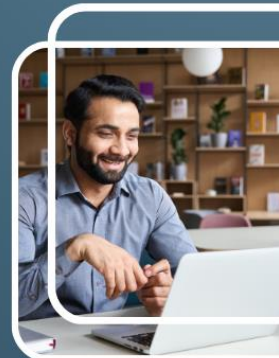




LANGUAGE
for SUCCESS

FRAMEWORK incorporating ASL



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens



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The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada.

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Centre for Canadian Language Benchmarks
294 Albert Street, Suite 400, Ottawa, Ontario, Canada K1P 6E6
613-230-7729 | info@language.ca | www.language.ca



Recognizing the importance of supporting the Deaf community, CCLB has made significant efforts to incorporate ASL into the Language for Success framework. “Receptive” and “Expressive” are the terms used in the *Canadian Language Benchmarks for the Deaf (CLBD)*. CCLB understands that other terms such as “interpretive” and “presentational” may be used elsewhere.





Purpose of the Framework

The Language for Success framework supports language, workforce, and workplace training design and instruction. It draws on the Canadian Language Benchmarks (CLB) to provide insight into the language needed to demonstrate the nine Skills for Success (SFS).

It can be used by instructors and program designers to:

- Identify skills that second language users need for successful workforce integration
- Design programs and curricula
- Develop targeted instructional content
- Choose relevant learning resources for language classes
- Understand how typical workplace tasks relate to CLB levels

Discover the Framework

The Language for Success framework provides information about the language involved in demonstrating the nine Skills for Success. It is organized using the Skills for Success as conceptualized by the Government of Canada. Select a skill to learn more.

Skills for Success includes three core language skills. For these skills, the Language for Success framework shows the relationship between Skills for Success and Canadian Language Benchmarks levels.



Communication



Reading



Writing

Skills for Success includes six other skills, which are often used in combination with language skills. Learners may already have these skills; the Language for Success framework makes evident the language involved in demonstrating them.



Adaptability



Collaboration



**Creativity and
Innovation**



Digital



Numeracy



Problem Solving



Canadian Language Benchmarks and Skills for Success

The Canadian Language Benchmarks (CLB) and Skills for Success (SFS) serve different purposes, but both address communication skills. The relationship between SFS core language skills and CLB was first established through a study led by the Centre for Canadian Language Benchmarks in 2005.

Canadian Language Benchmarks

A national standard that describes communicative ability in English as a Second Language (ESL).

Learn more about CLB



Skills for Success

A national framework that identifies nine key skills Canadians need for work, learning and life.

Learn more about SFS





Communication

Skills for Success defines Communication as the ability to receive, understand, consider, and share information and ideas through receptive, expressive, and interacting with others.



See how SFS Communication relates to CLB Receptive and Expressive¹

Skills for Success (SFS) is a national framework that identifies nine key skills Canadians need for work, learning and life. The Language for Success framework uses the SFS definitions and levels as conceptualized by the Government of Canada. The number of levels varies by skill. SFS Communication is organized into three proficiency levels: Entry, Intermediate and Advanced.

The Canadian Language Benchmarks (CLB) describe communicative ability in English as a Second Language (ESL). The CLB organize 12 benchmarks into three stages of ability: Stage I (Basic), Stage II (Intermediate) and Stage III (Advanced).

The shading in the table shows how the SFS Communication levels relate to the CLB Receptive and Expressive.

Skills for Success Communication	  Canadian Language Benchmarks Receptive and Expressive											
	Stage I (CLB 1-4)				Stage II (CLB 5-8)				Stage III (CLB 9-12)			
	1	2	3	4	5	6	7	8	9	10	11	12
Entry												
Intermediate												
Advanced												

¹ "Receptive" and "Expressive" are the terms used in the [CLBD](#). CCLB understands that other terms such as "Interpretive" and "presentational" may be used elsewhere.



Explore what a person can do at each Receptive and Expressive benchmark

CLB 1-4 relates to SFS Entry level

 CLB 1 Understand a limited number of simple and familiar words and phrases. For example, at work: - Follow a very short direction when a gesture is used to support it. (<i>The bathroom is over there. Take it upstairs.</i>) - Recognize a request for attention. (<i>Excuse me.</i>) - Follow a simple command or instruction. (<i>Please sit down.</i>)	 CLB 2 Understand some simple and familiar words, phrases and short sentences. For example, at work: - Recognize a short request. (<i>How do you fingerspell your name?</i>) - Understand a short simple safety warning. (<i>Do not use the stairs.</i>) - Follow simple instructions. (<i>Put the date here. Sign on this line.</i>)	 CLB 3 Understand short sentences and some simple questions about familiar, everyday topics. For example, at work: - Understand a co-worker's request to switch a shift. - Get the gist of a short simple announcement about a company event. - Follow directions to a department or floor of a building.	 CLB 4 Understand simple information and questions about familiar, everyday topics. For example, at work: - Follow a short conversation about who will do a routine task. - Understand words and respond to simple, informal conversation or simply "chit-chat" at work. - Follow instructions for a simple task, such as making a photocopy. - Follow a brief overview of topics to be covered in a training session, when accompanied by an aid (e.g., an agenda).
 CLB 1 Greet people and give some simple information about themselves, using only a few words. For example, at work: - Fingerspell your name to a co-worker. - Give a very simple short command or instruction. (<i>Open the door.</i>)	 CLB 2 Greet people and give some simple information about themselves, using short sentences. For example, at work: - Introduce yourself to a new co-worker and respond to their introduction. - Place a simple order. (<i>Coffee with milk, please.</i>)	 CLB 3 Say a few simple sentences about familiar, everyday topics, needs and experiences. For example, at work: - Greet a customer and exchange pleasantries. - Ask a supervisor for permission to leave early. - Ask simple questions to learn about a new co-worker.	 CLB 4 Give simple information about common everyday activities, experiences, needs and preferences. For example, at work: - Initiate and maintain a brief informal conversation or simply "chit-chat" with a co-worker. - Record and send a simple video message to a supervisor to let them know you will be late.



- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • Ask for assistance by saying, "Please help me." • Use common signed expressions, "How are you?" and "I am fine." | <ul style="list-style-type: none"> • Request to borrow an item from a co-worker. • Give a simple command or instruction. (<i>Please don't answer the video relay service (VRS) call.</i>) | <ul style="list-style-type: none"> • Give simple directions to a new co-worker to help them find the lunchroom. | <ul style="list-style-type: none"> • Give a short set of instructions for a basic task such as how to clean a piece of equipment. • Provide an update to the supervisor on which routine tasks have been completed. |
|---|---|--|---|

CLB 5-8 relates to SFS Intermediate level

 CLB 5	 CLB 6	 CLB 7	 CLB 8
Understand with some effort the overall meaning, including some implied meanings when someone signs about familiar topics.	Follow the important details and understand some unfamiliar words, common idioms, and implied meanings when someone signs about familiar topics.	Understand the main points, important details and implied meanings when others discuss familiar topics and some abstract concepts related to general knowledge and life experience.	Understand the main points, details, purpose, attitude and implied meanings when others discuss familiar topics and a range of abstract concepts related to general knowledge, life experience and work-related situations.
For example, at work: • Watch and understand a discussion amongst co-workers about their preferences for a meeting time and reasons for their preferences. • Watch and understand a text message from a co-worker who is asking to switch shifts. • Follow instructions on how to use a piece of machinery. • Read an announcement with straightforward instructions for evacuating a building.	For example, at work: • Understand a short awareness video about basic safety procedures at work. • Understand routine questions from a customer about a product in order to provide information. • Watch and understand a supervisor give instructions over the video relay service (VRS) or text.	For example, at work: • Watch and understand a discussion amongst co-workers about a new policy, and understand their attitudes. • Understand a safety expert describe how to handle a new dangerous material at work to determine appropriate actions. • Watch and understand a supplier's response to a question about a product's uses and availability. • Watch and understand a work status update from a co-worker during a shift change.	For example, at work: • Watch and understand a customer describe their needs to identify a suitable service to offer. • Follow instructions from a help line or a video tutorial to fix a problem with equipment. • Participate in a performance review to identify strengths and areas for improvement. • Watch and understand a video text message from a dissatisfied client to understand concerns and identify a way to address them.



CLB 5

Communicate in short, routine social and work situations, using some longer sentences.

For example, at work:

- Respond to a routine request from a customer by the video relay service (VRS).
- Make a simple suggestion for how to improve sales on days of the week when business tends to be slower.
- Place an order for goods with a supplier.



CLB 6

Communicate in everyday situations using some complex sentence structures to connect ideas.

For example, at work:

- Apologize for arriving late to a team meeting and provide an explanation.
- Decline an invitation to a team-building social activity and provide a reason you cannot attend.
- Communicate or chat with co-workers to coordinate the use of equipment.



CLB 7

Sign comfortably on many familiar topics, including expressing opinions, feelings and reservations, and making detailed comparisons.

For example, at work:

- Sign to a supervisor about dissatisfaction with a work schedule.
- Give instructions to a new co-worker on options available if a customer wants to return a product.
- Give a detailed suggestion for how to solve a problem or make an improvement.
- Participate in a union meeting to discuss working conditions.



CLB 8

Sign comfortably about a range of topics, providing descriptions, opinions and explanations, and recommending solutions to problems.

For example, at work:

- Clarify the terms of a job offer.
- Mentor a junior team member by offering encouragement and constructive criticism supported by positive body language.
- Respond to a customer complaint with empathy and assurance their needs will be addressed.
- Lead a brief weekly staff meeting to provide information about goals and priorities.



CLB 9-12 relates to SFS Advanced level

CLB 9 Understand an adequate range of complex formal and informal communication on a broad variety of general interest topics, and on some specialized topics in own field. For example, at work: • Watch a recording from a web-based meeting to prepare meeting minutes. • Watch and understand a panel discussion to identify ways of modifying the work environment to meet the needs of individuals with disabilities. • Watch and understand a discussion amongst co-workers about how to address job vacancies during a meeting to identify opinions, strengths and limitations. • Watch and understand detailed instructions and requests for information from police, fire department and medical staff during a workplace incident.	CLB 10 Understand an expanding range of complex, formal and informal communication, across a range of situations and contexts that may require significant interpretation. For example, at work: • Watch and understand a candidate's responses to interview questions to evaluate suitability for the job. • Watch and understand detailed descriptions of multiple equipment failures over time to identify the root cause and possible solutions. • Watch and understand and evaluate a presentation delivered by a potential consultant outlining how they propose to solve a procedural issue.	CLB 11 Understand an expanded range of complex, formal and informal communication across a range of situations and contexts that may require significant interpretation. For example, at work: • Watch and understand a co-worker recount a conflict with a manager and identify the attitudes and behaviours that contributed to the conflict. • Watch and understand a lecture presenting research findings at a professional conference. • Watch and understand focus group participants' responses to understand and analyze views on a complex social issue and identify ways to probe for additional insights. • Watch and understand a variety of professionals giving assessments of a proposed large-scale equipment purchase, including a cost-benefit analysis and projected impacts on the workforce, to decide whether to proceed.	CLB 12 Understand an extensive range of complex, abstract formal and informal communication across a range of situations and contexts that may require significant interpretation. For example, at work: • Watch and understand and critically evaluate the organization and delivery of a workplace training program to make suggestions for improvement. • Attend a public consultation to understand citizens' views on a contentious matter. • Understand an employee's message about a serious workplace conflict, recognizing signs of anxiety, anger and other emotions to validate their feelings and determine next steps. • Watch and understand a workplace mediator and the testimony of two parties to help them come to a mutually acceptable agreement.
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CLB 9 Sign and converse with some confidence in situations that require diplomacy, tact and precision, and present information about complex, abstract and general topics. For example, at work: • Provide detailed instructions to a client over the video relay service (VRS) to resolve a technical issue. • Co-facilitate a staff meeting, clarifying information as needed and ensuring that everyone has an opportunity to contribute. • Discuss a new project with a recently established team to identify activities, timelines and task assignments. • Make a presentation to co-workers to share the results of a survey and provide evidence to support a set of recommendations.	CLB 10 Sign and converse with increasing confidence in situations that require diplomacy, tact and precision, and present information about complex, abstract and general topics. For example, at work: • Respond appropriately to sarcastic or patronizing remarks from others in a meeting. • Present skills, abilities and experience in an interview, fielding questions with detailed responses to convince the panel of your suitability for the job. • Deliver training to co-workers on a new practice or procedure.	CLB 11 Sign and converse comfortably in situations that require diplomacy, tact and precision, and present information about complex, abstract and general and specialized topics. For example, at work: • Negotiate a long-term, large-scale agreement with a vendor. • Make an extended, formal presentation to a board of directors to propose a major change in an organization's direction. • Lead a problem-solving session with an interdisciplinary team of professionals who bring diverse perspectives.	CLB 12 Sign and converse with confidence in situations that require diplomacy, tact and precision, and present information about complex, abstract and general and specialized topics. For example, at work: • Mediate a dispute between management and a bargaining unit. • Answer questions posed by the media during a live television interview in a situation where responses must be carefully worded to avoid controversy. • Present and defend research findings at a professional conference where attendees are likely to offer critiques.
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Reading

Skills for Success defines Reading as the ability to find, understand, and use information presented through words, symbols, and images.



See how SFS Reading relates to CLB Reading

Skills for Success (SFS) is a national framework that identifies nine key skills Canadians need for work, learning and life. The Language for Success framework uses the SFS definitions and levels as conceptualized by the Government of Canada. The number of levels varies by skill. SFS Reading is organized into five proficiency levels.

The Canadian Language Benchmarks (CLB) describe communicative ability in English as a Second Language (ESL). The CLB organize 12 benchmarks into three stages of ability: Stage I (Basic), Stage II (Intermediate) and Stage III (Advanced).

The shading in the table shows how the SFS Reading levels relate to the CLB Reading benchmarks. Pre-SFS refers to benchmarks that fall below SFS Reading Level 1. The relationship was first established through a study led by the Centre for Canadian Language Benchmarks in 2005.

Skills for Success Reading	 Canadian Language Benchmarks Reading											
	Stage I (CLB 1-4)				Stage II (CLB 5-8)				Stage III (CLB 9-12)			
	1	2	3	4	5	6	7	8	9	10	11	12
Level 1	Pre-SFS											
Level 2												
Level 3												
Level 4												
Level 5												



Explore what a person can do at each Reading benchmark

CLB 1-2 relates to Pre-SFS



CLB 1

Read the alphabet and common simple words with the help of pictures.

For example, at work:

- Check the expiration date on milk in the staff room fridge.
- Identify where to write name and address on a simplified form.
- Read a simple warning sign. (*No smoking.*)



CLB 2

Read the alphabet, common words and very simple sentences on familiar topics with the help of pictures.

For example, at work:

- Review an invoice to locate due date and amount to be paid.
- Read a simple note. (*Washroom closed for cleaning.*)
- Read a simple two-step instruction for a work task. (*Make 10 copies. Mail to client.*)

CLB 3-5 relates to SFS Level 1



CLB 3

Read and understand simple, everyday words and basic information from simple, short paragraphs with the help of visuals.

For example, at work:

- Read a short suggestion submitted through an online comment form.
- Read a brief email from a co-worker to identify the time, location and purpose of a meeting.
- Follow instructions with visuals on how to sanitize a food preparation area.
- Read a description of an item in an online catalogue.



CLB 4

Understand short simple paragraphs about familiar topics, and some longer descriptions about less familiar topics.

For example, at work:

- Read and follow instructions for handwashing techniques to reduce the spread of germs.
- Read basic safety rules on a workplace poster.
- Read a schedule to identify work shifts.



CLB 5

Understand the main ideas, some details, and some implied meaning in texts on somewhat familiar topics, and begin to get information from more difficult texts.

For example, at work:

- Read a brochure about employment standards.
- Interpret a memo about changes to a workplace policy.
- Read and follow instructions for use and identify precautions for a hazardous product.



CLB 6 relates to SFS Level 2



CLB 6

Understand the purpose, some main points and details from longer, more difficult texts, and begin to understand the writer's intent and attitude.

For example, at work:

- Read a message in which a co-worker apologizes for a hurtful comment.
- Read a product pamphlet to identify features and uses.
- Read about and follow a procedure for asking for time off.
- Read and extract relevant information from a table, such as a table with patients' names and care requirements.

CLB 7-9 relates to SFS Level 3



CLB 7

Find and integrate different ideas, or compare and contrast information in a range of reading materials that may deal with facts, opinions and feelings.

For example, at work:

- Find and read relevant information from public health advisories about risks associated with a novel disease.
- Compare a summary of two insurance plans to choose the one that best matches need.
- Read a magazine or newsletter article to stay current on industry trends.
- Locate data in a detailed specification table to determine manufacturing requirements.



CLB 8

Integrate information, understand implied meanings and the writer's intention in texts that are long and a little difficult, and that may address more abstract topics.

For example, at work:

- Interpret eligibility criteria for a government business grant.
- Read a detailed incident report to infer probable causes.
- Refer to a Material Safety Data Sheet to identify hazardous and emergency procedures for a new product.
- Refer to a manual to learn how to use a piece of equipment.



CLB 9

Understand an adequate range of complex texts on some unfamiliar topics and in contexts that may require significant interpretation.

For example, at work:

- Interpret insurance contracts to determine rights and coverage.
- Read and interpret survey responses to summarize findings.
- Read a research report to learn about a sector's economic outlook.



CLB 10 relates to SFS Level 4



CLB 10

Understand an expanding range of complex multipurpose texts on many unfamiliar topics and in contexts that may require significant interpretation.

For example, at work:

- Read sections of online workplace safety regulations to identify and recommend procedures and practices that should be implemented.
- Read a project proposal to understand scope, timelines, finances, objectives and anticipated challenges, and to evaluate suitability.
- Review the scale drawings of a manufacturing plant to assess appropriateness of the design.

CLB 11-12 relates to SFS Level 5



CLB 11

Understand an expanded range of complex multipurpose texts on most unfamiliar topics and in contexts that may require significant interpretation.

For example, at work:

- Read a research paper written by a colleague to understand the premise and to offer critiques of methodology, findings and conclusions.
- Read articles in academic journals to develop theories and research proposals.
- Read various documents, including testimony from different parties, to understand a workplace human rights issue and support a decision.
- Cross reference architectural, structural and mechanical drawings to ensure conformance to standards.



CLB 12

Understand complex, unfamiliar, multipurpose texts in a broad variety of styles and formats across a range of situations and contexts that are unfamiliar and may require significant interpretation.

For example, at work:

- Locate, read, interpret and evaluate information presented in many specialized texts to prepare a lecture or presentation.
- Use complex tables, schedules, graphs and scale drawings to evaluate a proposal to improve an electrical system.
- Assess the quality and accuracy of an article to determine if it should be published in an academic journal.



Writing

Skills for Success defines Writing as the ability to share information using written words, symbols, and images.



See how SFS Writing relates to CLB Writing

Skills for Success (SFS) is a national framework that identifies nine key skills Canadians need for work, learning and life. The Language for Success framework uses the SFS definitions and levels as conceptualized by the Government of Canada. The number of levels varies by skill. SFS Writing is organized into five proficiency levels.

The Canadian Language Benchmarks (CLB) describe communicative ability in English as a Second Language (ESL). The CLB organize 12 benchmarks into three stages of ability: Stage I (Basic), Stage II (Intermediate) and Stage III (Advanced).

The shading in the table shows how the SFS Writing levels relate to the CLB Writing benchmarks. Pre-SFS refers to benchmarks that fall below SFS Writing Level 1. The relationship was first established through a study led by the Centre for Canadian Language Benchmarks in 2005.

Skills for Success Writing	 Canadian Language Benchmarks Writing											
	Stage I (CLB 1-4)				Stage II (CLB 5-8)				Stage III (CLB 9-12)			
	1	2	3	4	5	6	7	8	9	10	11	12
Level 1		Pre-SFS										
Level 2												
Level 3												
Level 4												
Level 5												



Explore what a person can do at each Writing benchmark

CLB 1-3 relates to Pre-SFS

 CLB 1	 CLB 2	 CLB 3
Write a few common, everyday words. For example, at work: • Sign a card for a co-worker's birthday or retirement. • Copy a name and phone number from a business card to a contact list. • Fill out own name and address on a simplified form.	Write simple phrases and some very short, simple sentences about something very familiar. For example, at work: • Copy a company name, address and representative contact information from a website. • Copy information from a work schedule into a planner or personal calendar. • Write a very short simple list of work tasks to be done.	Write short, simple sentences about something familiar. For example, at work: • Write a short note to tell a colleague to lock the door before leaving. • Write an automatic email response to say you are on vacation and when you will be back. • Fill out an emergency contact form.

CLB 4-5 relates to SFS Level 1

 CLB 4	 CLB 5
Write a few simple sentences about a personal experience or a routine task. For example, at work: • Write a list of tasks for a co-worker to carry out on the next shift. • Write notes to record work tasks completed during a shift using a handheld computer. • Write an email agreeing to a meeting request and giving your availability.	Write short messages or a paragraph with a main idea and some supporting details. For example, at work: • Write an email to request a day off and provide a detailed reason for the request. • Write a description in a work order to identify repairs to be made. • Complete a checklist to indicate that a routine cleaning inspection has been conducted and write a description of deficiencies.



CLB 6-7 relates to SFS Level 2



CLB 6

Write short messages and texts with clearly expressed ideas and supporting details, using some complex sentence structures.

For example, at work:

- Write a message to thank a colleague for an act of kindness with a description of its positive effect.
- Take notes to remember key information from a short presentation.
- Write step-by-step instructions for clearing a paper jam in a printer or photocopy machine.
- Complete a leave request form to indicate the duration and reason for a leave.



CLB 7

Write messages or short well-organized texts about familiar, concrete topics, using some complex sentence structures to connect ideas.

For example, at work:

- Write a project quote describing work to be carried out over several stages, along with materials and labour requirements.
- Write an email to report and describe concerns with dangerous working conditions and unsafe work practices.
- Write a persuasive email to customers to share information about available products and an upcoming promotion.

CLB 8 relates to SFS Level 3



CLB 8

Express ideas and opinions about familiar or abstract topics using clearly expressed paragraphs and some complex sentence structures to connect ideas.

For example, at work:

- Complete a lengthy government form to report remittances.
- Write a detailed incident report to describe events leading up to an accident.
- Write a letter of apology to a client to explain how a problem occurred and to relate actions taken to avoid a recurrence.
- Write a resume and persuasive cover letter in response to a job advertisement.



CLB 9 relates to SFS Level 4



CLB 9

Write formal and informal texts of some complexity for an adequate range of purposes and tasks in routine situations that may require tact, diplomacy and precision.

For example, at work:

- Write a report to propose changes to operating procedures.
- Write the minutes from a team meeting to share with others.
- Write a detailed report that describes the objectives and procedures for testing a new product, discusses results and offers conclusions and recommendations.
- Document an agreement made with a client.

CLB 10-12 relates to SFS Level 5



CLB 10

Write complex formal and informal texts for a broadening range of purposes and tasks in mostly routine situations that may require tact, diplomacy and precision.

For example, at work:

- Write a formal letter of apology for a serious workplace error.
- Prepare an annual report to summarize a company's activities and highlight successes.
- Write a marketing plan detailing strategies and opportunities.
- Write a business plan to detail strategic direction and steps to implementation.



CLB 11

Write complex formal and informal texts for a wide range of purposes and tasks in non-routine situations that may require tact, diplomacy and precision.

For example, at work:

- Write a letter to inform a long-term supplier that their services are no longer required; craft the message so the supplier feels appreciated and sees opportunities for future collaboration.
- Write a press release.
- Write an article for a company newsletter to present an analysis of industry trends.
- Write an executive summary of a longer report or study.



CLB 12

Write complex formal and informal texts for a full range of purposes, intentions and objectives related to non-routine, situations that may require tact, diplomacy and precision.

For example, at work:

- Write a detailed proposal intended to secure a significant contract from a new client.
- Create advertising campaign materials to describe features and benefits of a product, and to convey value for the target market.
- Write an article to present research findings in a peer-reviewed journal.
- Write a company policy manual.



Adaptability

Skills for Success defines Adaptability as the ability to achieve or adjust goals and behaviours when expected or unexpected change occurs. Adaptability is shown by planning, staying focused, persisting, and overcoming setbacks.



Discover the language in Adaptability

Adaptability requires communicating with others in a way that conveys responsibility and flexibility in response to changing circumstances. It involves receptive, expressive, reading and writing, often in combination, for example:

- Interpretive/receptive while conveying openness and willingness to consider alternative points of view and changing needs and priorities.
- Asking questions to understand changing circumstances, evolving responsibilities, or new concepts.
- Sharing intentions, timelines, and schedules to communicate an understanding of shifting responsibilities.
- Adjusting signing styles and choice of signs (depending on the context, audience, or formality of the communication), facial expressions and body language, and demeanor to respond effectively to different people and situations.
- Responding to requests from others efficiently and with flexibility; giving reasons when refusing requests, and offering alternatives.
- Negotiating priorities or the sequencing of tasks in a cooperative manner, considering the diverse needs presented by situations or individuals.
- Finding and exploring resources and supports to adapt to instability or change.

Explore work-related examples at each CLB stage

The Canadian Language Benchmarks (CLB) describe communicative ability in English as a Second Language (ESL). The CLB organize 12 benchmarks into three stages of ability: Stage I (Basic), Stage II (Intermediate) and Stage III (Advanced).

Learners may already possess **Adaptability skills** but lack the English and the sign language to demonstrate them. For this reason, there is no direct correspondence between Adaptability and CLB levels.

The following examples show the language involved in demonstrating Adaptability.



Demonstrating Adaptability at CLB Stage I



Use simple signed phrases and non-signed signals to convey a willingness to complete a new task.



Watch and understand brief instructions for completing a new task; respond with non-signed signals that convey interest; ask questions or request repetition or reformulation to understand.



Watch and understand a simple suggestion from a co-worker to try a faster way of completing a routine task; respond with interest.



Give instructions to a new worker on how to perform a simple work task; adjust rate of signing so the employee understands.



Write a few sentences to update a supervisor about how a new work task is going.



Read a brief notice to learn the new date and time for an upcoming meeting; respond by expressing willingness to change your schedule.

Demonstrating Adaptability at CLB Stage II



Watch and read and understand the message of a team member about their needs; respond with open-ended questioning, active watching/reading, paraphrasing and summarizing to fully understand their perspective.



Respond to an irate customer with a calm demeanor; use expressions to express empathy, and open-ended questioning to learn about the details.



Watch and understand a supervisor's feedback on work performance; respond by communicating how this feedback will influence future efforts.



Read an email request from a supervisor; respond with a polite refusal, an explanation, and an offer to consider it in the future.



Read a message from a supervisor who is off sick; respond with empathy and offer a suggestion to assist.



Demonstrating Adaptability at CLB Stage III



Watch and understand arguments for and against a departmental restructuring; contribute by paraphrasing salient points, expressing consideration for the consequences on employees, and making suggestions for a way forward.



Respond to misunderstandings, communication issues and emotional reactions at work with a calm demeanour, open-ended questions, active watching and reading and diplomacy.



Adjust your managerial style (e.g., collaborative, hands-off, authoritative) based on the particular needs of employees.



Explain a workplace change to employees; adapt, summarize and clarify information as needed, and respond to positive and negative feedback.



Find relevant resources and read to learn about the skills required in a new work role; seek additional support as required to adjust to the demands of the new role.



Interpret staff attitudes about a workplace policy shift; write a memo that provides a rationale and mitigates staff concerns.



Collaboration

Skills for Success defines Collaboration as the ability to contribute and support others to achieve a common goal.



Discover the language in Collaboration

Collaboration requires communicating with others in a way that fosters respect and cooperation, while working towards a common goal. It involves receptive, expressive, reading and writing, often in combination; for example:

- Watching and understanding and responding to others using signs and non-signing indicators to convey interest, comprehension and empathy.
- Conveying appreciation for others' contributions and work.
- Requesting and responding positively to others' input.
- Using communication strategies, such as discourse markers or topic-comment structures including specific signs or facial expressions to convey the meaning indirectly.
- Contributing ideas for reaching a common goal.
- Expressing views and ideas while conveying respect for and interest in others' opinions.
- Asking questions to understand others' ideas and points of view.
- Communicating intentions, goals and timelines to others, and informing them about errors or setbacks.
- Expressing and responding to opinions respectfully and without judgement; agreeing and respectfully disagreeing.
- Giving and receiving feedback while being receptive to others' opinions.

Explore work-related examples at each CLB stage

The Canadian Language Benchmarks (CLB) describe communicative ability in English as a Second Language (ESL). The CLB organize 12 benchmarks into three stages of ability: Stage I (Basic), Stage II (Intermediate) and Stage III (Advanced).

Learners may already possess **Collaboration skills** but lack the English and the sign language to demonstrate them. For this reason, there is no direct correspondence between Collaboration and CLB levels.

The following examples show the language involved in demonstrating Collaboration.



Demonstrating Collaboration at CLB Stage I



Approach a more experienced worker and ask for help with a task; indicate understanding or non-understanding.



Watch and read and understand a co-worker's update on a shared task; comment or pose questions to indicate support and understanding.



Watch and read and understand brief instructions to accomplish a simple shared task; ask questions or request repetition or rephrasing to understand responsibilities.



Express a preference to a co-worker about a routine policy, such as scheduling; ask for their view.



Communicate appreciation for a co-worker's efforts. (*Good work. I like what you've done. That's a great idea.*)



Read a short shift-change message from a co-worker about tasks completed; write a short end-of shift update.

Demonstrating Collaboration at CLB Stage II



Interact in a team; follow straightforward instructions, seek clarification about responsibilities, invite members of the group to share their views and help accomplish the task.



Give a short summary of the main points of a goal-setting meeting to a co-worker who was absent.



In a staff meeting, convey appreciation for a co-worker's idea before expressing your own; respond positively to questions and requests for clarification.



Canvass co-workers for their views on a team-building event; summarize input to make a recommendation to management.



Read a co-worker's suggestion to improve a work process; thank the co-worker and identify how the suggestion will be implemented.



Write a message to co-workers to suggest a sympathy gesture for a colleague who is ill and ask for input.



Demonstrating Collaboration at CLB Stage II (cont.)



Write a polite message to an employee asking them to complete a task; convey awareness of their workload and flexibility as to when and how the task is completed.

Demonstrating Collaboration at CLB Stage III



Discuss a shared task in a group meeting; summarize points reached to help focus the discussion and propose next steps to move it forward.



Facilitate a team brainstorming session to explore solutions to a workplace problem.



Show interest and sensitivity to different perspectives in a group working on a shared task; acknowledge contributions, express concerns, convey empathy, and handle disagreements tactfully.



Co-ordinate a group that is working on a project; formulate and revise instructions, provide clarification, and evaluate ideas from team members.



Review a draft of a collaboratively written report; offer suggestions to improve structure and flow.



Understand implied attitudes, bias, and opinions expressed in written messages from co-workers about a shared task; respond tactfully by clarifying misconceptions, acknowledging differences in perspectives, and focusing on the shared goal.



Creativity and Innovation

Skills for Success defines Creativity and Innovation as the ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.



Discover the language in Creativity and Innovation

Creativity and Innovation requires communicating with others in a way that conveys readiness for generating ideas and trying new ways of doing things. It involves receptive, expressive, reading and writing, often in combination, for example:

- Watching and reading and asking questions to understand problems or processes that need to be improved.
- Watching and reading new or diverse ideas without judgement; asking questions to understand and build on ideas.
- Conveying curiosity and an openness to exploring ways to improve processes, services or products.
- Participating in brainstorming; offering ideas while conveying respect for others' ideas.
- Receiving and offering constructive feedback; expressing appreciation and encouraging others to elaborate.
- Expressing or presenting ideas, including interpretations, rationales, strengths and limitations, and recognition of bias and assumptions; asking for input.
- Expressing or presenting plans for acting on an idea.
- Admitting and sharing mistakes or errors in judgement, and identifying what can be learned from them.

Explore work-related examples at each CLB stage

The Canadian Language Benchmarks (CLB) describe communicative ability in English as a Second Language (ESL). The CLB organize 12 benchmarks into three stages of ability: Stage I (Basic), Stage II (Intermediate) and Stage III (Advanced).

Learners may already possess **Creativity and Innovation skills** but lack the English and the sign language to demonstrate them. For this reason, there is no direct correspondence between Creativity and Innovation and CLB levels.

The following examples show the language involved in demonstrating Creativity and Innovation.



Demonstrating Creativity and Innovation at CLB Stage I



Smile, nod and use facial expressions, signed words or ASL signs and encourage others to share ideas.



Give a short description of a challenge related to a routine work procedure; answer simple questions to clarify information.



Repeat back what a co-worker has said to confirm understanding; express interest and ask questions to help them develop the idea.



Express an idea to improve a routine work procedure; ask what others think.



Read questions in a short survey about improving cafeteria selections; respond with phrases or short sentences to express ideas for improvement.

Demonstrating Creativity and Innovation at CLB Stage II



Watch and understand a co-worker's idea; suspend judgement, use a combination of signs, facial expressions, body movements, and other non-manual markers or non-manual signals (NMS) to indicate interest, and pose questions to fully understand it.



Paraphrase what a colleague has said to confirm understanding; pose questions to help bring an idea to fruition. (*What else do we need to know? Should we try it? When should we start?*)



Admit when an idea hasn't worked; share thoughts on the reasons why and what can be learned from it.



Suggest a new workplace policy; provide a rationale, including potential benefits.



Document an idea; request feedback from others; review and incorporate feedback to enhance the idea.



Demonstrating Creativity and Innovation at CLB Stage III



Encourage members of a group to build on each other's ideas; pose questions, give feedback and link their ideas to help members expand on, justify and clarify their ideas.



Make a formal presentation about a new business idea, detailing advantages and possible pitfalls; address points made by the audience.



Identify and point out biases, assumptions and inconsistencies in thinking with the goal of enhancing ideas or solutions.



Review a draft creative advertisement; express an interpretation of the symbolism and visual imagery it presents and its potential to attract buyer loyalty.



Read a draft funding proposal; edit and revise the proposal to clarify how the initiative meets a need in a unique way.



Digital

Skills for Success defines Digital as the ability to use digital technology and tools to find, manage, apply, create and share information and content.



Discover the language in Digital

Digital requires finding, interpreting and conveying information and ideas via digital technology. It involves receptive, expressive, reading and writing, often in combination; for example:

- Interpreting and using menus to navigate digital content and accomplish digital tasks, such as printing or opening a file.
- Locating relevant content using search functions and keywords; skimming and scanning search results for relevance.
- Following instructions to complete digital tasks.
- Giving explanations for digital tasks, using technical jargon where needed, and adapting language to suit the reader/watcher's digital competence.
- Identifying sources of digital information and evaluating them for credibility and bias; citing digital sources.
- Interpreting digital messages to recognize fraud, including phishing and identity theft.
- Labelling files and folders to keep organized; identifying file extensions for file types.
- Composing texts that are appropriate to the digital platform.
- Completing digital forms.
- Issuing text/video commands or recording video messages.
- Participating in live technology-mediated interactions.

Explore work-related examples at each CLB stage

The Canadian Language Benchmarks (CLB) describe communicative ability in English as a Second Language (ESL). The CLB organize 12 benchmarks into three stages of ability: Stage I (Basic), Stage II (Intermediate) and Stage III (Advanced).

Learners may already possess **Digital skills** but lack the English and the sign language to demonstrate them. For this reason, there is no direct correspondence between Digital and CLB levels.

The following examples show the language involved in demonstrating Digital.



Demonstrating Digital at CLB Stage I



Use a translation or pronunciation app to help you communicate with someone at work.



Read a text message from a co-worker requesting a shift change; respond using the same platform.



Describe a technical problem with a device or digital service to a repair person.



Understand short, illustrated, step-by-step instructions for installing new technology or completing a routine digital task.



Scan online search results to identify the most relevant websites.



Receive, open, read and reply to a short email or a text message from a co-worker to arrange a lunchtime meeting.



Enter routine information into a workplace database.



Use the calendar on a mobile phone to record appointments and work schedule.

Demonstrating Digital at CLB Stage II



Take part in an online meeting with colleagues; watch and understand and respond to others' signed contributions and monitor platform functions (e.g., chat, whiteboard).



Search for and follow online video instructions to learn how to use a software feature or complete a digital task.



Create a positive digital identity on social media platforms, exercising sensitivity to diversity and inclusion in posts and responses.



Evaluate an email message to determine whether it is fraudulent.



Give clear, sequenced instructions for using routine technology to a new co-worker.



Enter a description of a workplace incident in a database.



Demonstrating Digital at CLB Stage II (cont.)



Use word processing software to produce a brief report, using formatting, spelling and grammar check functions.

Demonstrating Digital at CLB Stage III



Facilitate a training webinar; design effective visuals, and exploit features of the platform (e.g., whiteboard, chat, breakout rooms) to meet trainees' needs.



Locate and watch a series of podcasts to understand and compare different points of view on a particular topic



Record a screencast that provides detailed instructions on the set-up, maintenance and operation of equipment.



Participate in an online chat, linking discussion posts to previous posts, and adapting register and style so it is appropriate to the context.



Use word processing software to write and format a clear language adaptation of an instruction manual for using machinery or a software program.



Write a proposal to recommend purchasing a particular technology; include an analysis, a comparison of options, and a recommendation.



Numeracy

Skills for Success defines Numeracy as the ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.



Discover the language in Numeracy

Numeracy requires finding, interpreting and conveying information related to numerical concepts. It involves receptive, expressive, reading and writing, often in combination; for example:

- Locating and interpreting numbers and data in texts.
- Understanding numbers, data and numerical terms and concepts shared by signing or in writing.
- Following instructions for mathematical tasks.
- Giving instructions or explanations for mathematical tasks, using technical jargon where needed, and adapting language to suit the reader/watcher's background knowledge.
- Sharing numbers, data and numerical concepts by signing or in writing.
- Describing patterns and trends.
- Using numbers and data to support opinions and draw conclusions.

Explore work-related examples at each CLB stage

The Canadian Language Benchmarks (CLB) describe communicative ability in English as a Second Language (ESL). The CLB organize 12 benchmarks into three stages of ability: Stage I (Basic), Stage II (Intermediate) and Stage III (Advanced).

Learners may already possess **Numeracy skills** but lack the English and the sign language to demonstrate them. For this reason, there is no direct correspondence between Numeracy and CLB levels.

The following examples show the language involved in demonstrating Numeracy.



Demonstrating Numeracy at CLB Stage I



Respond to a customer's questions about prices.



Give simple directions, including distances, to a new co-worker.



Tell a supervisor that your overtime hours were not included in the latest pay period and request a review.



Read a simple schedule to identify work shifts.



Follow routine measuring and mixing instructions.



Keep a personal record of hours worked to calculate pay expected.



Complete a time sheet by entering days and times worked.

Demonstrating Numeracy at CLB Stage II



Watch and understand a software salesperson explain differences in features and costing of various plans to determine the best value.



Watch and understand to identify facts and opinions in a conversation about an employee profit-sharing plan to determine own position.



Work with a small committee to organize and estimate the cost of a catered staff luncheon.



Respond to a customer's questions about prices, discounts, and invoice charges.



Interpret a graph to explain sales trends during a meeting.



Enters sales figures and data onto a spreadsheet; draw conclusions about trends illustrated in the data; write a brief summary to share with the management team.



Demonstrating Numeracy at CLB Stage II (cont.)



Create and manage a small operating budget for office expenses.

Demonstrating Numeracy at CLB Stage III



Watch and understand the advice of a financial advisor about tax planning; determine whether to follow the advice.



Work in a team to plan and develop an operating budget for a project; include detailed expenses for staffing, materials and technology, as well as estimated revenue.



Read an analysis of an industry's financial trends in a company newsletter.



Represent employee satisfaction survey results in tables and graphs, and provide a written interpretation of the data in a quarterly report.



Write a detailed proposal with a budget intended to secure a contract from a new client.



Write an evaluation report to present an analysis of the financial strengths and challenges of a product or service, and to offer recommendations.



Problem Solving

Skills for Success defines Problem Solving as the ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success, and learn from the experience.



Discover the language in Problem Solving

Problem Solving requires communicating with others in a way that conveys a willingness and ability to find solutions to challenges and unexpected situations. It involves receptive, expressive, reading and writing, often in combination; for example:

- Watching and reading carefully and posing questions to understand the challenges posed by a situation.
- Locating, interpreting and analyzing relevant information to identify reasons for a problem, its effects and possible solutions.
- Expressing or presenting possible solutions, including a rationale.
- Discussing options while conveying respect for others' ideas, and recognition of one's own biases.
- Understanding and following instructions related to problem-solving tasks.
- Interpreting feedback on a solution that has been implemented.

Explore work-related examples at each CLB stage

The Canadian Language Benchmarks (CLB) describe communicative ability in English as a Second Language (ESL). The CLB organize 12 benchmarks into three stages of ability: Stage I (Basic), Stage II (Intermediate) and Stage III (Advanced).

Learners may already possess **Problem Solving skills** but lack the English and the sign language to demonstrate them. For this reason, there is no direct correspondence between Problem Solving and CLB levels.

The following examples show the language involved in demonstrating Problem Solving.



Demonstrating Problem Solving at CLB Stage I



Point out a hazard to a supervisor using gestures, signed words or ASL signs and simple phrases.



Watch and understand the description of a supervisor about what to do when a customer is upset; indicate understanding or non-understanding; ask for repetition or rephrasing as required.



Tell a co-worker that there is a problem with a routine work process; watch and read their advice on how to solve it.



Tell a supervisor that the company's cell phone policy presents a problem for your family; ask for permission to carry your cell phone.



Read simple step-by-step instructions accompanied by diagrams to troubleshoot a piece of equipment that has stopped working.



Write a brief note to a supervisor to inform them of a shortage of supplies.

Demonstrating Problem Solving at CLB Stage II



Discuss the possible causes of a problem with co-workers; propose a solution.



Express strengths and limitations for two different solutions to a straightforward problem; suggest a compromise.



Read a customer email containing a complaint; respond by expressing empathy, summarizing the problem, identifying the cause and suggesting a possible solution.



Read an employee policy handbook to determine how to address a perceived policy breach; follow the steps and write a message to notify your supervisor.



Write an email to a supervisor to point out a dangerous working condition; explain the condition and possible consequences.



Demonstrating Problem Solving at CLB Stage III



Lead a discussion to explore solutions to a complex workplace problem; pose questions to help others expand on, justify and clarify their ideas; summarize and link ideas to facilitate consensus.



Interact effectively with a key client to identify a complaint and negotiate a mutually beneficial outcome.



Express the main issue to be resolved in a complex problem; identify key aspects to consider, and possible causes.



Read a proposal to evaluate whether the objectives, timelines, work activities and possible challenges will address a given problem.



Read and understand employment standards to determine if an employee complaint is justified.



Write a detailed report to address a workplace problem; include an analysis of the problem, its causes, and possible solutions.