last June that we would still be working remotely today.

The work done at the Centre during the 2020-21 fiscal year has created a strong base for the year ahead. Modernizing CCLB operations is one concrete area in which we have advanced. Internally, the Centre has completed the transition to electronic banking and financial management, and generally improved our ability to utilize electronic tools for working and communicating. Externally, we are very proud of the work done by the team early in the year to adapt CLBPT to the needs of online delivery. The CCLB played a key role in CBC/Radio Canada's launch of the official languages learning app Le Mauril. We also worked with our CELBAN partner, Touchstone Institute, to move language assessment for nurses online, with a long-term eye on delivery to remote locations and to nurses who have not yet immigrated to Canada.

For the board, this was a year of strategic planning, and we put more energy into this than we did in the last planning cycle because so much has changed not only in response to COVID, but also in terms of the policy contexts in which CCLB functions. In-depth strategic planning also gave the board a chance to develop its working relationship with Colette Pepin, who we can no longer describe as our "new" Executive Director! Although we miss François Belisle, we're now at home with Colette at the helm and have been impressed by the energy and depth she has brought to the position during an unusually challenging time.

The CCLB has been through a number of transitions this year, but thanks to a dedicated and skilled staff, we continue to play an essential role in Canada's internationally-respected settlement sector. We look forward to another interesting year.

- Shannon Storey, Chair

Assise à la table de ma salle à manger, couverte d'un ordinateur, d'une imprimante et de tout l'attirail de travail, je songe à l'année de distanciation sociale qui vient de passer, du point de vue du CNCLC, avec une satisfaction qui me surprend d'autant plus qu'en juin dernier nous étions loin d'imaginer que nous travaillerions encore à distance aujourd'hui.

Le travail effectué par le Centre durant l'année financière 2020-2021 a permis de jeter les bases solides pour l'année à venir. Nous avons avancé dans un domaine concret, la modernisation des opérations du CNCLC. À l'interne, le Centre a terminé la transition vers les opérations bancaires électroniques et la gestion financière électronique et, de manière générale, le Centre a amélioré sa capacité à exploiter les outils de travail et de communication électroniques. À l'externe, nous sommes très fiers du travail accompli par notre équipe pour adapter le CLBPT à un mode de livraison en ligne en début d'année. Le CNCLC a joué un rôle clé dans le développement de l'application Le Mauril, réalisée par CBC/Radio-Canada pour l'apprentissage des langues officielles. Nous avons aussi travaillé avec le partenaire de notre Centre CELBAN, l'Institut Touchstone à Toronto, pour que les évaluations linguistiques des infirmières et des infirmiers se fassent en ligne. À l'avenir, ce service en ligne continuera d'être disponible dans les régions éloignées et offert aux infirmières et infirmiers qui n'ont pas encore immigré au Canada.

Pour le Conseil, cette année a été une année de planification stratégique et nous y avons consacré davantage d'énergie qu'au dernier cycle de planification parce qu'il y a eu beaucoup de changements, non seulement en raison de la pandémie COVID, mais aussi à cause du contexte des politiques dans lequel le CNCLC opère. Cette planification stratégique approfondie a également donné la chance au Conseil d'établir d'étroites relations de travail avec Colette Pepin, que nous ne pouvons plus décrire comme notre « nouvelle » directrice générale! Bien que François Belisle nous manque, nous nous sentons entre de bonnes mains avec Colette à la barre et nous avons été impressionnés par l'énergie et la vigueur dont elle a fait preuve durant cette période exceptionnellement difficile et pleine de défis.

Le CNCLC a vécu de nombreuses transitions cette année. Mais grâce à un personnel dévoué et compétent, nous avons continué de jouer un rôle essentiel dans le secteur de l'établissement au Canada, secteur respecté à l'échelle internationale. Nous avons hâte de poursuivre une nouvelle année qui sera tout aussi intéressante.

- Shannon Storey, Présidente

MESSAGE FROM THE EXECUTIVE DIRECTOR / MESSAGE DE LA DIRECTRICE GÉNÉRALE



This year proved exceptional in more ways than one. The Centre for Canadian Language Benchmarks/ Centre des Niveaux de compétence linguistique canadiens worked closely with stakeholders and funders alike to ensure continuity and relevance of resources and services to support service providers through this unpredictable and dynamic year. We would like to acknowledge the tireless work of our community partners, without whom newcomers would not have been able to continue in their language learning effort - thank you for all your hard work!

Collectively, we have experienced a global pandemic and CCLB is no different. The pandemic caused our sector to move towards virtual learning and remote work, which prompted CCLB to adapt our resources. Examples include the CLBPT and BTC-NCLC Proctor-less Remote Assessment, CLB-LPT and BTC-AMA Remote Literacy Assessment, CLB 5-10 Exit Assessment Tasks remote option, and PBLA and ELBP projects, which have all been adapted to provide further supports for online applications. Despite the pandemic, we remained connected through a variety of webinar and conference events.

We worked on a number of collaborative projects, namely le Mauril, a language learning app based on the CLB/NCLC in collaboration with CBC/Radio Canada, as well as Canadian Language Benchmarks Placement Assessment (CLBPA) Training in collaboration with Achév. Details for those and all projects are within the report.

The Centre has renewed its commitment to CELBAN through a shared partnership agreement with Touchstone Institute to support the continued availability of CELBAN. Touchstone Institute spent most of the year converting CELBAN online. In January, the test was fully functional and delivered 489 tests in the first quarter (Jan-Mar 2021).

Over the course of the last year, we have welcomed new team members and built an entirely new NCLC team, whom you will hopefully have the chance to meet through an CNCLC webinar.

I would like 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 unwavering commitment and guidance; community partners for effective collaborations; and my colleagues for their diligence, commitment and professionalism.

- Colette Pépin

Cette année s'est avérée exceptionnelle à plus d'un titre. Le Centre des niveaux de compétence linguistique canadiens/Centre for Canadian Language Benchmarks a travaillé en étroite collaboration avec les intervenants et les bailleurs de fonds afin d'assurer la continuité et la pertinence des ressources et des services et d'appuyer les fournisseurs de services tout au long de cette année imprévisible et dynamique. Nous tenons à souligner le travail inlassable de nos partenaires communautaires, sans lesquels les nouveaux arrivants n'auraient pas été en mesure de poursuivre leurs efforts d'apprentissage en langue seconde - merci pour toute votre ténacité!

Collectivement, nous avons connu une pandémie mondiale et le CNCLC a également été touché. La pandémie a poussé notre secteur à se tourner vers l'apprentissage virtuel et le travail à distance, ce qui a incité le CNCLC à adapter ses ressources. Par exemple, l'évaluation à distance du CLBPT et de la BTC-NCLC, l'évaluation à distance en littératie du CLB-LPT et de la BTC-AMA, les CLB 5-10 Exit Tasks et les projets ELBP et PBLA ont tous été adaptés pour fournir un soutien supplémentaire aux applications en ligne. Malgré la pandémie, nous sommes restés en contact grâce à une variété de webinaires, d'événements et de conférences.

Nous avons travaillé sur plusieurs projets collaboratifs, comme le Mauril, une application d'apprentissage des langues basée sur les NCLC/CLB en collaboration avec CBC/Radio Canada, ou encore le Canadian Language Benchmarks Placement Assessment (CLBPA) Training en collaboration avec Achév. Les détails de ces projets et de tous les projets sont inclus dans le rapport.

Le Centre a renouvelé son engagement avec CELBAN par le biais d'une entente de partenariat commune avec Touchstone Institute pour soutenir la disponibilité continue de CELBAN. Touchstone Institute a passé la majeure partie de l'année à convertir CELBAN en ligne. En janvier, le test a été entièrement fonctionnel et a livré 489 tests au premier trimestre (janvier-mars 2021).

Au cours de la dernière année, nous avons accueilli de nouveaux membres de l'équipe et construit une toute nouvelle équipe du CNLC, que vous aurez, espérons-le, la chance de rencontrer lors d'un webinaire du CNCLC.

J'aimerais remercier tous nos bailleurs de fonds : en particulier Immigration, Réfugiés et Citoyenneté Canada et le Ministère de l'enfance, des services sociaux et communautaires de l'Ontario pour leur soutien financier; notre conseil d'administration pour son fidèle engagement et ses conseils; les partenaires communautaires pour les collaborations efficaces; et mes collègues pour leur diligence, leur engagement et leur professionnalisme.

- Colette Pépin

Remote Assessment

Due to COVID-19, all in-person services delivered through IRCC's Settlement Program were suspended for the April 2020 to March 2021 fiscal year. With IRCC's permission, CCLB was able to focus on finding solutions for immediate online, remote-based assessment needs that were emerging in the field as a result of the pandemic, specifically:

**CLBPT and BTC-NCLC
proctor-less remote
assessment option**

**CLB-LPT and BTC-AMA
remote assessment option**

**CLB 5-10 Exit Assessment Tasks
remote option**

CLBPT and BTC-NCLC Proctor-less Remote Assessment

At the beginning of the fiscal year as a response to the COVID-19 pandemic, CCLB received approval from IRCC to explore the option of a proctor-less Remote Assessment for both its Canadian Language Benchmarks Placement Test (CLBPT) and *Batterie de tests de classement aux Niveaux de compétence linguistique canadiens (BTC-NCLC)*. While both tests were already offered remotely, due to the need for a proctor neither were feasible once sites were closed.

Throughout April, CCLB worked extensively with the Calgary Language Assessment and Referral Centre (CLARC) assessment team at Immigrant Services Calgary to explore, adapt and pilot a new alternative for offering remote assessment without a proctor. Both a CLBPT regional trainer and CLBPT proctored remote trainer were employed through this organization. They greatly understood the field, its needs, and the potential for proctor-less remote assessment, resulting in the CLARC assessment team assisting with the revision of protocols and piloting the proctor-less CLBPT remote process to ensure it was feasible. Once the English version was established, materials were translated/trans-adapted to French and CCLB worked with *Collège communautaire du Nouveau-Brunswick (CCNB)* to review and pilot the proctor-less remote version of the BTC-NCLC. The result was an adapted protocol for remote assessment for both tests.

In May, IRCC approved this new protocol to initially be implemented through assessment centres that were already licensed and set-up to provide remote, proctored CLBPT and/or BTC-NCLC assessments. Upon the smooth roll-out and positive response for proctor-less remote assessment from current CLBPT and BTC remote sites, in July, CCLB began progressively rolling out the new option via fee-for-service to all sites that are already licensed to offer CLBPT and BTC. We also added an *Online Test Support Officer* to our team to help with the influx of enquiries and technical support questions related to proctor-less remote assessment. This position allowed CCLB to continue to ensure those using our platforms receive the support they need.

CCLB shared its experience with remote assessment in a joint presentation with Calgary Language Assessment and Referral Centre (CLARC) at the ATESL conference on October 16, 2020 and the TESL ON conference on November 5, 2020.

Since launching Proctor-less Remote Assessment:

CLBPT

49

49 assessment sites registered to use our online testing platform.

219

219 assessors completed the training to deliver Proctor-less CLBPT Remote.

8740

Approximately 8740 Proctor-less CLBPT Remote assessments were conducted.

BTC-NCLC

6

6 assessment sites registered to use our online testing platform.

21

21 assessors completed the training to deliver Proctor-less BTC-NCLC Remote.

2760

Approximately 2760 Proctor-less BTC-NCLC Remote assessments were conducted.

CLB-LPT and BTC-AMA remote assessment option

Following the release of CLB/NCLC based interim assessments, the need for a remote literacy option began to emerge. In an attempt to address this gap, CCLB approached IRCC in September 2020 to explore interim assessment options to help support literacy learners. These included:

- ⇒ Research to explore the use of the current CLB-LPT and BTC-AMA first language screener task as an option for assessors to help identify literacy learners. This would give a simple yes/no indication for literacy (not a literacy level).
- ⇒ Research to explore adapting the current CLB-LPT/BTC-AMA face-to-face assessments for an online delivery to allow assessors the option to administer literacy assessments that provide specific literacy scores up to 4L.

For the screener exploration, CCLB adapted the first language screener task to PDF fillable forms and contracted Winnipeg English Language Assessment and Referral Centre (WELARC) to pilot with clients to determine whether the delivery method would be feasible.

The pilot confirmed that the digital skills required for individuals to complete the task were too high for literacy learners, even with the support of a family member. While an alternative delivery method was explored, it still proved challenging. Therefore, the decision was made not to proceed with the screener activity and to concentrate efforts on the remote adaptation for the CLB-LPT and BTC-AMA literacy assessments.

In October 2020, CCLB circulated surveys to key stakeholder groups to provide feedback on the potential for a remote literacy assessment. Following this data collection, as well as lessons learned from the screener pilot, CCLB established a working team with Immigrant Services Society of BC (ISSofBC) and Winnipeg English Language Assessment and Referral Centre (WELARC) to determine what might be feasible to adapt the CLB-LPT and BTC-AMA assessments for an online delivery using a family member as a proctor. This was beneficial as ISSofBC were well versed in digital literacy having developed a Digital Literacy Curriculum Resource and brought an instructor perspective, while WELARC were well-versed in face-to-face and remote assessment, understood the constraints from the screener pilot and were able to bring the assessment perspective.

Through discussions, the team determined a way to adapt the current literacy assessments for an online delivery. CCLB worked internally to adapt the tests throughout December 2020 and January 2021. In February 2021, CCLB worked extensively with the assessment team at WELARC who piloted a remote version of the test with literacy clients and worked with the Centre to review and update the protocols for the remote delivery option. Online, self-directed training for both tests was also developed for assessors. The pilot confirmed the remote version was a feasible option provided there was a friend or family member to assist as a proctor.



The remote options for the CLB-LPT and BTC-AMA will be made available to licensed assessment sites early in the 2021-22 fiscal year.

These online versions are meant to be used as an alternative assessment for literacy clients during the COVID-19 pandemic when face-to-face assessments are not possible. As with the face-to-face versions, the online versions will provide literacy scores up to 4L.

CLB 5-10 Exit Assessment Tasks remote option

During the fall of 2020, CCLB was made aware that some settlement and employment agencies were required by IRCC to conduct post language tasks/assessments following the completion of Workplace Language Training (WLT) courses using the CLB 5-10 Exit Assessment Tasks. Prior to COVID-19 these were conducted on-site; however, due to COVID-19 this option was no longer available since CLB 5-10 Exit Assessment Tasks were not available online.

CCLB raised the issue with IRCC in November 2020 and was approved to explore an adaptation of these tasks to help support the immediate need for WLT programs who rely on Exit Tasks. Adaptation was completed in-house using Moodle between December 2020 and February 2021. CCLB collaborated with the WLT program at World Skills Employment Centre in March to pilot the remote option with clients. The pilot showed that the online version was possible to administer, although additional time was required due to the need for it to be administered one-on-one in order to ensure test security.

Training on the remote option was developed, allowing facilitators to:

- Become familiar with the online platform and the supporting materials used to conduct the assessment(s).
- Understand when and how to use CLB 5-10 Exit Assessment Tasks appropriately.
- Learn how to set up and facilitate online assessments with learners.
- Learn how the CLB 5-10 Exit Assessment Tasks Online Version may be used in conjunction with other demonstrations based on PBLA tasks or other CLB tasks.
- Gain confidence in using task-based assessment as you practice using scoring materials for Speaking and Writing.

Those who complete the training will receive an electronic certificate of completion recognizing **3.5 PD hours**.



CLB 5-10
Exit Tasks

Both training and the remote options for the CLB 5-10 Exit Assessment Tasks tests will be made available via fee-for-service early in the 2021-22 fiscal year to allow facilitators an interim option when face-to-face assessments are not available.

PROJECTS / LES PROJETS



For the 2020-21 fiscal year, IRCC funded CCLB to explore potential uses for Milestones and *Batterie de tests de rendement (BTR)* for LINC/CLIC exit purposes. Milestones is a high-stakes CLB-based test and BTR is a high-stakes NCLC-based test developed through IRCC funding. To-date, Milestones and BTR have been used by IRCC as a tool to help inform program evaluations.

As part of this research:

- ⇒ In April 2020, CCLB researched high-stakes language tests (English and French) currently accepted for different programs as well as colleges and universities that accept CLB and/or BTC for entry into programs.
- ⇒ Between May 2020 and August 2020, CCLB held 12 focus groups with assessment centres and 4 focus groups with settlement and employment organization across the country as part of its exploration. It also circulated a survey to all IRCC funded Language Assessment Centres and Settlement Agencies to gather additional feedback from those who were unable to participate in one of the focus groups.
- ⇒ CCLB held focus group sessions at the virtual ATESL conference on October 16, 2020, the virtual TESL ON conference on November 7, 2020, and via a Tutela webinar on October 28 and December 7, 2020, followed up with surveys for those unable to attend to gather additional feedback. It also continued to reach out to different stakeholder groups including regulatory bodies, employers and colleges and universities as part of its research.
- ⇒ CCLB held meetings in December 2020 and February 2021 in order to speak with test developers and psychometricians on the potential for Milestones/BTR for other purposes.
- ⇒ In January 2021, CCLB met with representatives from post-secondary institutions to discuss the potential for Milestones/BTR for entry into college/university-based programs.
- ⇒ In February 2021 CCLB researched testing organizations to determine the potential for adapting Milestones/BTR for a computer-based and/or remote delivery.

In March 2021, CCLB completed the exploration of Milestones and *Batterie de tests de rendement (BTR)* for LINC/CLIC exit purposes and program evaluation and prepared a final report on findings and recommendations for IRCC.

Training

Due to COVID-19, all in-person training sessions were suspended for the April 2020 to March 2021 fiscal year. In spite of this:

- ⇒ CCLB saw a major increase in activity in its free online course offerings. It was very encouraging to see the number of people in our community taking the opportunity for professional development in [English](#) and [French](#) during this time, especially since all of CCLB's online courses provide a certificate upon completion recognizing a specific number of PD hours.
- ⇒ The increase in activity allowed CCLB to identify certain issues with our current offerings and put together an action plan on how to best address these moving forward.
- ⇒ In August, we made a technical update to the “*An Online Orientation to ESL for ALL*” course in order to remove the need for Adobe Flash Player which had been concerning knowing that most browsers would soon no longer support this app.
- ⇒ In September, CCLB adapted its face-to-face CLBPT and BTC-NCLC assessor training for an online delivery by select regional trainers. Since the training adaptation, 21 new CLBPT and 3 new BTC-NCLC assessors have been trained and certified.

All of CCLB's online courses are available on:



The Canadian Language Benchmarks Placement Assessment (CLBPA)



Immigration, Refugee and Citizenship Canada (IRCC) funded a two-year project (2020-2022) for Achēv, in collaboration with CCLB, to develop and conduct the roll-out of the Canadian Language Benchmarks Placement Assessment (CLBPA) training.

Training development began in summer 2020 and continued throughout the fall and winter months. Recruitment for CLBPA Regional Trainers began in October and candidates were selected for the BCY, PNT (SK, MB, and Northern AB), and Atlantic regions. Regional Trainers will complete their training in the Spring of 2021 in preparation for the roll out of assessor training. The launch and roll out of CLBPA training is scheduled for fiscal year 2021-2022.

This new tool, which assesses Benchmarks 1 to 8, will eventually replace both the CLBA and CLBPT as the main assessment tool for use by assessment and referral centres for placement into federally funded English classes. In the meantime, funding and support remain in place for the interim assessment measures introduced in response to COVID-19 (Informal CLBA/OSA and Proctor-less CLBPT Remote). Should there be any changes required to either tool or procedure, Achēv and CCLB will communicate these promptly.

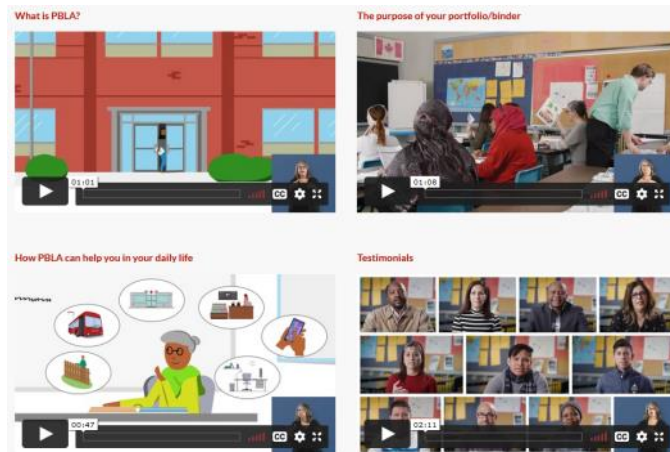
My PBLA/Mon ELBP

The My PBLA/Mon ELBP: Engaging Learners two-year project funded by the Ontario Ministry of Children, Community and Social Services (MCCSS) came to a close in September 2020. This project focused on developing resources to help improve learner engagement with Portfolio-Based Language Assessment (PBLA) and its French counterpart, the *Évaluation Linguistique Basé sur le Portfolio (ELBP)* by providing learners with information and training on PBLA/ELBP through interactive online components. Materials developed include:

1. PBLA/ELBP learner videos focused on:

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

Each of the videos include closed captioning. There is ASL interpretation for the English videos and LSQ interpretation for the French videos. Transcripts are also available in Arabic, Cantonese, English, Farsi, French, Mandarin, Russian, Somali, Spanish, Tamil, Turkish and Urdu.



2. PBLA/ELBP listening activities (4 in English and 4 in French)

Video 1: Getting the flu shot

protect your family from the flu

Watch later Share

Watch on YouTube

Video 1 transcript

Menu

Video 1: Getting the flu shot

Real World Task:
Make a decision about whether to get the flu shot (flu vaccine).

Purpose:
This activity gives you practice in listening to arguments for and against getting the flu shot. It will help you decide whether to get the flu shot.

Preparation:
CLICK here if you want to see some questions that will make you think about the topic.

3. PBLA/ELBP literacy activities (4 in English and 4 in French)

My PBLA for those needing extra help with reading and writing

This section offers practice activities for people who need extra support for reading and writing. You will find four topics that offer several practice activities. If you need to enlarge the text on this page, you can find information on how to do this by clicking here.

Topics

- Winter activities
- Going swimming and recreational centres
- Going to the hospital
- Meeting your child's teacher

You can use the icon with a plus sign to expand the topics that interest you. You can also use the icon with a minus sign to collapse the topics.

Progress at your own pace.

Start by watching the introductory video and then scroll down the page to access each topic.

Were these literacy activities helpful? Let us know by completing this short survey.

Introduction

Launch the video

4. Literacy Language Companion Supplementary Materials (English and French)

5. Language Companion for Deaf Learners

The learner videos and activities are available on our website. The Literacy Language Companion Supplementary Materials and the Language Companion for Deaf Learners are available upon request to those interested in using them and providing feedback.

PROJECTS / LES PROJETS

Mauril

We are thrilled to announce that CCLB/CNCLC has collaborated with CBC/Radio-Canada by developing content for a language learning app based on the CLB/NCLC.

Named after the Honourable Mauril Bélanger, the former Ottawa-Vanier MP who championed and promoted Canada's official languages, Mauril is a new, free digital platform that leverages varied, stimulating and entertaining content from CBC/Radio-Canada to help develop oral comprehension of French and English.

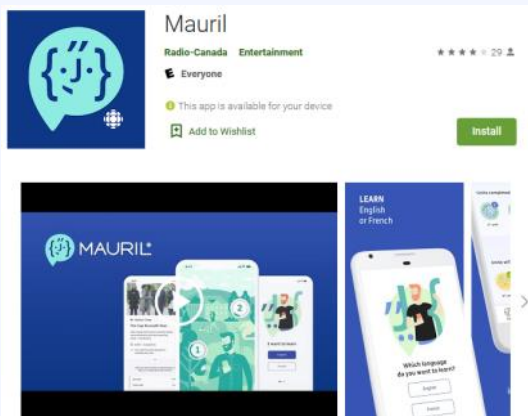
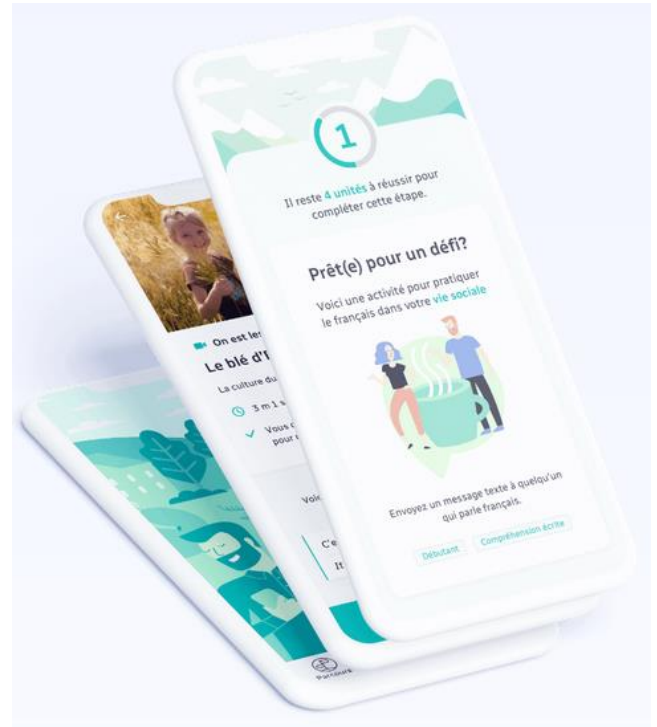
Mauril is your window to news, current affairs, magazines, variety, documentaries, comedy, fiction and more, offering 1-to-22-minute clips or complete editions of TV and radio shows, web series and podcasts covering a wide array of topics. Accompanied by comprehension-assessment questions, this content helps participants discover a diverse vocabulary, with regional flavours from coast to coast.

Mauril invites participants through a video-game inspired journey, where encouraging words and rewards help them evolve from one learning level to another. Users are also invited to take part in a series of activities or "missions", allowing them to integrate their language knowledge in everyday life.

Financed and endorsed by the Government of Canada as part of the Action Plan for Official Languages, this platform is designed and deployed by CBC/Radio-Canada, in collaboration with an advisory committee comprised of pedagogical and linguistic experts from across the country, each bringing a different perspective through their complementary expertise. The committee's mandate is to make recommendations about procedures, "game" components, learning progress, and evaluating the app's lay-out and architecture.

The pedagogical approach is based on the Canadian Language Benchmarks.

Mauril takes a unique approach to language learning, positioning it in a Canadian context. It's aimed at people who not only wish to learn another language, but who also want to better understand the rich diversity and countless nuances within the cultural tapestry of this vast country.



Mauril is now available for download on the App store and Google store.

Portfolio-Based Language Assessment (PBLA)

With new funding for five years from Immigration, Refugees and Citizenship Canada (IRCC) CCLB continues to provide support to the implementation of Portfolio-Based Language Assessment (PBLA) as a standard feature of LINC. The focus of the PBLA project supports PBLA sustainability and application in the classroom. The key standards of PBLA and the PBLA Practice Guidelines are available at <https://pblapg.language.ca>.

The PBLA Lead Teacher/Instructor Prior Learning Assessment Review (PLAR) continues as one component to support programs that have 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. Any program that has lost a Lead Teacher can contact pbla.plar@language.ca.

- ⇒ In Spring 2020 CCLB supported PLAR candidates through the PLAR Library and 4 candidates were successfully certified.
- ⇒ In fall 2020 due to the shift to online delivery because of the ongoing pandemic, CCLB reached out to PLAR candidates and offered a Guided PLAR mentorship for the period of October to December. Through this process, 15 PLAR candidates were successful in their PLAR Certification.
- ⇒ Between January to March 2021, 8 PLAR candidates were successful in their PLAR certification which brought the annual total to 27 newly certified PBLA Lead Teachers.

In response to the shift to online and remote delivery the PBLA project offered Community Engagement webinars through private Tutela groups for Administrators and for Lead Teacher groups. These webinars provided each group with the opportunity to come together to share challenges and solutions with each other as each region faces unique circumstances regarding the implementation of PBLA. Details within the section CCLB in the Community.

The PBLA Professional Learning Sessions (PLS) developed by the CCLB are another core component of continued support for Lead Teachers and programs. These short professional development sessions (approximately one hour or less) were created to help programs meet specific PD needs. Access to these sessions is available to all certified Lead Teachers. In the summer of 2020 work was completed on finalizing the new course layout. In February 2021 the CCLB shared orientation videos on Tutela.ca and the PBLA Practice Guidelines site. These short videos were created as brief sessions to provide an orientation to the CCLB's e-modules. They demonstrate how the e-modules can be used for a blended model of language instruction that combines online learning activities with in-class language instruction and practice. In addition, work was finalized in March 2021 on the session around ensuring validity in the PBLA classroom and is currently available on the CCLB E-learning portal to Lead Teachers and Administrators.

CCLB continues to support training for classroom instructors new to PBLA through the online *Introduction to PBLA for new Classroom Instructors* course. Approximately 153 instructors nationally participated in the five-week online course between April 2020 - March 2021.

To support the ongoing demand for general classroom and E-learning materials, 10 to 12 module packages were made available to the growing collections on avenue.ca and Tutela.ca. All PBLA Multi-level Modules continue to be accessible through Tutela.ca via the CCLB Collection and the PBLA Practice Guidelines site <https://pblapg.language.ca>. The key themes are housing, education, transportation, social interaction, commercial services, health and banking.

Responding to the national pandemic has been a major challenge this year. Program/Recipient administrators, Lead Teachers and classroom teachers across the country have worked tirelessly to make the pivot to online and remote delivery and to keep learners engaged in language learning within their LINC classes. In recognition of this challenge, working with IRCC the PBLA Practice Review Framework was streamlined to allow both programs/Recipients and Settlement Officers to complete the Framework and Program Monitoring Visit or virtual Program Monitoring Visit within a tight timeline. Questions around the PBLA Practice Review Framework or any other PBLA topic can be directed to PBLA@language.ca for more information.



Évaluation linguistique basée sur le portfolio (ELBP)

Après avoir conçu son guide pour l'adaptation des modules visant à orienter les concepteurs pédagogiques et à assurer l'harmonisation des modules, en juin 2020, l'ELBP a fait l'objet d'activités soutenues et intenses.

Étude visant à examiner l'efficacité de l'ELBP : À la demande du CNCLC, une étude a été menée par Goss Gilroy Inc. GGI a réalisé cette étude dans le but d'examiner l'efficacité de l'Évaluation linguistique basée sur le portfolio (ELBP) et de formuler des recommandations pour permettre au Centre de recenser les besoins des programmes CLIC.

Le portfolio numérique : le Centre des niveaux de compétence linguistique canadiens (CNCLC), à la suite de la demande de plusieurs instructeurs et avec l'appui et le financement d'Immigration, Réfugiés et Citoyenneté Canada, s'est vu confier le mandat de simplifier le portfolio 1-4, version papier, et de créer un portfolio numérique pour le niveau 1-2 et le niveau 3-4. Les diverses composantes de ce portfolio numérique sont accessibles de façon indépendante en fonction des besoins et du niveau des apprenants. Ainsi créé, ce portfolio numérique constitue un outil pédagogique interactif à l'intention des apprenants et des instructeurs. Dans le contexte actuel de l'environnement numérique et des formations virtuelles, le portfolio « Mon portfolio NCLC » sur support papier est moins adapté aux besoins. Le portfolio numérique des niveaux NCLC 1-2 et NCLC 3-4 est hébergé sur Avenue.ca.

La BTC-NCLC : En raison de la pandémie COVID-19 et du décret ordonnant de rester à domicile, le CNCLC a contacté IRCC pour proposer une mise à jour indispensable de la nouvelle formation des candidats évaluateurs de la BTC-NCLC. De janvier à mars 2021, notre équipe a travaillé avec des évaluateurs clés de la BTC-NCLC et des experts en évaluation pour réviser et améliorer les deux sessions virtuelles animées par la formatrice. L'équipe s'est également assurée que l'information reflète la réalité actuelle de l'évaluation tout en restant conforme aux directives et aux protocoles de test. La formation a été mise à l'essai avec succès en mars et a donné lieu à la certification d'une nouvelle évaluatrice de la BTC-NCLC dans la région de Toronto. Notre équipe a également élaboré une trousse de formation pour les formateurs au cas où le CNCLC aurait à former de nouveaux formateurs à l'avenir.

Formation : deux (2) ressources de formation pour les instructeurs dans le cadre des NCLC et de l'ELBP ont été conçues avec des vidéos.

1. Formation 1 : Enseigner le français aux groupes en situation minoritaire : principes d'enseignement aux nouveaux arrivants.
2. Formation 2 : Enseigner le français aux groupes en situation minoritaire : principes d'enseignement de langue seconde aux immigrants déjà installés au Canada depuis plus de deux ans.

Commencées en novembre 2020, ces deux ressources de formation destinées aux instructeurs ont été mises en ligne en février 2021.

ELBP (suite)

Les modules à niveaux multiples : Treize (13) modules à niveaux multiples dont douze (12) modules conçus par la conceptrice pédagogique ont été traduits et adaptés pour l'année 1. Ils sont tous disponibles en ligne :

1. [NCLC 1 et 2 : Gérer les situations d'urgence](#)
2. [NCLC 1 et 2 : Signaler une carte bancaire perdue, volée ou endommagée](#)
3. [NCLC 1 et 2 : Se loger](#)
4. [NCLC 3 et 4 : Participer à une vente-débarras](#)
5. [NCLC 3 et 4 : Échanger avec des amis](#)
6. [NCLC 3 et 4 : Gérer les problèmes de logement](#)
7. [NCLC 3 et 4 : À la clinique sans rendez-vous](#)
8. [NCLC 5 et 6 : Recherche d'emploi](#)
9. [NCLC 5 et 6 : Échanger sur des expériences touristiques](#)
10. [NCLC 5 et 6 : Remplir une demande de citoyenneté canadienne](#)
11. [NCLC 5 et 6 : Prévenir la fraude et les escroqueries](#)
12. [NCLC 5 et 6 : Magasiner en ligne](#)
13. [NCLC 5 et 6 : Langues traditionnelles chez les Premiers Peuples du Canada.](#) (Ce module ELBP consacré aux peuples autochtones du Canada est réalisé pour la première fois par le CNCLC. Les révisions linguistiques et de contenus ont été arrimées avec l'ELBP.)

La certification des instructeurs en ELBP : L'équipe de certification composée de trois certificateurs, à savoir Morgan Le Thiec (QC), Peyman Mirmiran (AB) et Rebecca Huot (NB), a mis en place un cadre d'harmonisation et des gabarits de tableaux à remplir pour les tâches de la vie réelle.

Pour l'année 1, le bilan est positif et comprend beaucoup d'innovations :

- 11 instructeurs sont prêts pour la certification en ELBP;
- 17 instructeurs issus de différents programmes des provinces du Canada ont été certifiés en ELBP ;
- 5 instructeurs inscrits pour la formation en ligne, préalable à la certification, ne l'ont jamais terminée.

Autres Collaborations NCLC

Le l'Ordre des pharmaciens de l'Ontario

Dans le cadre de la signature de l'entente avec l'OCP (l'Ordre des pharmaciens de l'Ontario), le CNCLC a produit un rapport visant à identifier et recommander des tests d'évaluation de la langue française comparables au TESTCan, en termes de validité et de sécurité.

L'Université de Saint-Boniface (USB) - Winnipeg

Le CNCLC a procédé à la révision linguistique et de contenu de cinq modules à niveaux multiples conçus par l'Université de Saint-Boniface.

COLLABORATORS / COLLABORATEURS

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

- Achēv
- Affiliation of Multicultural Societies and Service Agencies of BC
- Assemblée de la francophonie de l'Ontario
- Baseline Communications
- Calgary Language Assessment & Referral Centre (CLARC), Immigrant Services Calgary
- CBC / Radio Canada
- Collège communautaire du Nouveau-Brunswick (CCNB)
- Conseil des écoles publiques de l'Est de l'Ontario (CEPEO)
- Immigrant Services Association of Nova Scotia (ISANS)
- ISS of BC
- Ontario Association of the Deaf
- Ottawa Carleton District School Board (OCDSB)
- Ottawa Catholic School Board (OCSB)
- Synergiq Solutions
- Touchstone Institute
- Winnipeg English Language Assessment and Referral Centre (WELARC)

EXTERNAL COMMITTEES AND BOARDS / COMITÉS ET CONSEILS EXTERNES

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

- Canadian Network of Agencies of Regulation (CNAR)
- CELBAN National Advisory Committee
- Community Partners Committee (CPC/GIFO)
- National Language Projects Committee
- National Projects Advisory Committee
- Newcomer Language Advisory Body (NLAB) - Shannon Storey as CCLB Chair ex-officio member
- Ottawa Local Immigrant Partnership (OLIP)

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:

Conferences / Conférences :

- Tutela Webinar: CCLB Webinar in Collaboration with ISSofBC: Strategies and Tips for Setting up Distance Learning with LINC, April 17, 2020 *presenter*
- Tutela Webinar: CCLB Webinar in Collaboration with ISSofBC and OCDSB: Strategies for Conducting PBLA in Distance LINC and ESL, May 14, 2020 *presenter*
- ATESL 2020 Online Seeds of Possibility: Curiosity, Drive and Innovation, October 16-17, 2020, *presenter and attendee*
- Tutela Webinar: Exploring the use of the Milestones Test as a LINC Exit Credential, October 28, 2020 and December 7, 2020 *presenter*
- TESL ON 2020 Virtual Conference: Resilience: Re-envisioning Language Education Together, November 5-7, 2020 *presenter and attendee*
- Achēv Annual Ontario LAC Administrators' Meeting, October 27 and November 12, 2020 *presenter and attendee*
- Tutela Webinar: How to Ensure Validity in Distance Learning, November 20, 2020 *Presenter*
- Tutela Webinar: Support for Prior Learning Assessment Review Process, January 19, 2021 *presenter*

PBLA Administrator and Lead Teacher Sessions:

- PBLA LINC Administrators -Yukon, BC, AB and SK (December 10, 2020)
- PBLA LINC Administrators -Ontario, NWT and MB (December 11, 2020)
- PBLA LINC Administrators -Ontario, New Brunswick, Nova Scotia, Newfoundland and PEI (January 29, 2021)
- PBLA LINC Lead Teachers -Yukon, BC, AB and SK (February 25, 2021)
- PBLA LINC Lead Teachers-Ontario, New Brunswick, Nova Scotia, Newfoundland and PEI (February 26, 2021)
- PBLA LINC Lead Teachers -Ontario, NWT and MB (March 5, 2021)

Webinaires ELBP :

1. « **Comprendre l'Évaluation linguistique basée sur le portfolio (ELBP) et ses composantes** », le 11 décembre 2020. Animatrice : Marie-Thérèse Costisella. L'animatrice a passé en revue les composantes de l'ELBP.
2. « **Comment assurer la validité de l'ELBP dans l'apprentissage à distance pendant la pandémie COVID-19** », le 15 janvier 2021. Animatrice : Marie-Thérèse Costisella. Elle a mis en exergue les stratégies d'apprentissage en ELBP pendant cette période de cours virtuel.
3. « **Développer des tâches réceptives pour l'ELBP** », le 5 février 2021. Animatrice : Marie-Thérèse Costisella. Marie-Thérèse Costisella a passé en revue les éléments à considérer lors de la conception des tâches d'évaluation des habiletés réceptives et les étapes d'élaboration d'une tâche d'évaluation réceptive en compréhension de l'oral et de l'écrit.
4. « **Développer des tâches productives pour l'ELBP** », le 26 février 2021. Animatrice : Marie-Thérèse Costisella. L'experte ELBP a mis l'accent sur les éléments à considérer lors de la conception des tâches d'évaluation des habiletés productives, les étapes d'élaboration d'une tâche d'évaluation en expression de l'oral et de l'écrit et les stratégies d'utilisation de documents authentiques dans le cadre des tâches visant les habiletés productives.
5. « **L'ELBP et les adultes moins alphabétisés** », le 12 mars 2021. Animatrice : Marie-Thérèse Costisella. La conception des tâches de communication et d'évaluation pour les adultes moins alphabétisés a été traitée et approfondie. L'accent a été mis sur les étapes d'élaboration des tâches de communication tant réceptives que productives, sur les paramètres de l'alphabétisation et sur les défis rencontrés dans ce contexte.

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

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Gestionnaire de projets / Project Manager

*Stéphanie Duval (left / a quitté Mar.26.21)

ANNE SENIOR

Specialist Consultant / Experte-conseil

FINANCIAL REPORT / RAPPORT FINANCIER

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

L'information financière condensée présentée ci-dessous est tirée des états financiers vérifiés du CNCLC. On peut obtenir le rapport des vérificateurs, Welch LLP, et les états financiers vérifiés complets, comprenant les notes et l'information financière supplémentaire détaillée, auprès du CNCLC. Il suffit d'écrire à l'adresse

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, 2021 - POUR L'EXERCICE CLOS LE 31 MARS 2021

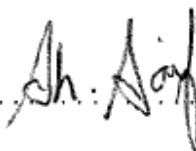
	<u>2021</u>	<u>2020</u>	
Revenue			Revenus
Immigration, Refugees and Citizenship Canada (IRCC)	\$ 1,257,247	\$ 1,313,973	Immigration, réfugiés et citoyenneté Canada (IRCC)
Government of Ontario	124,629	556,479	Gouvernement de l'Ontario
Resource and Training Unit	711,927	347,728	Service des ressources et de la formation
CELBAN revenue	9,835	42,443	Recettes CELBAN
Interest	<u>612</u>	<u>4,994</u>	Intérêts
	<u>2,104,250</u>	<u>2,265,617</u>	
Expenses			Dépenses
Contract services	623,012	1,021,504	Services contractuels
Personnel (schedule)	620,336	646,128	Personnel (annexe)
Resource and Training Unit - note 8	691,954	435,735	Service des ressources et de la formation - note 8
Office (schedule)	128,164	147,232	Bureau (annexe)
Staff and contractors' travel costs and associated fees	-	38,387	Frais de déplacement du personnel et des contracteurs et frais associés
Professional fees	5,944	13,828	Frais professionnels
Conference and memberships (schedule)	<u>4,420</u>	<u>3,375</u>	Conférences et frais de membres (annexe)
	<u>2,073,830</u>	<u>2,306,189</u>	
Net revenue (expense)	30,420	(40,572)	Revenus nets (dépenses nettes)
Net assets at beginning of year	<u>793,659</u>	<u>834,231</u>	Actif net au début de l'exercice
Net assets at end of year	<u>\$ 824,079</u>	<u>\$ 793,659</u>	Actif net à la fin de l'exercice

FINANCIAL REPORT / RAPPORT FINANCIER

CENTRE FOR CANADIAN LANGUAGE BENCHMARKS/
CENTRE DES NIVEAUX DE COMPÉTENCE LINGUISTIQUE CANADIENS
STATEMENT OF FINANCIAL POSITION - ÉTAT DE LA SITUATION FINANCIÈRE
MARCH 31, 2021 - 31 MARS 2021

<u>ASSETS</u>	<u>2021</u>	<u>2020</u>	<u>ACTIF</u>
CURRENT ASSETS			ACTIF À COURT TERME
Cash	\$ 531,448	\$ 664,620	Encaisse
Contributions receivable	310,691	358,254	Contributions à recevoir
Other receivables	74,550	36,442	Autres débiteurs
Inventory	28,304	28,304	Stocks
Prepaid expenses	17,202	11,422	Dépenses payées d'avance
HST/GST recoverable	39,645	18,806	TVH/TPS à récupérer
	<u>1,001,840</u>	<u>1,117,848</u>	
TANGIBLE CAPITAL ASSETS			IMMOBILISATIONS CORPORELLES
Computer equipment	51,128	51,128	Matériel informatique
Office equipment	7,982	7,982	Matériel de bureau
	<u>59,110</u>	<u>59,110</u>	
Less accumulated amortization	(59,110)	(59,110)	Moins amortissement cumulé
	<u>-</u>	<u>-</u>	
INTANGIBLE ASSET			ACTIF INCORPOREL
Intellectual property	70,000	70,000	Propriété intellectuelle
Less accumulated amortization	(70,000)	(70,000)	Moins amortissement cumulé
	<u>-</u>	<u>-</u>	
	<u>\$ 1,001,840</u>	<u>\$ 1,117,848</u>	
 <u>LIABILITIES AND NET ASSETS</u>			 <u>PASSIF ET ACTIF NET</u>
CURRENT LIABILITIES			PASSIF À COURT TERME
Accounts payable and accrued liabilities	\$ 163,858	\$ 301,980	Créditeurs et frais courus
Repayable to funder	-	2,027	Remboursable au bailleur de fonds
Deferred contributions - note 4	13,903	20,182	Contributions reportées - note 4
	<u>177,761</u>	<u>324,189</u>	
NET ASSETS			ACTIF NET
Unrestricted	824,079	793,659	Non affecté
	<u>\$ 1,001,840</u>	<u>\$ 1,117,848</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

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