



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

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Orientation to the EAL/ESL Literacy Resource Packages for Programs

CCLB Webinar Session

October 10, 2025



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Immigration, Refugees
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Land Acknowledgement : Ottawa

The CCLB office is located on the traditional, unceded, and unsurrendered territory of the Anishinàbe Algonquin People. The Algonquin People have inhabited and cared for these lands since time immemorial.



Land Acknowledgement



Vancouver is situated on the traditional unceded territory of the Coast Salish peoples, including the territories of the Musqueam, the Squamish and the Tsleil-Waututh peoples.

It is with deep appreciation that we acknowledge the care given to this land since time immemorial.

Session Agenda

- Background
- Introduce each Package with general questions
- Questions provided in MS Forms
- Q&A Discussion

2021

Research Report



The number of respondents in each group was as follows:

- Assessors – 61 ESL respondents; 5 CLIC/FSL
- Program Administrators – 36 LINC/ESL respondents; 4 CLIC/FSL
- Instructors – 197 ESL respondents; 2 CLIC/FSL
- Learners – 21 ESL respondents; 0 CLIC/FSL

<https://www.language.ca/assigning-removing-l-designation//>

Research Report

Key Conclusions:

- Assessors are in the best position to make the initial decision on whether to assign the L designation.
- Administrators and/or instructors are in a better position to make decisions on whether to assign, retain or remove the L designation using professional judgement, supported by real-time evidence and the use of a decision tree process/protocol.



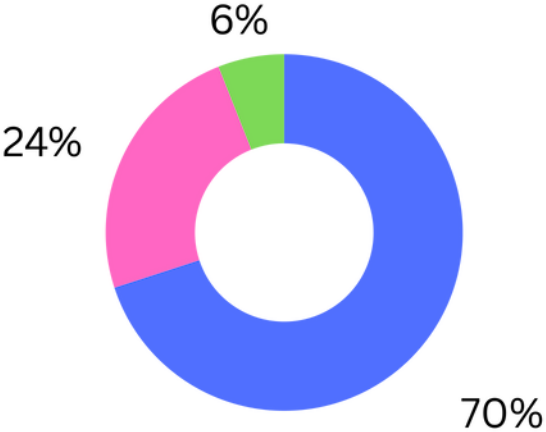
Research Report

Key Conclusions (continued):

- More training on literacy must be provided so that Assessors, Administrators and Instructors can make informed, fair and reliable decisions.
- Learners must be consulted in the decision process when changing the L designation in a classroom situation.
- Programs need the resources to support literacy learners.
- Classroom sizes for literacy learners must reflect IRCC defined numbers.

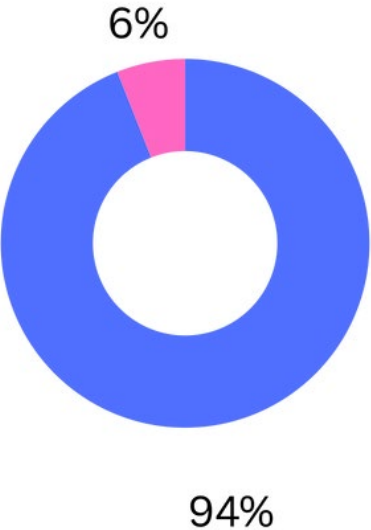


Draft L Designation Package Survey



Reviewed the package only or tried out the steps in their program:

- Reviewed package only 12
- Reviewed package and tried out some or all steps in the package in our program 4
- Tried out some or all steps in the package only 1

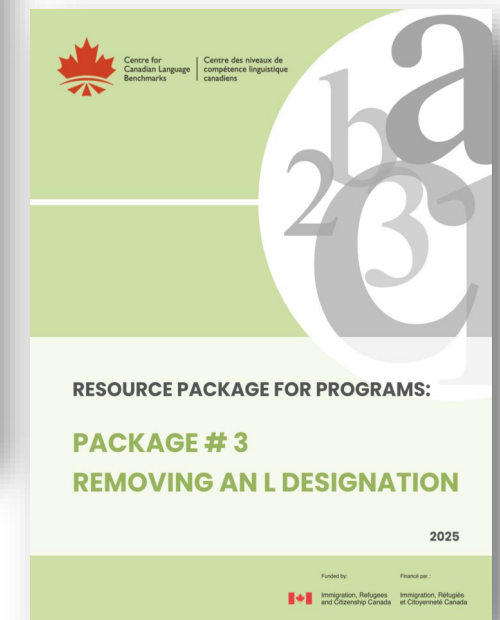
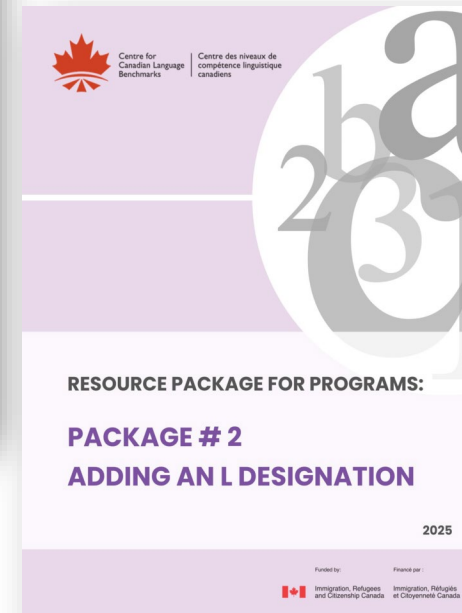
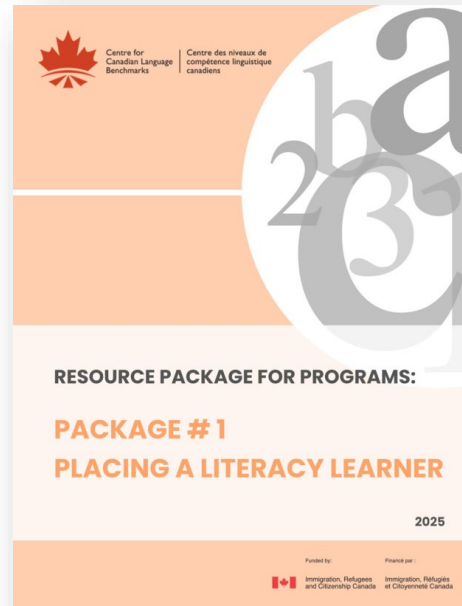
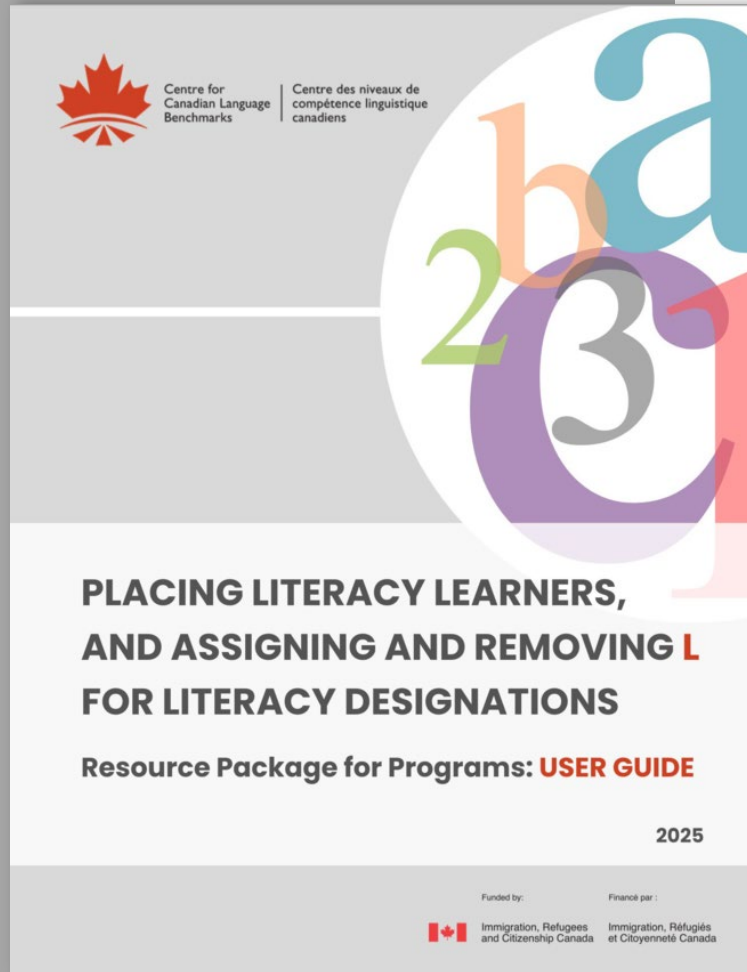


The rationale for the resource was clear:

- Yes 16
- No 1

* Resource reviewed by 17 organizations; a number tried out some or all of the steps.

Resource Package for Programs: User Guide



Covers all three packages and
Decision Trees

Resource Package for Programs: User Guide

Resource Package User Guide



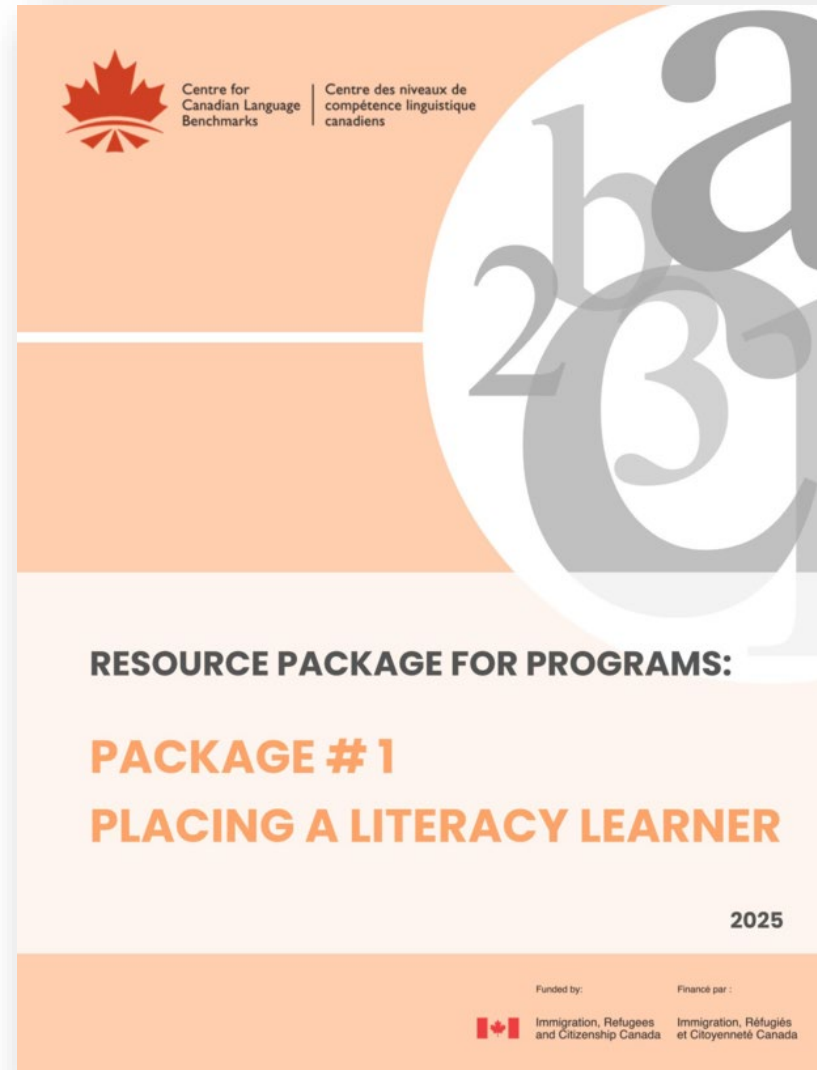
Intended user(s) of each document in this package	Program intake staff	Administrators	Instructors
Package #1 Placing a Literacy Learner: Decision Tree #1 and Worksheet #1 including Learner Profile template, Information to Support Completing the Learner Profile, and Four Sample Learner Profiles	✓		
Package #2 Adding an L Designation: Decision Tree #2 and Worksheet #2 including Learner Profile template, Checklist of Evidence template, and Worksheet #2 Supplements for adding an L designation: Sample Descriptors of Ability and Sample Learning Strategies		✓	✓
Package #3 Removing an L Designation: Decision Tree #3 and Worksheet #3 including Learner Profile template, Checklist of Evidence template, and Worksheet #3 Supplements for removing an L designation: Sample Descriptors of Ability and Sample Learning Strategies		✓	✓



“The primary purpose of the resource packages is to ensure literacy learners are identified and receive the support necessary to succeed”.

Resource Package for Programs

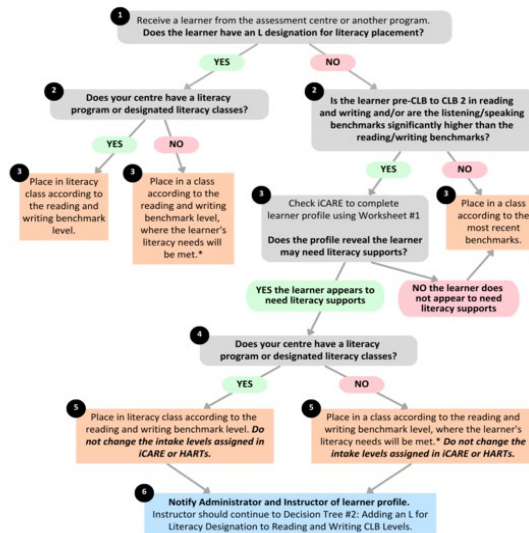
Package #1: Placing a Literacy Learner



Package #1: Placing a Literacy Learner

Resource Package for Programs: Placing Literacy Learners, and Assigning and Removing L for Literacy Designations

Decision Tree #1: Placing a Literacy Learner in an Appropriate Class for Learning for Program Intake Staff



*Literacy learners need specialized approaches and materials to support and enhance their learning process. If a suitable placement cannot be made, the program may coordinate with the language assessment centre to refer the learner to another school that offers a more suitable class.

Resource Package for Programs: Placing Literacy Learners, and Assigning and Removing L for Literacy Designations

Worksheet #1 for Use with Decision Tree #1: Placing a Learner with a Literacy Profile

Complete the table

Client Name:	
Learner Profile	Analysis for Literacy Needs*
Country of Origin	
1 st Language	
Non-Roman Alphabet Learner	<input type="checkbox"/> Yes <input type="checkbox"/> No
Years of education	
Previous L designation indicating possible literacy needs	<input type="checkbox"/> Yes <input type="checkbox"/> No
Most recent benchmarks from a program or assessment centre	L Choose an item. S Choose an item. R Choose an item. W Choose an item.

* See Worksheet #1: Supplement - Information to Support Completing the Learner Profile

Placement Based on Analysis of Literacy Needs:

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Resource Package for Programs: Placing Literacy Learners, and Assigning and Removing L for Literacy Designations

Worksheet #1 Supplement: Information to Support Completing the Learner Profile

Common Considerations for Completing the Learner Profile

Learner Profile	Possible Considerations
Country of Origin	<ul style="list-style-type: none">Is this a country experiencing war or displacement? See: https://www.unhcr.org/global-trends
1 st Language	<ul style="list-style-type: none">Is this a country/ language with a higher rate of illiteracy? See: https://data.uis.unesco.org/ (choose Education/Other policy relevant indicators/Number of illiterates)
Non-Roman Alphabet Learner	<p>Clients who are literate in a non-Roman alphabet language bring much meta-cognitive strength to new learning experiences and will transition quickly into regular ESL classes, once they are familiar with the English writing system.</p> Reference: p.6 IRCC National Language Placement and Progression Guidelines https://www.language.ca/wp-content/uploads/2017/12/National_Placement_Guidelines_2014-1.pdf
Years of education	<ul style="list-style-type: none">ESL Learners with less than ten years of education or with disrupted education are likely to have literacy needs and require support to develop skills and strategies usually acquired through formal education.ESL learners with three years or less of education require extensive instruction, guidance and support in an ESL program. Reference: p. 5 CLB: ESL for ALL
Previous L designation indicating possible literacy needs	A previous L designation may indicate literacy needs are present.
Most recent benchmarks from a program or assessment centre	<ul style="list-style-type: none">Does the learner have literacy benchmarks (Pre-FL,* FL,** CLB 1L/ 2L/ 3L/ 4L)?Is the learner pre-CLB to CLB 2 in reading and writing and/or are the listening/speaking benchmarks significantly higher than the reading/writing benchmarks?

*Pre-FL = Pre-Foundations Literacy; **FL = Foundations Literacy

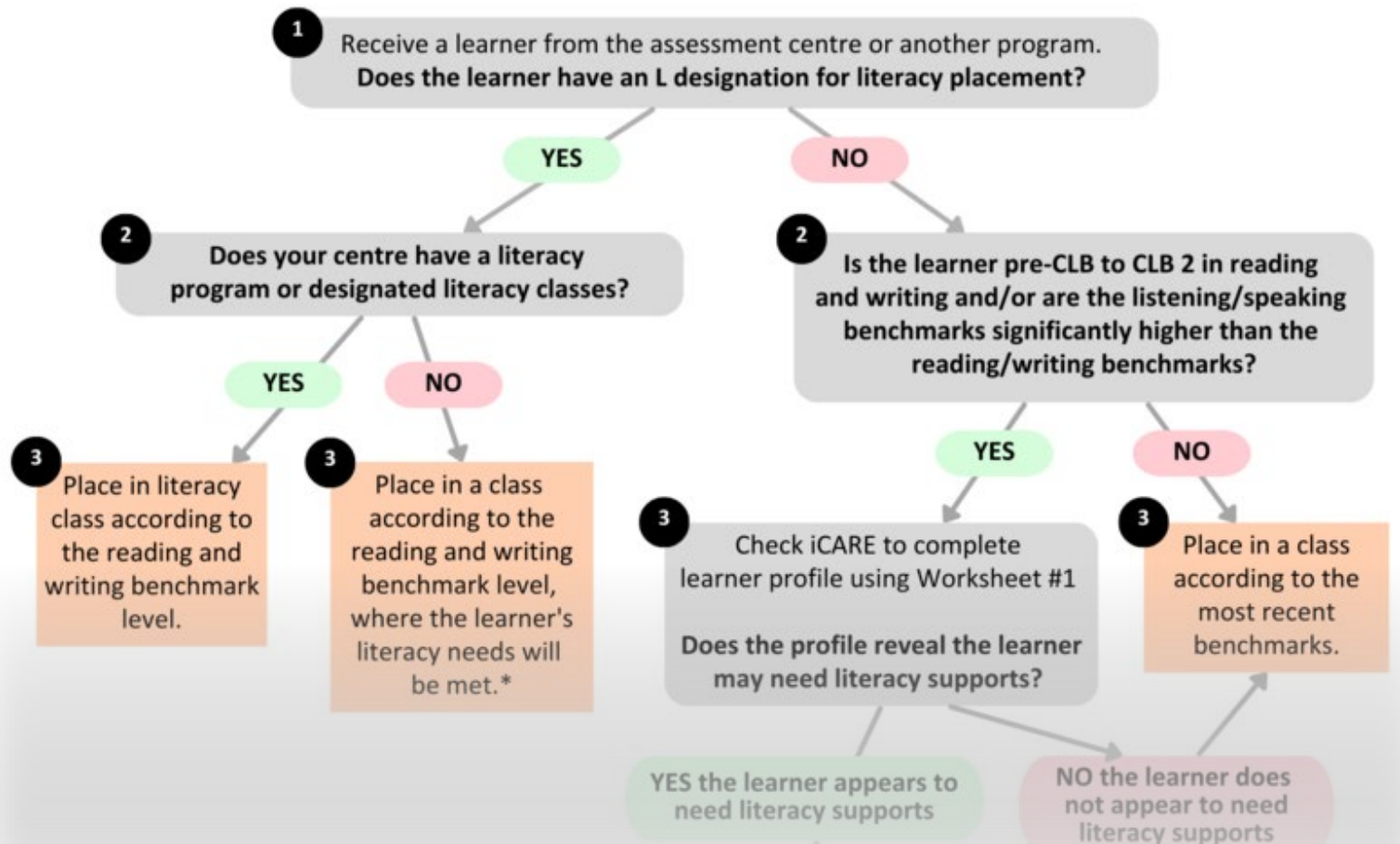
A link to Package #1 can be found ...

Package #1: Placing a Literacy Learner

Decision Tree: Steps 1-3

Decision Tree #1:

Placing a Literacy Learner in an Appropriate Class for Learning for Program Intake Staff



Package #1: Placing a Literacy Learner

Worksheet 1: Learner Profile

Resource Package for Programs:
Placing Literacy Learners, and Assigning and Removing L for Literacy Designations

Worksheet #1 for Use with Decision Tree #1:
Placing a Learner with a Literacy Profile

Complete the table

Client Name:						
Learner Profile		Analysis for Literacy Needs*				
Country of Origin						
1 st Language						
Non-Roman Alphabet Learner	<input type="checkbox"/> Yes <input type="checkbox"/> No					
Years of education						
Previous L designation indicating possible literacy needs	<input type="checkbox"/> Yes <input type="checkbox"/> No					
Most recent benchmarks from a program or assessment centre	<table><tr><td>L Choose an item.</td><td>S Choose an item.</td></tr><tr><td>R Choose an item.</td><td>W Choose an item.</td></tr></table>	L Choose an item.	S Choose an item.	R Choose an item.	W Choose an item.	
L Choose an item.	S Choose an item.					
R Choose an item.	W Choose an item.					

* See Worksheet #1: Supplement - Information to Support Completing the Learner Profile

Placement Based on Analysis of Literacy Needs:

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Package #1: Placing a Literacy Learner

Worksheet 1 Supplement: Possible Considerations

Resource Package for Programs: Placing Literacy Learners, and Assigning and Removing L for Literacy Designations

Worksheet #1 Supplement: Information to Support Completing the Learner Profile

Common Considerations for Completing the Learner Profile

Learner Profile	Possible Considerations
Country of Origin	<ul style="list-style-type: none">Is this a country experiencing war or displacement? See: https://www.unhcr.org/global-trends
1 st Language	<ul style="list-style-type: none">Is this a country/ language with a higher rate of illiteracy? See: https://data.uis.unesco.org/ (choose Education/Other policy relevant indicators/Number of illiterates)
Non-Roman Alphabet Learner	<p>Clients who are literate in a non-Roman alphabet language bring much meta-cognitive strength to new learning experiences and will transition quickly into regular ESL classes, once they are familiar with the English writing system.</p> <p>Reference: p.6 IRCC National Language Placement and Progression Guidelines https://www.language.ca/wp-content/uploads/2017/12/National_Placement_Guidelines_2014-1.pdf</p>
Years of education	<ul style="list-style-type: none">ESL Learners with less than ten years of education or with disrupted education are likely to have literacy needs and require support to develop skills and strategies usually acquired through formal education.ESL learners with three years or less of education require extensive instruction, guidance and support in an ESL program. Reference: p. 5 CLB: ESL for ALL
Previous L designation indicating possible literacy needs	A previous L designation may indicate literacy needs are present.
Most recent benchmarks from a program or assessment centre	<ul style="list-style-type: none">Does the learner have literacy benchmarks (Pre-FL, * FL, ** CLB 1L/ 2L/ 3L/ 4L)?Is the learner pre-CLB to CLB 2 in reading and writing and/or are the listening/speaking benchmarks significantly higher than the reading/writing benchmarks? <p>*Pre-FL = Pre-Foundations Literacy; **FL = Foundations Literacy</p>

Package #1: Placing a Literacy Learner

Worksheet 1 Supplement: Sample Learner Profiles

Resource Package for Programs: Placing Literacy Learners, and Assigning and Removing L for Literacy Designations

Worksheet #1 Supplement:

Four Sample Learner Profiles

Sample Learner Profiles	Analysis	Placement
Sample Learner Profile #1 <ul style="list-style-type: none">EritreaTigrinyaNo formal educationNon-roman alphabet learnerNo previous L designationAssessment Centre initial benchmarks: Pre/ Pre/ Pre/ Pre	While not L-designated at the Assessment Centre, this learner appears to need literacy supports due to the lack of formal education combined with coming from a non-roman alphabet language.	Place in Foundation Literacy class. If not available, place in a class according to the reading and writing benchmark level where the learner's needs will be met.

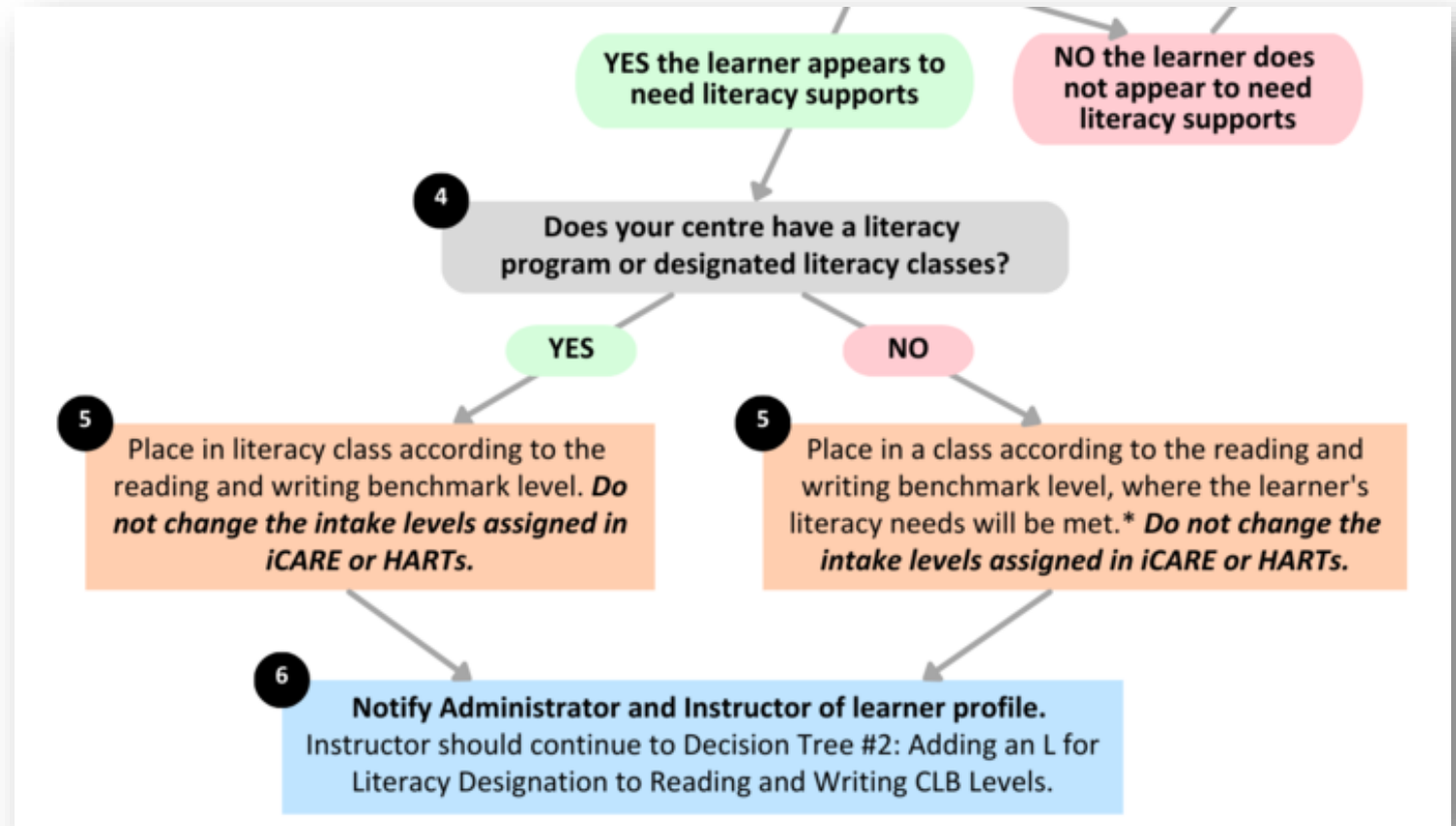
Sample Learner Profile	Analysis	Placement
Sample Learner Profile #2 <ul style="list-style-type: none">AfghanistanFarsi/ DariFour years of educationNon-roman alphabet learnerPrevious L designationAssessment Centre initial benchmarks: Pre/ Pre/ Pre-FL/ Pre-FLUpdated: CLB 1/ CLB 1/ FL/ FL	True literacy learners may need additional support when encountering the higher levels of word recognition and written production required at CLB 1L and 2L. While the learner appears to be making good progress with English, it is in the learner's best interest to be placed in a class where literacy supports are available.	Place in CLB 1L class. If not available, place in a class according to the reading and writing benchmark level where the learner's needs will be met. If the learner continues to demonstrate success at reading and writing at CLB 1L, the teacher can consider initiating Decision Tree #2 to remove the L designation.

Sample Learner Profile	Analysis	Placement
Sample Learner Profile #3 <ul style="list-style-type: none">SyriaArabicSecondary educationNon-roman alphabet learnerNo previous L designationAssessment Centre initial benchmarks: CLB 4/ CLB 5/ CLB 3/ CLB 3	While the learner's initial reading and writing levels are lower than their listening and speaking levels, the learner appears to have basic abilities with reading and writing in English with no special literacy needs. However, to ensure ability to fulfill reading and writing requirements of the class, placing by the reading and writing benchmarks may be advantageous for learning.	Place in best class to support all four skills (CLB 4). If the learner has difficulties with reading and writing in the class, the teacher can consider initiating Decision Tree #2 to add an L designation.

Sample Learner Profile	Analysis	Placement
Sample Learner Profile #4 <ul style="list-style-type: none">SudanArabicPrimary, some secondary educationnon-roman alphabet learnerno previous L designationAssessment Centre initial benchmarks: CLB 3/ CLB 4/CLB 1/ Pre CLB	The learner has irregular benchmarks. The much lower reading and writing benchmarks could result from either a lack of familiarity with Roman orthography or literacy needs. Gaining additional information from the learner such as work history and the use of reading and writing in English, length of time in Canada, previous exposure to English, etc. would be advisable.	The IRCC National Language Placement and Progression Guidelines recommend placing learners with irregular benchmarks holistically. Ensure that the learner is placed in a class where basic literacy skills may be addressed and the learner will not feel overwhelmed and can make progress, such as a CLB 2L class. If the learner has difficulties with reading and writing in the class, the teacher can consider initiating Decision Tree #2 to add an L designation.

Package #1: Placing a Literacy Learner

Decision Tree Steps 4 - 5: Learner Placement



Package #1: Placing a Literacy Learner

Decision Tree Step 6: Placement Follow-up

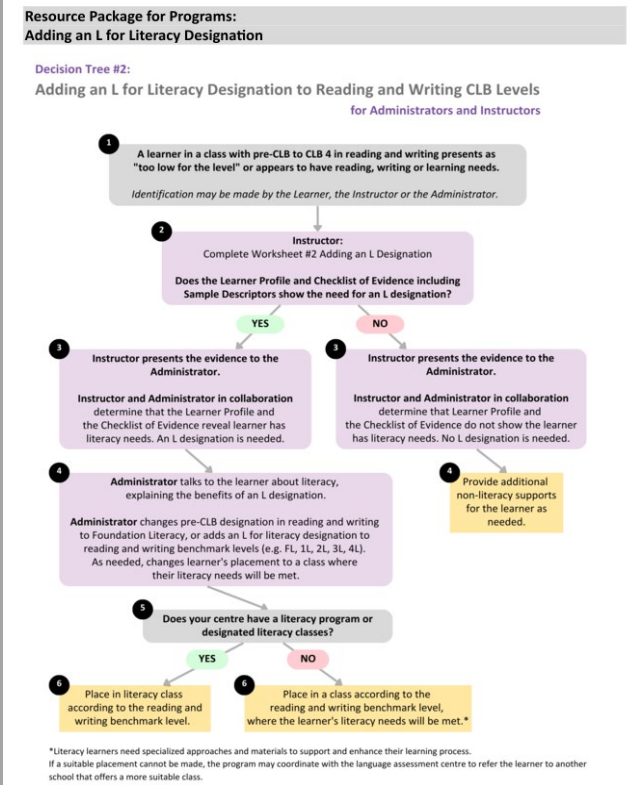
6

Notify Administrator and Instructor of learner profile.
Instructor should continue to Decision Tree #2: Adding an L for Literacy Designation to Reading and Writing CLB Levels.

Q & A on Package 1



Package #2: Adding an L Designation



Resource Package for Programs:
Adding an L for Literacy Designation

Worksheet #2 for Use with Decision Tree #2:
Procedures for Completing Step 2

2.1 Request and review Learner Profile information from intake staff.

Client Name:	
Learner Profile	Analysis for Literacy Needs
Country of Origin	
1 st Language	
Non-Roman Alphabet Learner	<input type="checkbox"/> Yes <input type="checkbox"/> No
Years of education	
Previous L designation indicating possible literacy needs	<input type="checkbox"/> Yes <input type="checkbox"/> No
Most recent benchmarks from a program or assessment centre	L Choose an item. R Choose an item. S Choose an item. W Choose an item.

Notes:



Resource Package for Programs:
Adding an L for Literacy Designation

2.2 Complete Checklist of Evidence for ADDING a Literacy Designation

Checklist of Evidence for ADDING a Literacy Designation		
Has the learner expressed difficulty with reading and writing tasks?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Review reading and writing artefacts in learner portfolio completed in class and attach as evidence. Is the learner having difficulty succeeding?	<input type="checkbox"/> Yes <input type="checkbox"/> No Evidence Attached <input type="checkbox"/>	
Is the learner demonstrating difficulty with literacy skills towards the lower range (Emerging) of descriptors in the Continuum of Literacy Skills (ESL for ALL document)?	<input type="checkbox"/> Yes <input type="checkbox"/> No Add Descriptors: 1. 2. 3. <ul style="list-style-type: none">See Sample Descriptors of Ability for Adding an L Designation.The full Continuum of Literacy Skills can be found on pages 105 - 137 of the CLB ESL for ALL document.	
Is the learner demonstrating Learning Strategies at the lower level (Emerging) of the descriptors found in the ESL for ALL document? (Anecdotal Observation)	<input type="checkbox"/> Yes <input type="checkbox"/> No Add Descriptors: 1. 2. <ul style="list-style-type: none">See Sample Learning Strategies for Adding an L Designation.The full list Learning Strategies can be found in the Approaches and Supports section of the CLB ESL for All document, pages 16 - 18.	
Optional: Additional input from the <i>Canadian Language Benchmarks Literacy Diagnostic Tasks</i> document may also be considered.		
The <i>Canadian Language Benchmarks Literacy Diagnostic Tasks</i> are available for free download at: https://www.language.ca/publications/english-publications-downloadable/		
Literacy Diagnostic Tasks results (if applicable):		

2.3 Does the profile reveal the learner may need literacy supports? ☐ Yes ☐ No

Notes:

Package #2: Adding an L Designation

Decision Tree #2:

Adding an L for Literacy Designation to Reading and Writing CLB Levels for Administrators and Instructors

Decision Tree: Steps 1 & 2

1

A learner in a class with pre-CLB to CLB 4 in reading and writing presents as "too low for the level" or appears to have reading, writing or learning needs.

Identification may be made by the Learner, the Instructor or the Administrator.

2

Instructor:

Complete Worksheet #2 Adding an L Designation

Does the Learner Profile and Checklist of Evidence including Sample Descriptors show the need for an L designation?

Worksheet 2.2: Checklist of Evidence

Package #2: Adding an L Designation

Resource Package for Programs: Adding an L for Literacy Designation

2.2 Complete Checklist of Evidence for ADDING a Literacy Designation

Checklist of Evidence for ADDING a Literacy Designation		
Has the learner expressed difficulty with reading and writing tasks?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Review reading and writing artefacts in learner portfolio completed in class and attach as evidence. Is the learner having difficulty succeeding?	A minimum of two or three artefacts completed by the learner in their present class are needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No Evidence Attached <input type="checkbox"/>
Is the learner demonstrating difficulty with literacy skills towards the lower range (Emerging) of descriptors in the Continuum of Literacy Skills (ESL for ALL document)?	Specify at least 2 or 3 Continuum aligned descriptors the learner is demonstrating. <ul style="list-style-type: none"> See Sample Descriptors of Ability for Adding an L Designation. The full Continuum of Literacy Skills can be found on pages 105 - 137 of the <i>CLB ESL for ALL</i> document. 	<input type="checkbox"/> Yes <input type="checkbox"/> No Add Descriptors: 1. 2. 3.
Is the learner demonstrating Learning Strategies at the lower level (Emerging) of the descriptors found in the ESL for ALL document? (Anecdotal Observation)	Specify 1 or 2 Learning Strategy descriptors the learner is demonstrating. <ul style="list-style-type: none"> See Sample Learning Strategies for Adding an L Designation. The full list Learning Strategies can be found in the Approaches and Supports section of the <i>CLB ESL for All</i> document, pages 16 – 18. 	<input type="checkbox"/> Yes <input type="checkbox"/> No Add Descriptors: 1. 2.
Optional: Additional input from the <i>Canadian Language Benchmarks Literacy Diagnostic Tasks</i> document may also be considered. The <i>Canadian Language Benchmarks Literacy Diagnostic Tasks</i> are available for free download at: https://www.language.ca/publications/english-publications-downloadable/		Literacy Diagnostic Tasks results (if applicable):

2.3 Does the profile reveal the learner may need literacy supports? ☐ Yes ☐ No

Notes:

Package #2: Adding an L Designation

Worksheet #2: Supplement

Resource Package for Programs: Adding an L for Literacy Designation

Worksheet #2 Supplement: Sample Descriptors of Ability* for Adding an L for Literacy Designation

Literacy Level*	Reading (Emerging) The learner may be experiencing difficulty with:	Writing (Emerging) The learner may be experiencing difficulty with:
Foundations Literacy**	<ul style="list-style-type: none">recognizing letters of the alphabet in lowercase form.attending to the first letter and its corresponding sound when guessing a highly familiar name.recognizing letters and a few common names and words.	<ul style="list-style-type: none">forming upper or lower-case letterscopying own first name and a few concrete nouns from a model.placing text on the line correctly
CLB 1L	<ul style="list-style-type: none">attending to first and last consonants to differentiate familiar single syllable words.developing a small bank of very familiar sight words.	<ul style="list-style-type: none">filling in missing first and last consonants of dictated familiar words based on sound.copying personal information to the immediate right of form cues words
CLB 2L	<ul style="list-style-type: none">recognizing a small bank of sight words and textual symbols.reading very basic, highly patterned sentences.	<ul style="list-style-type: none">spelling a number of sm from memory.beginning to understand short, simple repetitive :
CLB 3L	<ul style="list-style-type: none">reading highly patterned sentences to develop pattern / completion prediction skills.beginning to anticipate and predict next word in a sentence.	<ul style="list-style-type: none">communicating in a few message genres with sujwriting short comprehen simple sentences with si
CLB 4L	<ul style="list-style-type: none">demonstrating understanding of affirmative and negative statements, prepositional phrases and familiar commands.interpreting the purpose of a text by recognizing an illustrated word or phrase.	<ul style="list-style-type: none">connecting two short, fausing knowledge of text and organize a limited n around a familiar topic.

*Note: Continuum of Literacy Skill descriptors are not aligned to CLB levels. These descriptors observation and instruction of literacy skills and abilities. No two literacy learners will have the development. This table lists possible literacy skill descriptors from the Continuum of Literacy S observed with learners at various literacy levels. The purpose of the table is to illustrate the typ literacy descriptors that might serve as evidence for adding a Literacy Designation.

**Note: Based on Foundation Literacy Reading and Writing outcomes.

Worksheet #2 Supplement: Sample Learning Strategies for Adding an L for Literacy Designation

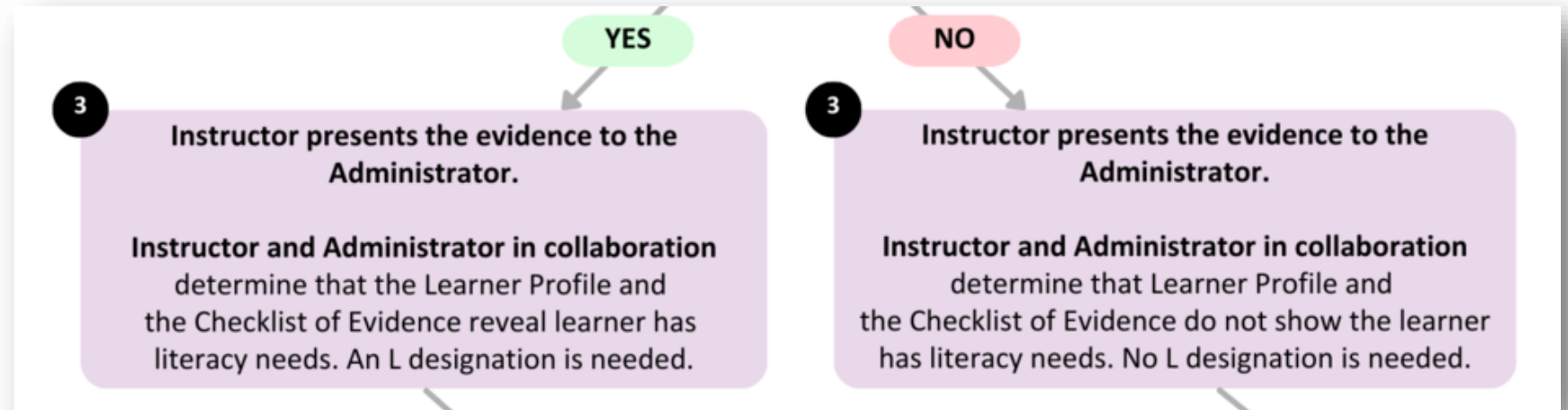
Sample Learning Strategies that could be considered as anecdotal observations for adding a Literacy Designation

The learner may be experiencing difficulty with Emerging Learning Strategies such as:

- beginning to form and pursue meaningful learning goals.
- bringing learning materials to class.
- managing information (e.g. organizing learning materials, keeping track of important documents and information).
- knowing when to access help.
- working with others in the classroom to enhance learning.
- writing significantly important new words into a word log.

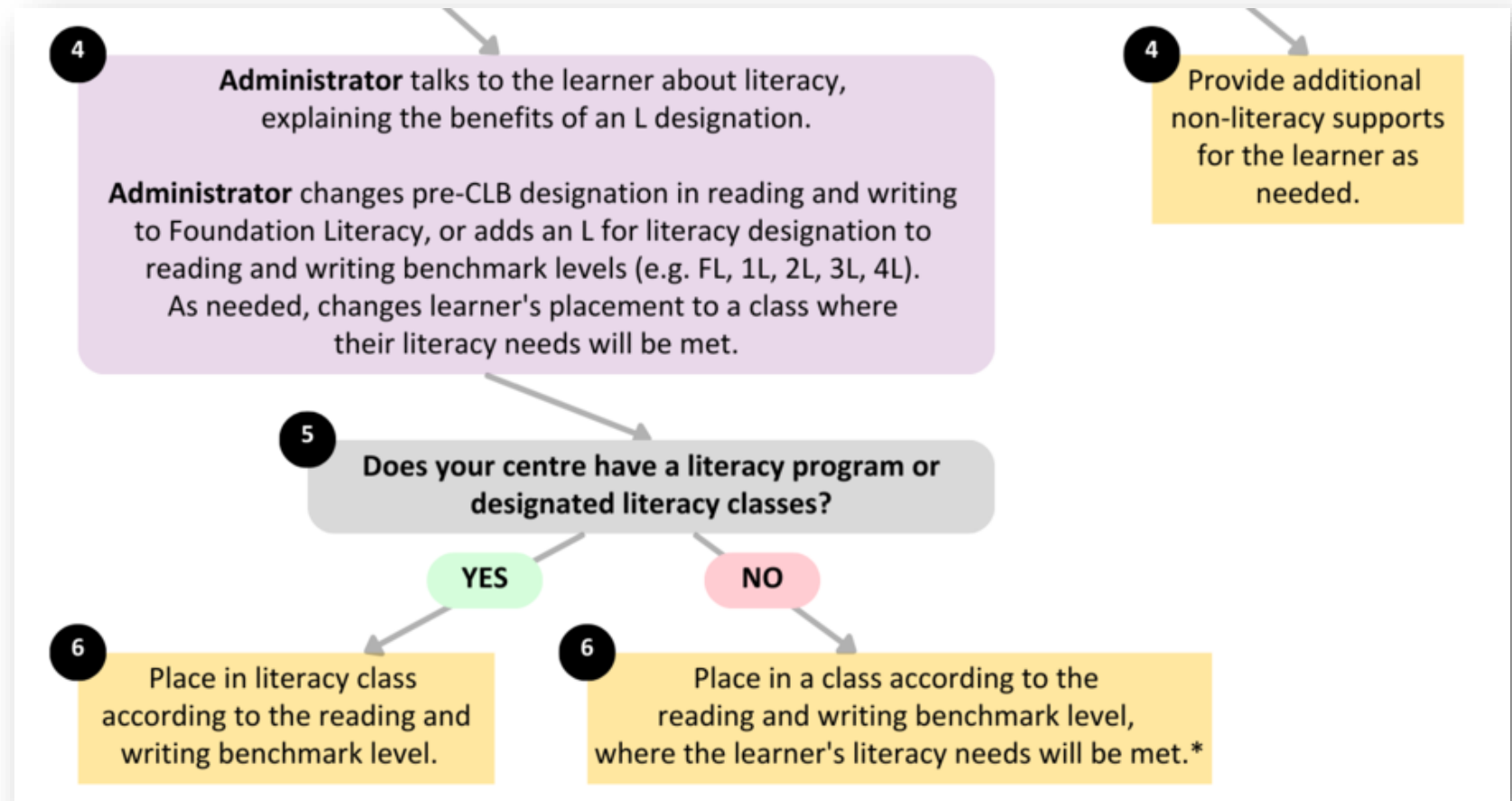
Package #2: Adding an L Designation

Decision Tree: Step 3



Package #2: Adding an L Designation

Decision Tree: Steps 4 - 6



Q & A on Package 2

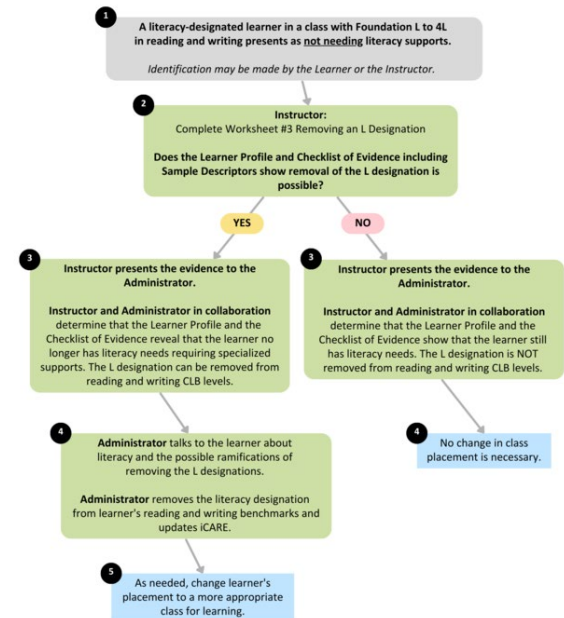


Package #3: Removing an L Designation



Resource Package for Programs: Removing an L for Literacy Designation

Decision Tree #3:
Removing an L for Literacy Designation to Reading and Writing CLB Levels
for Administrators and Instructors



Resource Package for Programs: Removing an L for Literacy Designation

Worksheet #3 for Use with Decision Tree #3:
Procedures for Completing Step 2

2.1 Request and review Learner Profile information from intake staff.

Client Name:	
Learner Profile	
Analysis for Literacy Needs	
Country of Origin	
1 st Language	
Non-Roman Alphabet Learner	<input type="checkbox"/> Yes <input type="checkbox"/> No
Years of education	
Previous L designation indicating possible literacy needs	<input type="checkbox"/> Yes <input type="checkbox"/> No
Most recent benchmarks from a program or assessment centre	L Choose an item. S Choose an item. R Choose an item. W Choose an item.

Notes:

Resource Package for Programs: Removing an L for Literacy Designation

2.2 Complete Checklist of Evidence for REMOVING a Literacy Designation

Checklist of Evidence for REMOVING a Literacy Designation		
Has the learner expressed that they are not having difficulties with reading and writing tasks?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Review reading and writing artefacts in learner portfolio completed in class and attach as evidence. Is the learner showing consistent improvement?	A minimum of two or three artefacts completed by the learner in their present class are needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No Evidence Attached <input type="checkbox"/>
Is the learner consistently demonstrating ability with a range of descriptors from the Continuum of Literacy Skills (ESL for ALL document)	Specify at least 2 or 3 Continuum aligned descriptors the learner is demonstrating. • See Sample Descriptors of Ability for Removing an L Designation. • The full Continuum of Literacy Skills can be found on pages 105 - 137 of the <i>CLB ESL for All</i> document.	<input type="checkbox"/> Yes <input type="checkbox"/> No Add Descriptors: 1. 2. 3.
Is the learner demonstrating Learning Strategies at the upper level (Expanding) of the descriptors found in the ESL for ALL document. (Anecdotal Observation)	Specify 1 or 2 Learning Strategy descriptors the learner is demonstrating. • See Sample Learning Strategies for Removing an L Designation. • The full list Learning Strategies can be found in the Approaches and Supports section of the <i>CLB ESL for All</i> document, pages 16 – 18.	<input type="checkbox"/> Yes <input type="checkbox"/> No Add Descriptors: 1. 2.
Optional: Additional input from the <i>Canadian Language Benchmarks Literacy Diagnostic Tasks</i> document may also be considered. The <i>Canadian Language Benchmarks Literacy Diagnostic Tasks</i> are available for free download at: https://www.language.ca/publications/english-publications-downloadable/		Literacy Diagnostic Tasks results (if applicable):

2.3 Does the Learner Profile and Checklist of Evidence including Sample Descriptors show removal of the L designation is possible? ☐ Yes ☐ No

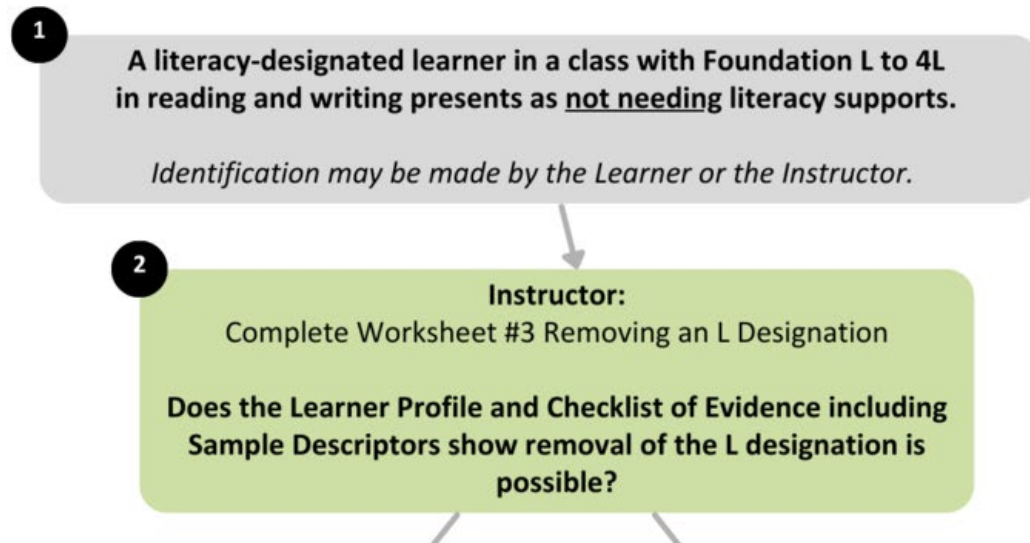
Notes:

Package #3: Removing an L Designation

Decision Tree: Steps 1 & 2

Decision Tree #3:

Removing an L for Literacy Designation to Reading and Writing CLB Levels for Administrators and Instructors



Package #3: Removing an L Designation

Worksheet 2.2: Checklist of Evidence

Resource Package for Programs:

Removing an L for Literacy Designation

2.2 Complete Checklist of Evidence for REMOVING a Literacy Designation

Checklist of Evidence for REMOVING a Literacy Designation		
Has the learner expressed that they are not having difficulties with reading and writing tasks?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Review reading and writing artefacts in learner portfolio completed in class and attach as evidence. Is the learner showing consistent improvement?	A minimum of two or three artefacts completed by the learner in their present class are needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No Evidence Attached <input type="checkbox"/>
Is the learner consistently demonstrating ability with a range of descriptors from the Continuum of Literacy Skills (ESL for ALL document)	Specify at least 2 or 3 Continuum aligned descriptors the learner is demonstrating. <ul style="list-style-type: none">• See Sample Descriptors of Ability for Removing an L Designation.• The full Continuum of Literacy Skills can be found on pages 105 - 137 of the CLB ESL for ALL document.	<input type="checkbox"/> Yes <input type="checkbox"/> No Add Descriptors: 1. 2. 3.
Is the learner demonstrating Learning Strategies at the upper level (Expanding) of the descriptors found in the ESL for ALL document. (Anecdotal Observation)	Specify 1 or 2 Learning Strategy descriptors the learner is demonstrating. <ul style="list-style-type: none">• See Sample Learning Strategies for Removing an L Designation.• The full list Learning Strategies can be found in the Approaches and Supports section of the CLB ESL for All document, pages 16 – 18.	<input type="checkbox"/> Yes <input type="checkbox"/> No Add Descriptors: 1. 2.
Optional: Additional input from the <i>Canadian Language Benchmarks Literacy Diagnostic Tasks</i> document may also be considered. The <i>Canadian Language Benchmarks Literacy Diagnostic Tasks</i> are available for free download at: https://www.language.ca/publications/english-publications-downloadable/		Literacy Diagnostic Tasks results (if applicable):

2.3 Does the Learner Profile and Checklist of Evidence including Sample Descriptors show removal of the L designation is possible? ☐ Yes ☐ No

Notes:

Package #3: Removing an L Designation

Resource Package for Programs: Removing an L for Literacy Designation

Worksheet #3 Supplement:

Sample Descriptors of Ability* for Removing an L for Literacy Designation

Literacy Level*	Reading The learner may demonstrate ability with:	Writing The learner may demonstrate ability with:
Foundations Literacy**	<ul style="list-style-type: none">recognizing all the letters of the alphabet in capital and lower caseattending to the middle, top and bottom of the page to locate information on a few cardsrecognizing a number of familiar sight words	<ul style="list-style-type: none">forming all upper- and lower-case letters correctlyadding onset substitutions in single syllable c-v-c wordscopying accurately from a simple model
CLB 1L	<ul style="list-style-type: none">recognizing the text in a variety of sans serif and serif fontsrecognizing and combining more complex consonant blendsrecognizing a larger bank of sight words / high frequency words.	<ul style="list-style-type: none">spelling own first and last name and a small set of short familiar function words from memoryusing guidelines and boxes to copy and complete informationchoosing and filling in words to express an idea
CLB 2L	<ul style="list-style-type: none">recognizing that sounds / symbols may change in certain word positionsdemonstrating understanding of affirmative and negative statements, prepositional phrases.	<ul style="list-style-type: none">beginning to understand simple statementswriting a few different sentences on the same topic
CLB 3L	<ul style="list-style-type: none">recognizing and combining many sound-letter correspondences with automaticity in first, medial and final positions when guessing unfamiliar long word in contextRe-reading sentences to monitor for meaning	<ul style="list-style-type: none">using guidelines, boxes, and arrows to copy and complete basic sentences to describe feelings and personal opinions
CLB 4L	<ul style="list-style-type: none">focusing on the meaning of what is being read.beginning to recognize some styles of discourse language based on word choices.	<ul style="list-style-type: none">developing a large repertoire of sentences that includes both regular and irregular patterns.using a wide range of content vocabulary to write sentences and paragraphs for a variety of purposes.

*Note: Continuum of Literacy Skill descriptors are not aligned to CLB levels. These descriptors support instructor observation and instruction of literacy skills and abilities. No two literacy learners will have the same pattern of skill development. This table lists possible literacy skill descriptors from the Continuum of Literacy Skills that might be observed with learners at various literacy levels. The purpose of the table is to illustrate the types of literacy descriptors that might serve as evidence for removing a Literacy Designation.

** Note: Based on Foundation Literacy Reading and Writing outcomes.

Worksheet #3 Supplement:

Sample Learning Strategies for Removing an L for Literacy Designation

Sample Learning Strategies that could be considered as anecdotal observations for removing a Literacy Designation

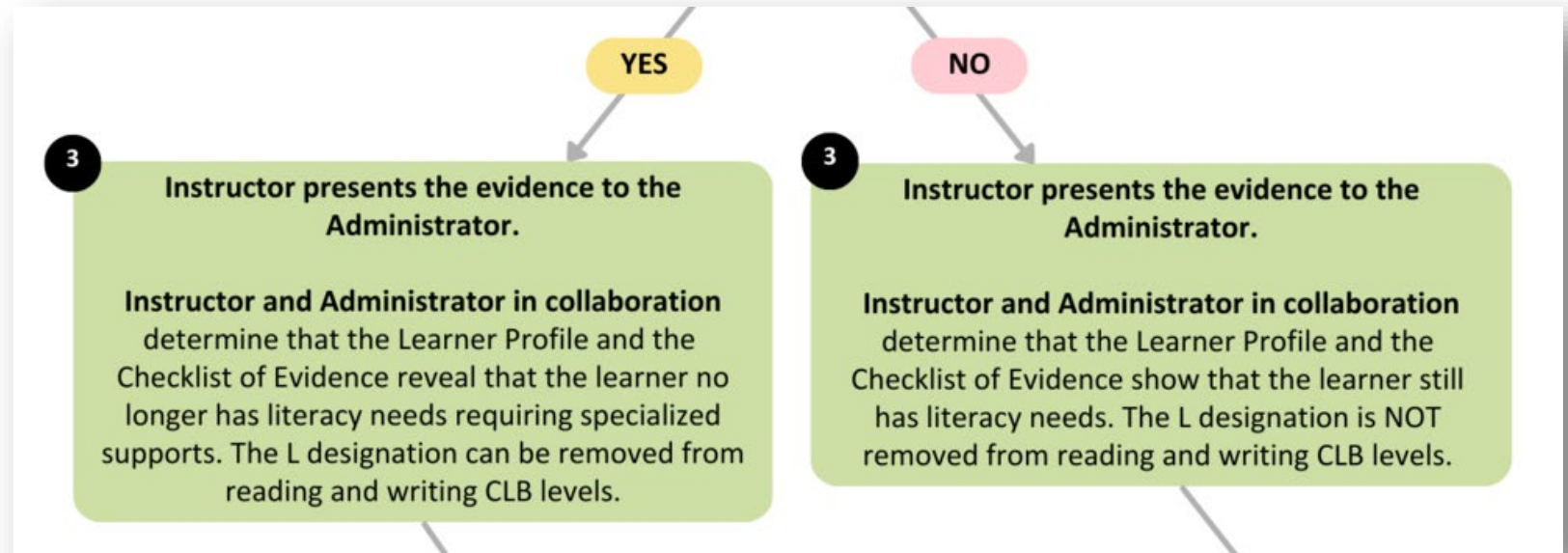
The learner may be demonstrating ability with Expanding Learning Strategies such as:

- setting and applying short and long-term goals.
- managing time (arriving on time for class, focusing on task in order to complete it).
- organizing papers in binder, evaluating paper and knowing which ones are important.
- using different approaches to learn in strategic ways.
- supporting the development of effective group / partnership work.
- self-evaluating and self-monitoring.

Worksheet 3: Supplement

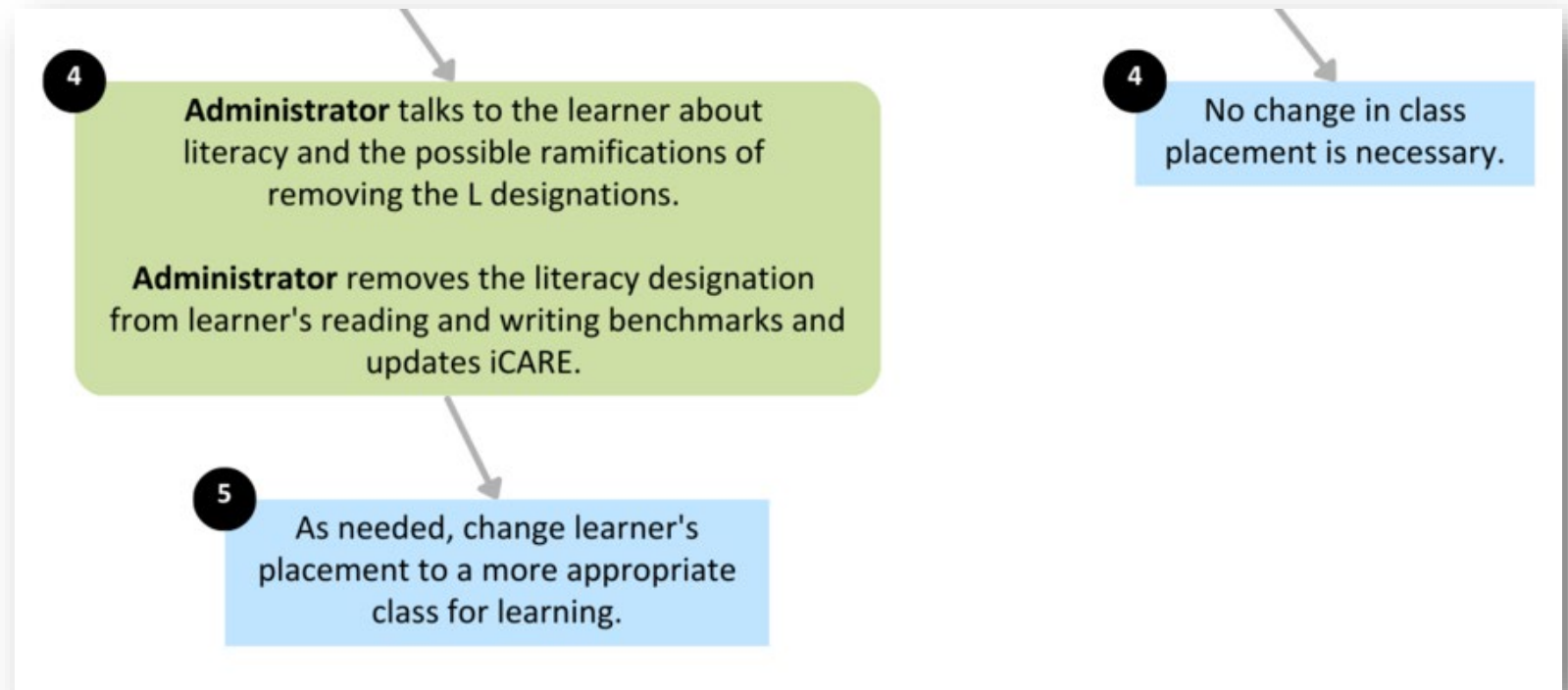
Package #3: Removing an L Designation

Decision Tree: Step 3



Package #3: Removing an L Designation

Decision Tree: Steps 4 & 5



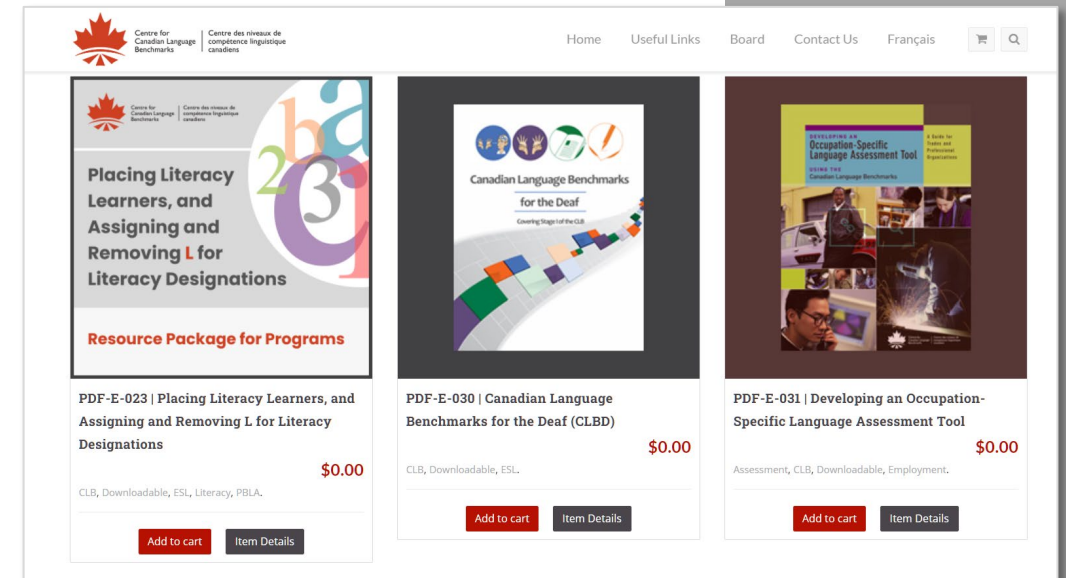
Q & A on Package 3



Resource Package for Programs

To access the complete resource package:

- Go to CCLB's website at: language.ca/publications
- Add it to your cart
- Proceed to checkout

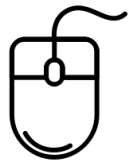


Thank you!

For more information, contact the
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