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Follow-Up EAL Literacy Resource Webinar

CCLB Webinar Session

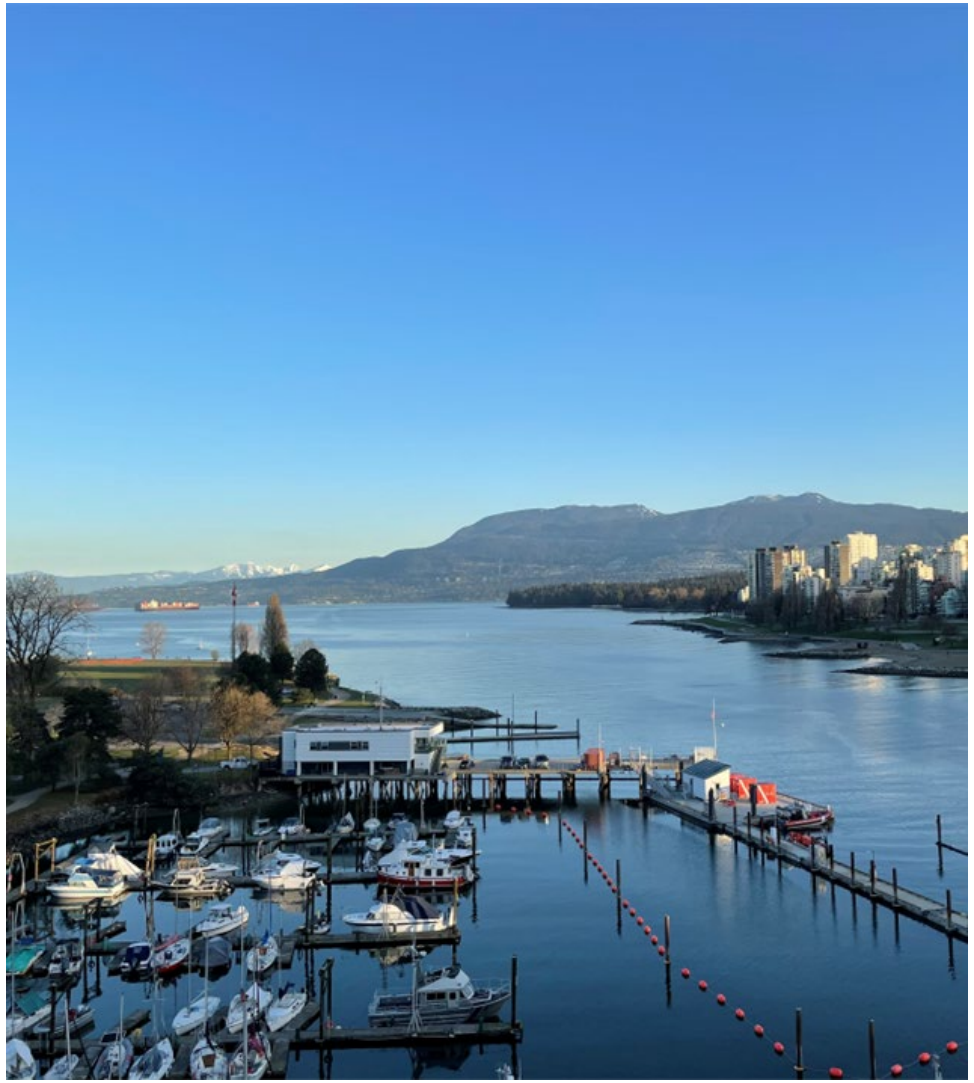
February 13, 2026

Funded by: Immigration, Refugees and Citizenship Canada
Financé par : Immigration, Réfugiés et Citoyenneté Canada

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



•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

- W here we are at / Rationale for today's webinar
- Brief review of Package while answering questions from the survey
- Break out room discussions
- Highlights from Breakout rooms + additional questions and answers

Research Report

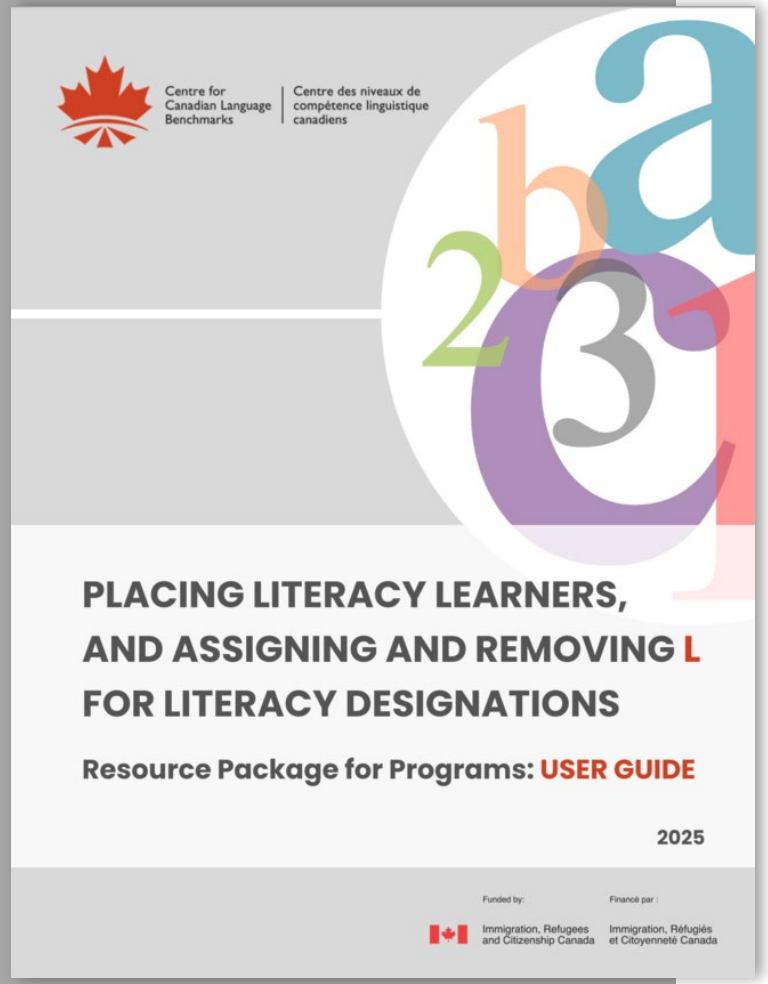
Key Conclusions:

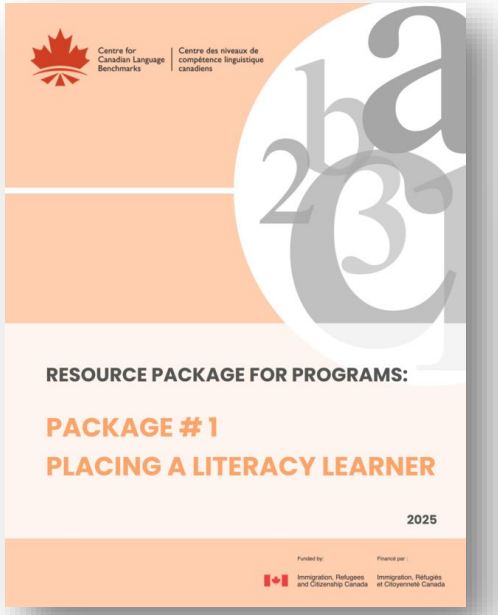
- Assessors are in the best position to make the initial decision on whether to assign the L designation.
- Administrators and/or instructors are in a better position to make decisions on whether to assign, retain or remove the L designation using professional judgement, supported by real-time evidence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

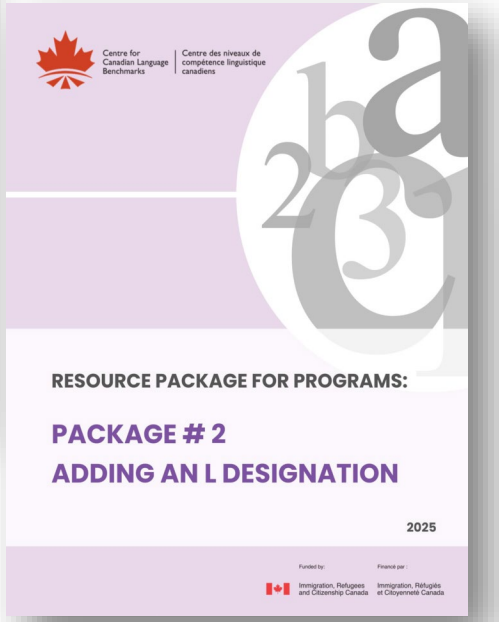
Question from Follow-Up Survey

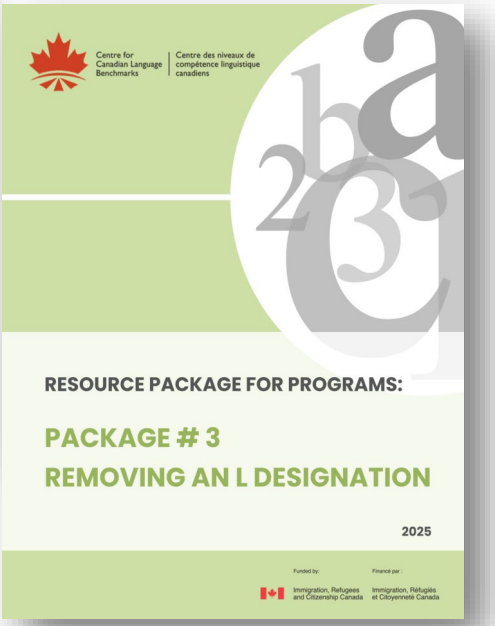
1. **If the placement assessors are well trained but still misassign, the onus of removing the L designations falls on the administrators and instructors? I had assumed that Placement Centres had guidelines and others resources to prevent such errors!**
2. **Do Assessment Centres use these considerations?**
3. **I understand that our LINC Admin staff will now be involved in some form of language assessment for R and W? Why is it that assessor can accomplish this task? I'd echo concerns about intake staff making this sort of decision without input from the learner/instructor and placing them in a class that doesn't match their CLBPT without observing their learning or language skills first.**
4. **Doesn’t ask about Dig. Literacy**

Resource Package for Programs: User Guide









Covers all three packages and Decision Trees

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

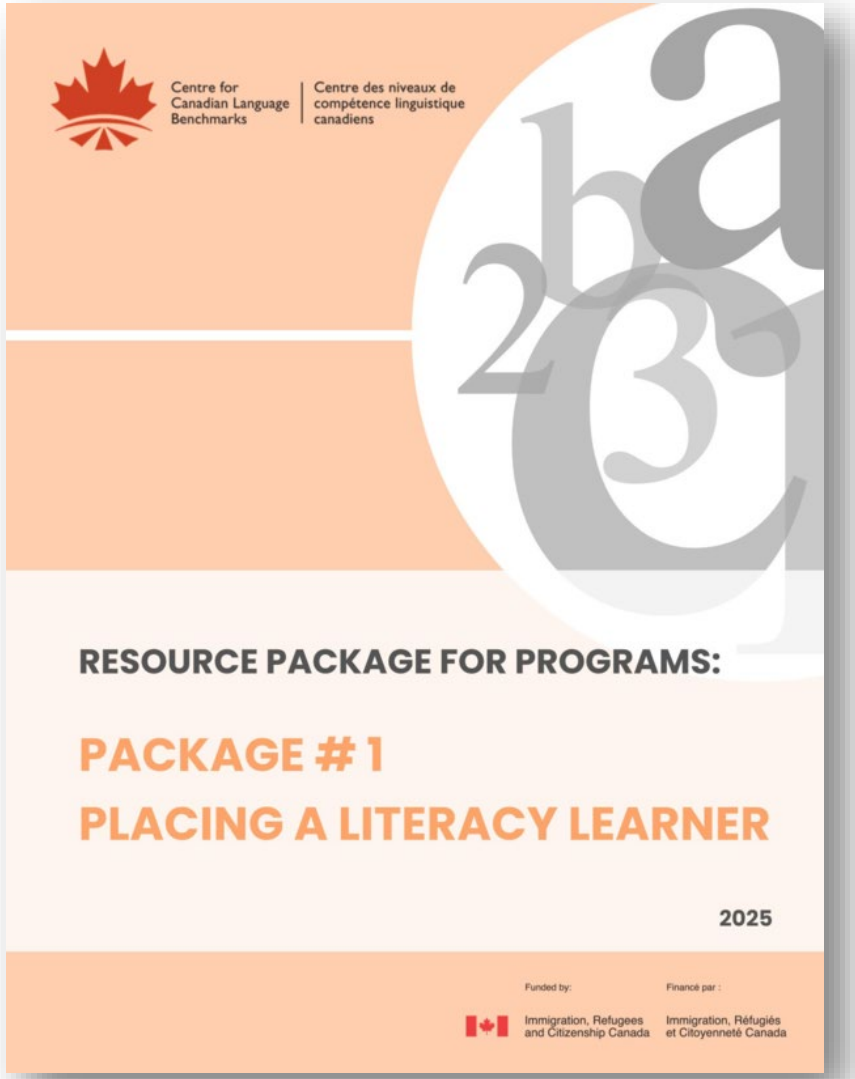
Resource Package for Programs: User Guide

Resource Package User Guide

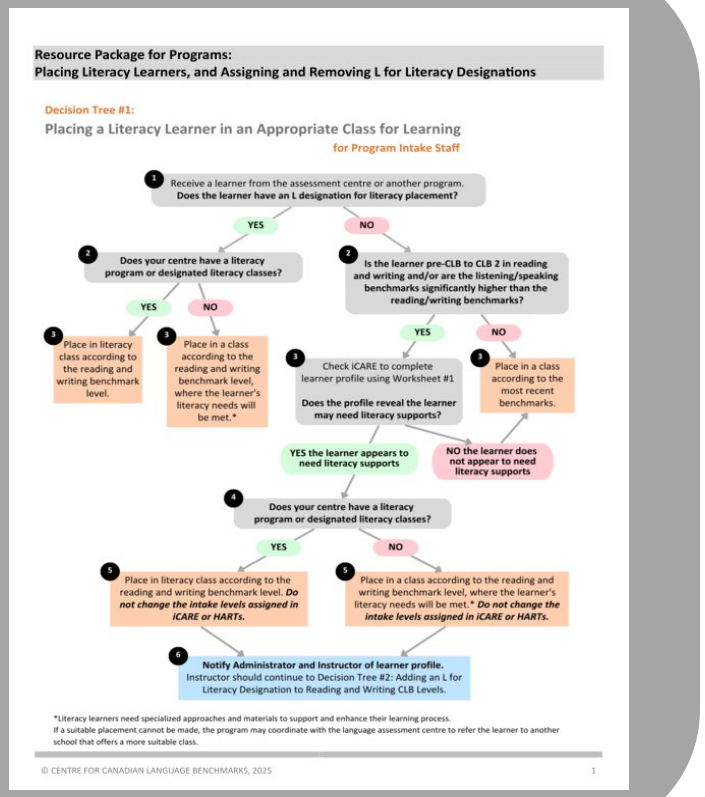
Intended user(s) of each document in this package	Program intake staff	Administrators	Instructors
Package #1 Placing a Literacy Learner: Decision Tree #1 *and* ***Worksheet #1*** *including Learner Profile template, Information to Support Completing the Learner Profile, and Four Sample Learner Profiles*	✓		
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*		✓	✓

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

1. Receive a learner from the assessment centre or another program. **Does the learner have an L designation for literacy placement?**
   - YES → 2. **Does your centre have a literacy program or designated literacy classes?**
     - YES → 3. Place in literacy class according to the reading and writing benchmark level.
     - NO → 3. Place in a class according to the reading and writing benchmark level, where the learner's literacy needs will be met.*
   - NO → 2. **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?**
     - YES → 3. Check iCARE to complete learner profile using Worksheet #1. **Does the profile reveal the learner may need literacy supports?**
       - YES the learner appears to need literacy supports
       - NO the learner does not appear to need literacy supports → 3. Place in a class according to the most recent benchmarks.
     - NO → 3. Place in a class according to the most recent benchmarks.

4. **Does your centre have a literacy program or designated literacy classes?**
   - YES → 5. Place in literacy class according to the reading and writing benchmark level. ***Do not change the intake levels assigned in iCARE or HARTs.***
   - NO → 5. Place in a class according to the reading and writing benchmark level, where the learner's literacy needs will be met.* ***Do not change the intake levels assigned in iCARE or HARTs.***

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.

*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.

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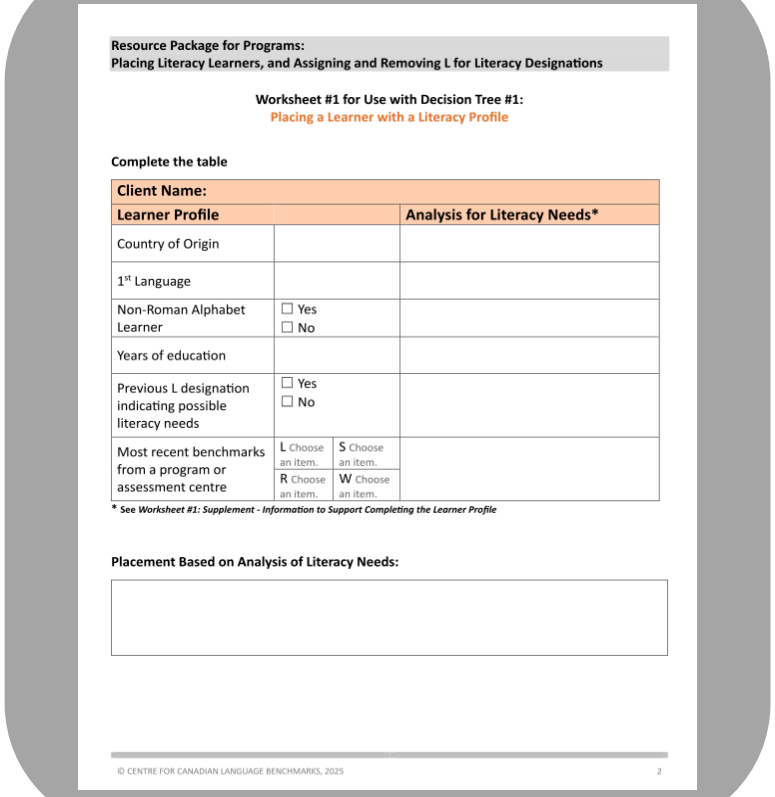

Resource Package for Programs:
Placing Literacy Learners, and Assigning and Removing L for Literacy Designations

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		
1st Language		
Non-Roman Alphabet Learner	☐ Yes ☐ No	
Years of education		
Previous L designation indicating possible literacy needs	☐ Yes ☐ 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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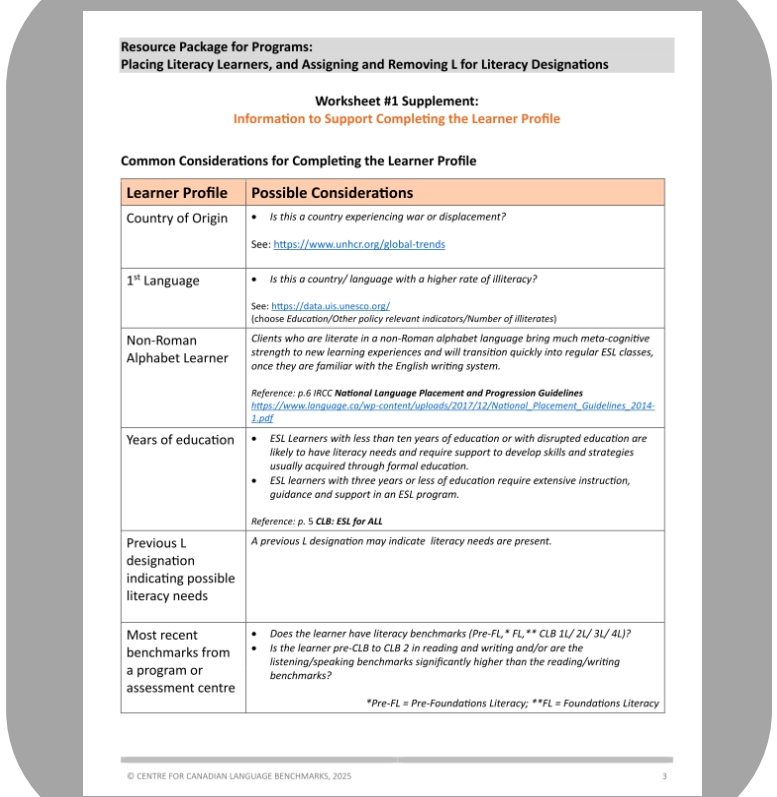

Resource Package for Programs:
Placing Literacy Learners, and Assigning and Removing L for Literacy Designations

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

Common Considerations for Completing the Learner Profile

Learner Profile	Possible Considerations
Country of Origin	• *Is this a country experiencing war or displacement?* See: https://www.unhcr.org/global-trends
1st Language	• *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	*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.* *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	• *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	• *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*

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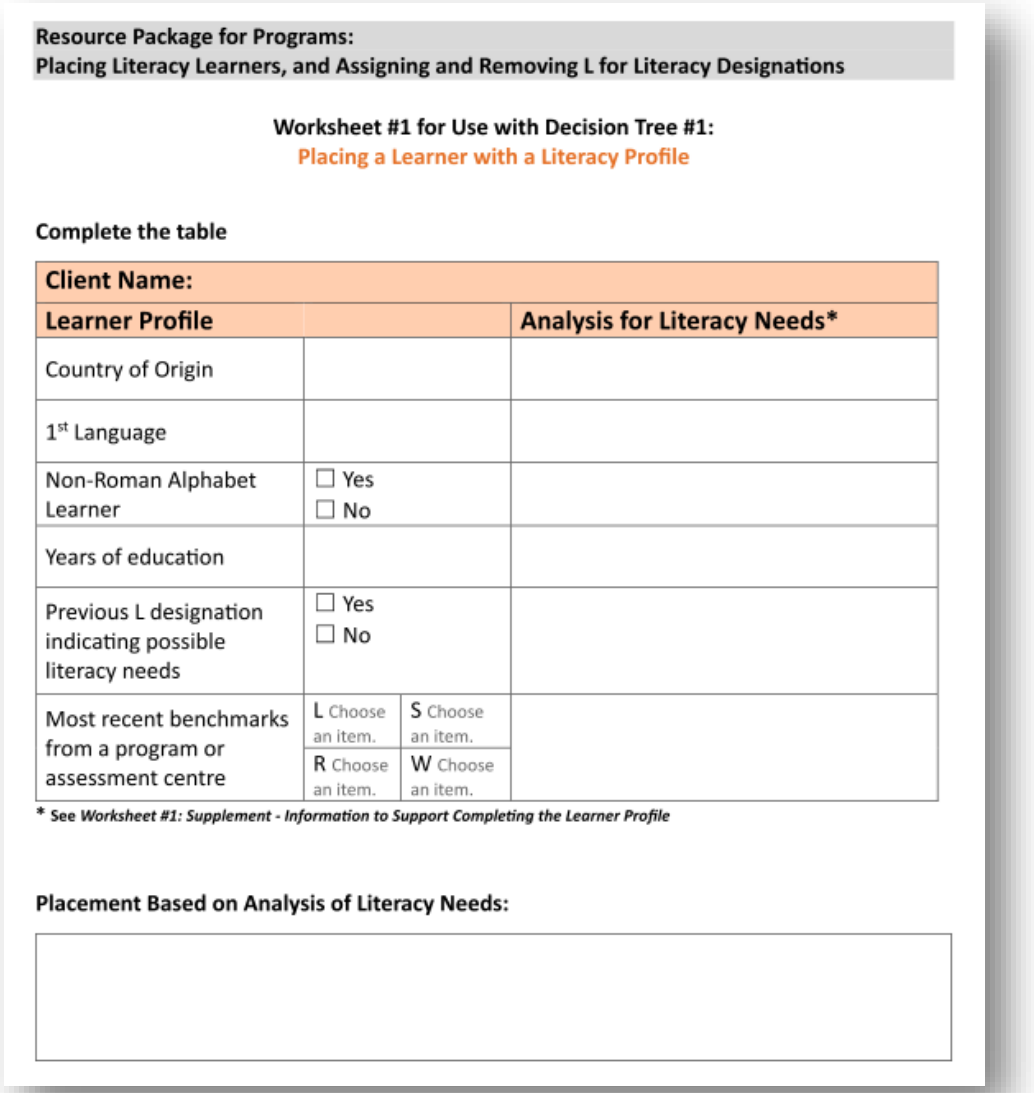
A link to Package #1 can be found …

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

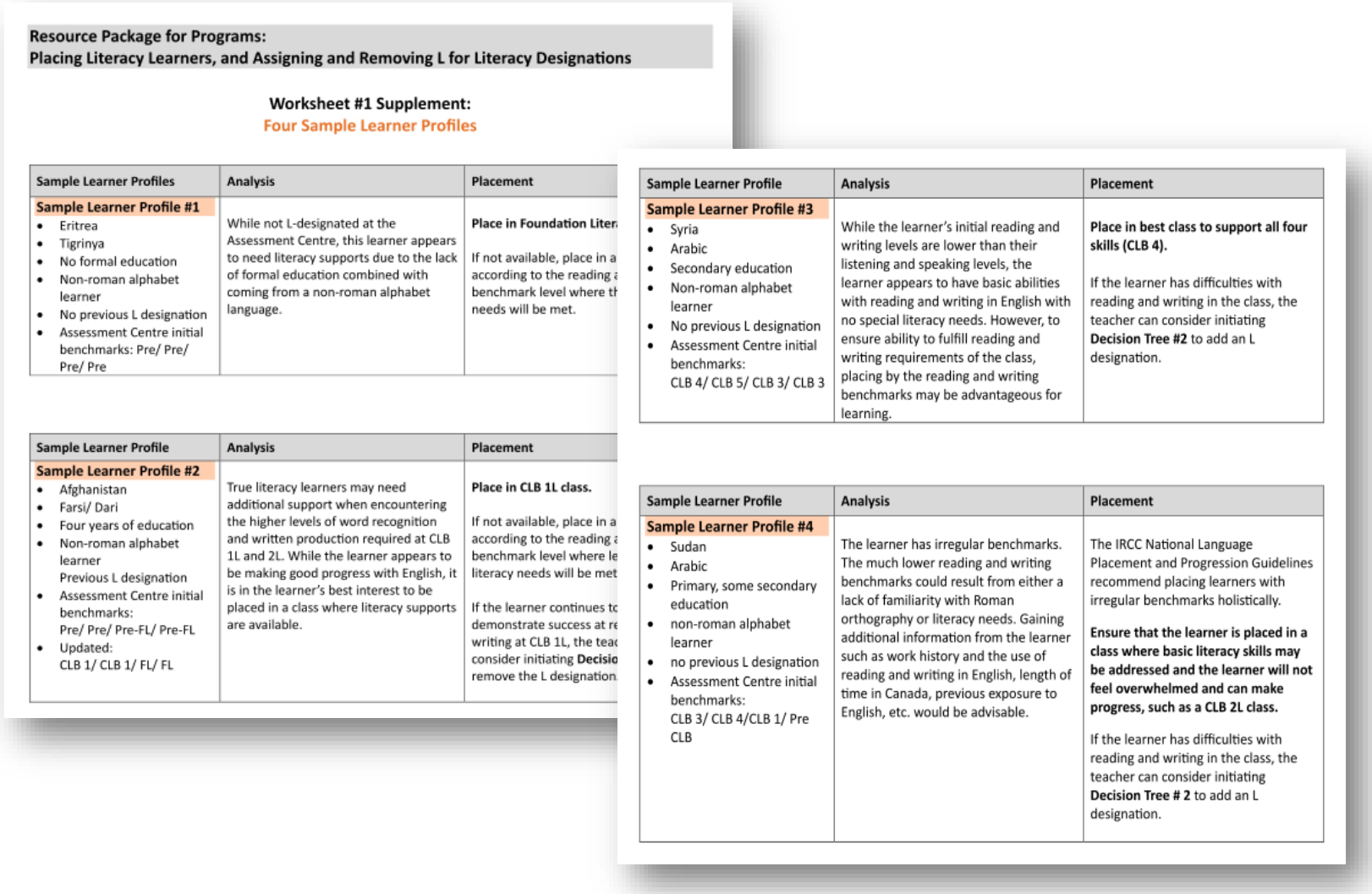
Client Name:			**Analysis for Literacy Needs***
Learner Profile			
Country of Origin			
1st Language			
Non-Roman Alphabet Learner	☐ Yes ☐ No		
Years of education			
Previous L designation indicating possible literacy needs	☐ Yes ☐ No		
Most recent benchmarks from a program or assessment centre	L Choose 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:

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 • Eritrea • Tigrinya • No formal education • Non-roman alphabet learner • No previous L designation • Assessment 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 Liter** If not available, place in a according to the reading a benchmark level where th needs will be met.

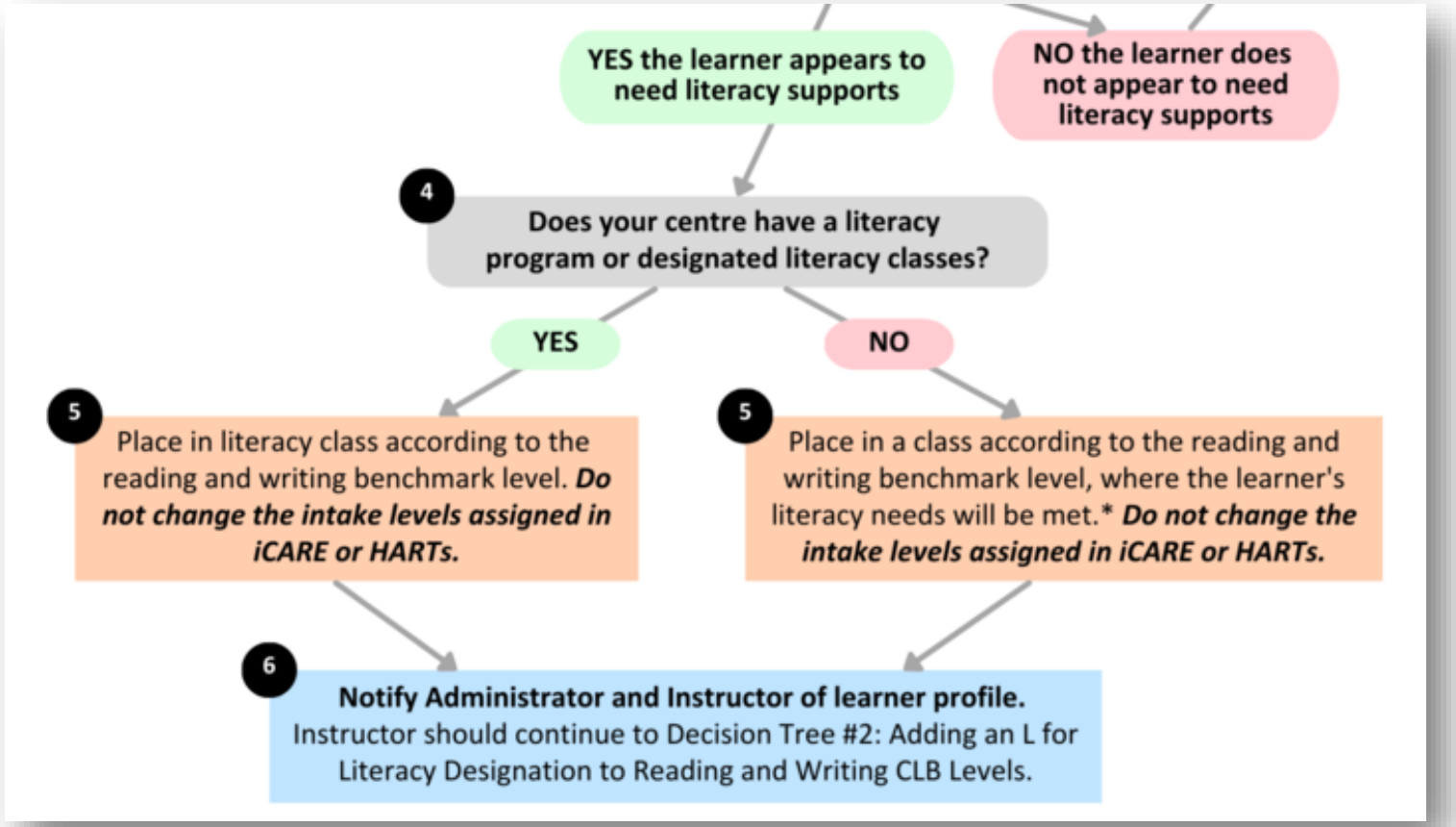
Sample Learner Profile	Analysis	Placement
Sample Learner Profile #2 • Afghanistan • Farsi/ Dari • Four years of education • Non-roman alphabet learner Previous L designation • Assessment Centre initial benchmarks: Pre/ Pre/ Pre-FL/ Pre-FL • Updated: CLB 1/ CLB 1/ FL/ FL	True literacy learners may need 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 according to the reading a benchmark level where le literacy needs will be met If the learner continues to demonstrate success at re writing at CLB 1L, the teac consider initiating **Decisio** remove the L designation.

Sample Learner Profile	Analysis	Placement
Sample Learner Profile #3 • Syria • Arabic • Secondary education • Non-roman alphabet learner • No previous L designation • Assessment 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 • Sudan • Arabic • Primary, some secondary education • non-roman alphabet learner • no previous L designation • Assessment 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.

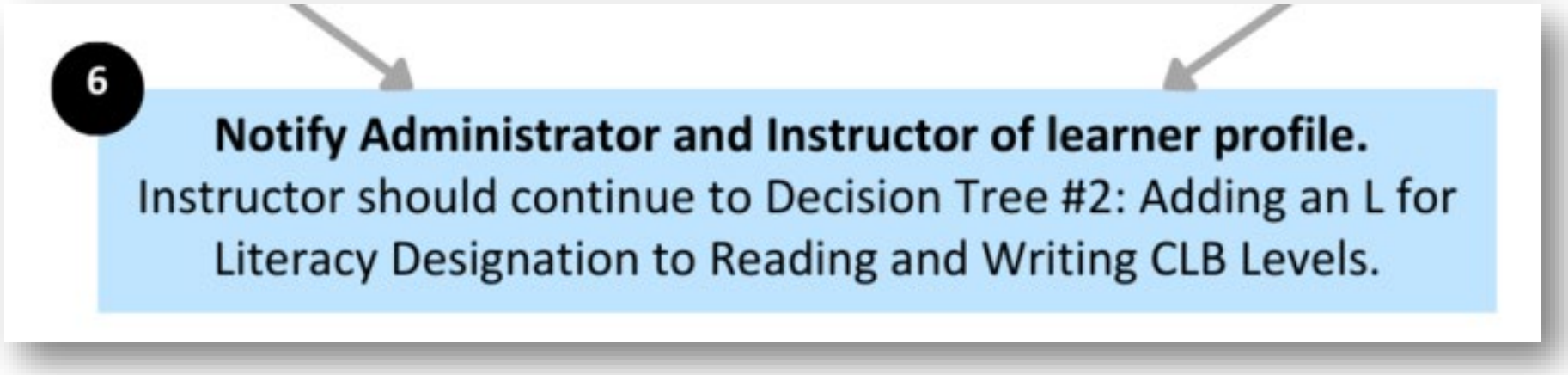
Package #1: Placing a Literacy Learner

Decision Tree
Steps 4 - 5:
Learner
Placement



Package #1: Placing a Literacy Learner

Decision Tree
Step 6:
Placement
Follow-up



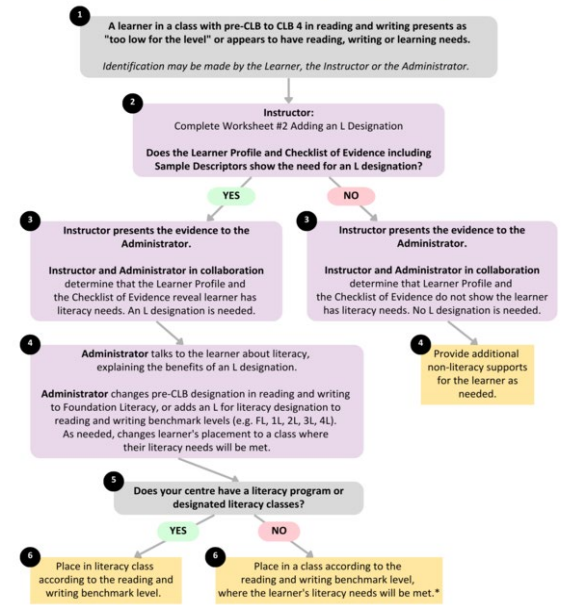
Package #2: Adding an L Designation

Resource Package for Programs:
Adding an L for Literacy Designation

Decision Tree #2:

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

for Administrators and Instructors



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			
1st Language			
Non-Roman Alphabet Learner	☐ Yes ☐ No		
Years of education			
Previous L designation indicating possible literacy needs	☐ Yes ☐ 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:
Adding an L for Literacy Designation

2.2 Complete Checklist of Evidence for ADDING a Literacy Designation

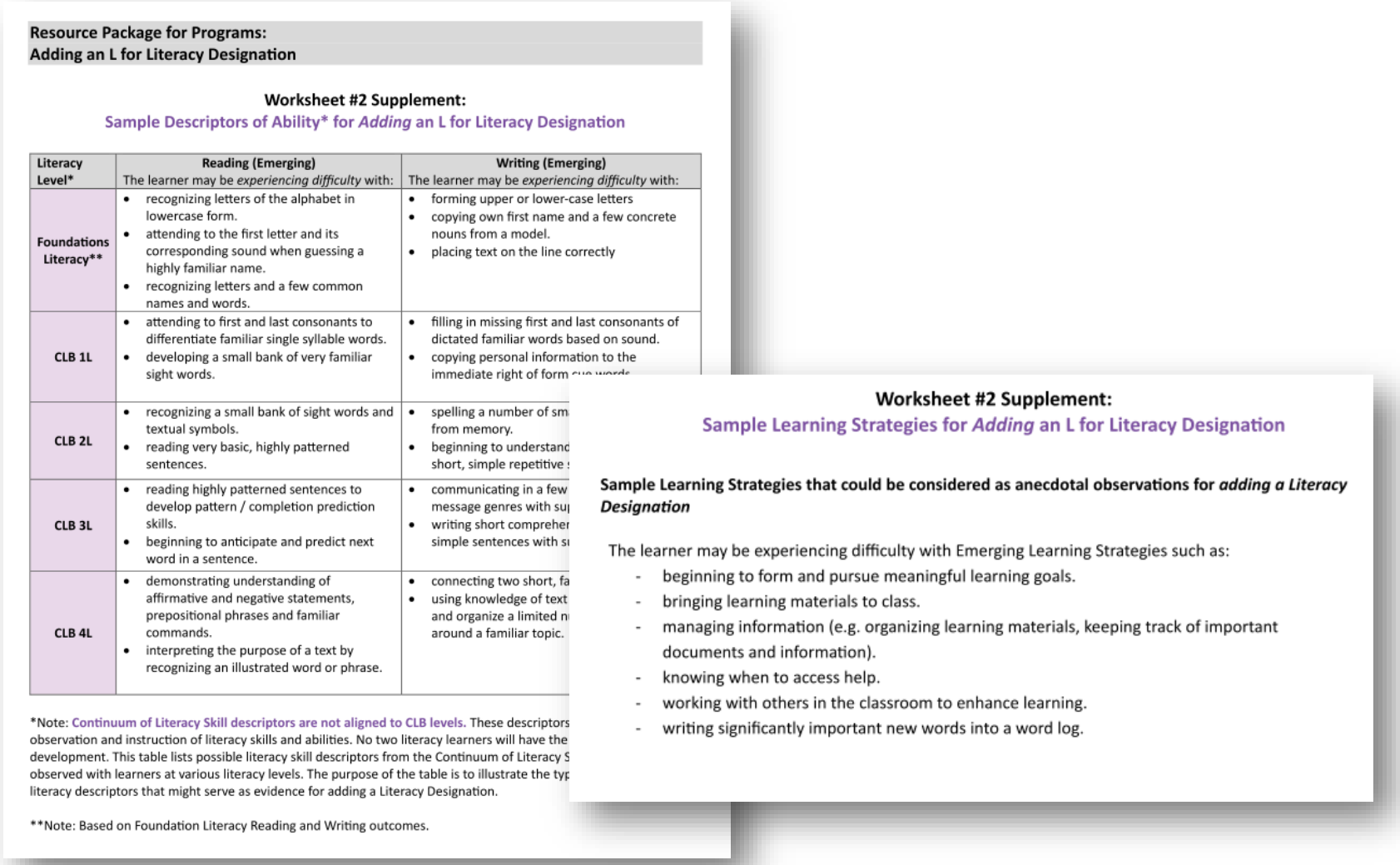
Checklist of Evidence for ADDING a Literacy Designation		
Has the learner expressed difficulty with reading and writing tasks?		☐ Yes ☐ No
Review reading and writing artefacts in learner portfolio completed in class and attach as evidence. **Is the learner having difficulty succeeding?**	**A minimum of two or three artefacts completed by the learner in their present class are needed.**	☐ Yes ☐ No Evidence Attached ☐
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.** • 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.	☐ Yes ☐ 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.** • 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.	☐ Yes ☐ No **Add Descriptors:** 1. 2.
Optional: Additional input from the ***Canadian Language Benchmarks Literacy Diagnostic Tasks*** document may also be considered. The ***Canadian Language Benchmarks Literacy Diagnostic Tasks*** 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:

Worksheet #2: Supplement

Package #2: Adding an L Designation



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**	• 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.	• forming upper or lower-case letters • copying own first name and a few concrete nouns from a model. • placing text on the line correctly
CLB 1L	• attending to first and last consonants to differentiate familiar single syllable words. • developing a small bank of very familiar sight words.	• filling in missing first and last consonants of dictated familiar words based on sound. • copying personal information to the immediate right of form cue words
CLB 2L	• recognizing a small bank of sight words and textual symbols. • reading very basic, highly patterned sentences.	• spelling a number of sm from memory. • beginning to understand short, simple repetitive s
CLB 3L	• reading highly patterned sentences to develop pattern / completion prediction skills. • beginning to anticipate and predict next word in a sentence.	• communicating in a few message genres with su • writing short compreher simple sentences with s
CLB 4L	• 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.	• connecting two short, fa • using 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:

Package #2: Adding an L Designation

4

Administrator talks to the learner about literacy, explaining the benefits of an L designation.

Administrator changes pre-CLB designation in reading and writing to Foundation Literacy, or adds an L for literacy designation to reading and writing benchmark levels (e.g. FL, 1L, 2L, 3L, 4L). As needed, changes learner's placement to a class where their literacy needs will be met.

Questions for IRCC

How will literacy learners be identified in iCARE?

Although we have mixed classes, literacy/ non-literacy classes we were told by IRCC that our CLB 2,3/2L,3L and CLB 3,4/3L,4L classes have to have 20 students. Many of our classes have more than 50% of Literacy students in each class. Is there a way to get these class sizes adjusted?

Lead Teacher: Webinar stated: L Designation should mean smaller class size in the mainstream CLB classroom! Who holds CLAR and IRCC accountable to follow these guidelines? 10 of my students are CLB 1L in either R or W and one is PB and I must have 20 students in y class in order to retain funding.

Updates to the Language Modules in iCARE and HARTs.2018

Class placement for ESL/FSL Literacy learners

If a client is assessed at Foundation L, CLB 1L, CLB 2L, CLB 3L, or CLB 4L, the ideal class placement for this learner is a class that is comprised of learners with same literacy designation. If a class is said to focus on Foundation L, CLB 1L, CLB 2L, CLB 3L, OR CLB 4L, the class should not exceed the recommended size below:

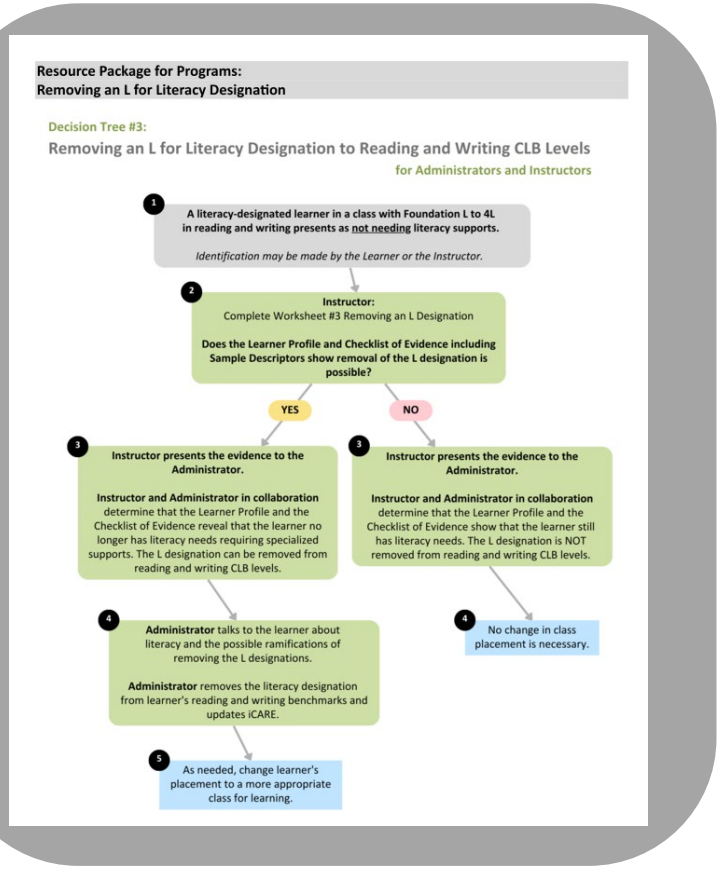
Class level	Maximum class size	Minimum monthly class occupancy (80%)
Foundation L, CLB 1L, CLB 2L, CLB 3L, OR CLB 4L	8-10	6-7

If client numbers don't allow for separate Foundation L, CLB 1L, CLB 2L, CLB 3L, and CLB 4L classes, the service provider may choose to offer, for example:

- Foundation L
- CLB 1L-2L
- CLB 3L-4L

"The administrator may consider reducing the number of literate learners in the class by considering an ESL/FSL literacy learner to count for two literate learners."

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

1. **A literacy-designated learner in a class with Foundation L to 4L in reading and writing presents as not needing literacy supports.**
   Identification may be made by the Learner or the Instructor.
2. **Instructor:**
   Complete Worksheet #3 Removing an L Designation
   Does the Learner Profile and Checklist of Evidence including Sample Descriptors show removal of the L designation is possible?
   - YES
   - NO
3. **Instructor presents the evidence to the Administrator.**
   Instructor and Administrator in collaboration determine that the Learner Profile and the Checklist of Evidence reveal that the learner no longer has literacy needs requiring specialized supports. The L designation can be removed from reading and writing CLB levels.
4. **Administrator** talks to the learner about literacy and the possible ramifications of removing the L designations.
   Administrator removes the literacy designation from learner's reading and writing benchmarks and updates iCARE.
5. As needed, change learner's placement to a more appropriate class for learning.

3. **Instructor presents the evidence to the Administrator.**
   Instructor and Administrator in collaboration determine that the Learner Profile and the Checklist of Evidence show that the learner still has literacy needs. The L designation is NOT removed from reading and writing CLB levels.
4. No change in class placement is necessary.

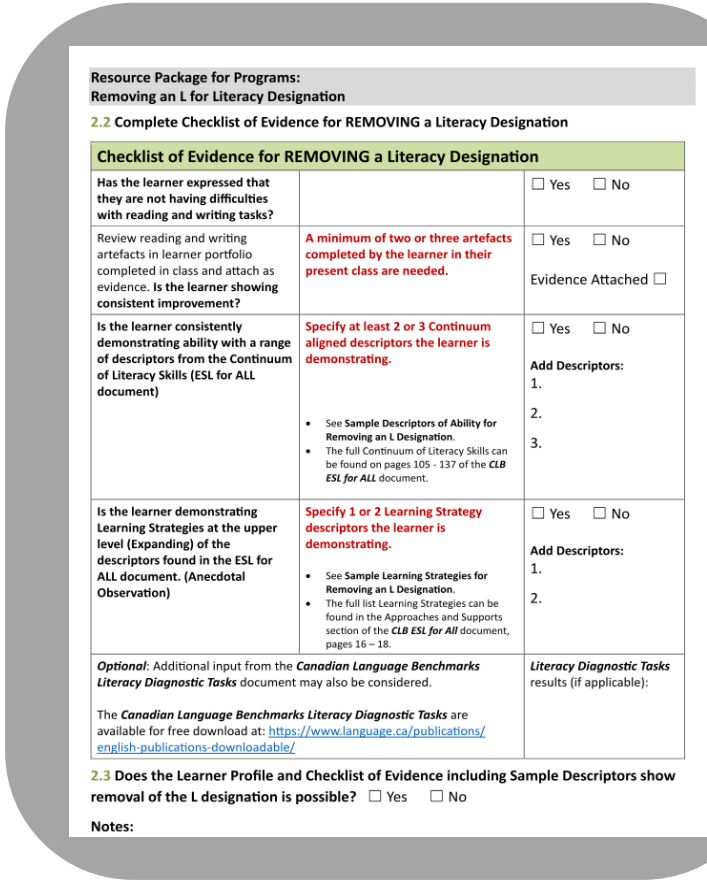
Resource Package for Programs:
Removing an L for Literacy Designation

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			
1st Language			
Non-Roman Alphabet Learner	☐ Yes ☐ No		
Years of education			
Previous L designation indicating possible literacy needs	☐ Yes ☐ 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?		☐ Yes ☐ 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.**	☐ Yes ☐ No Evidence Attached ☐
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 ***CLB ESL for ALL*** document.	☐ Yes ☐ 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 ***CLB ESL for All*** document, pages 16 – 18.	☐ Yes ☐ No **Add Descriptors:** 1. 2.
Optional: Additional input from the ***Canadian Language Benchmarks Literacy Diagnostic Tasks*** document may also be considered. The ***Canadian Language Benchmarks Literacy Diagnostic Tasks*** 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

Worksheet 3: Supplement

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**	• recognizing all the letters of the alphabet in capital and lower case • attending to the middle, top and bottom of the page to locate information on a few cards • recognizing a number of familiar sight words	• forming all upper- and lower-case letters correctly • adding onset substitutions in single syllable c-v-c words • copying accurately from a simple model
CLB 1L	• recognizing the text in a variety of sans serif and serif fonts • recognizing and combining more complex consonant blends • recognizing a larger bank of sight words / high frequency words.	• spelling own first and last name and a small set of short familiar function words from memory • using guidelines and boxes to copy and complete information • choosing and filling in w express an idea
CLB 2L	• recognizing that sounds / symbols may change in certain word positions • demonstrating understanding of affirmative and negative statements, prepositional phrases.	• beginning to understanc simple statements • writing a few different s same topic
CLB 3L	• recognizing and combining many sound-letter correspondences with automaticity in first, medial and final positions when guessing unfamiliar long word in context • Re-reading sentences to monitor for meaning	• using guidelines, boxes, • using common familiar basic sentences to descr feelings and personal op
CLB 4L	• focusing on the meaning of what is being read. • beginning to recognize some styles of discourse language based on word choices.	• developing a large rote includes both regular ar patterns. • using a wide range of co vocabulary to write sent paragraphs for a variety 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*

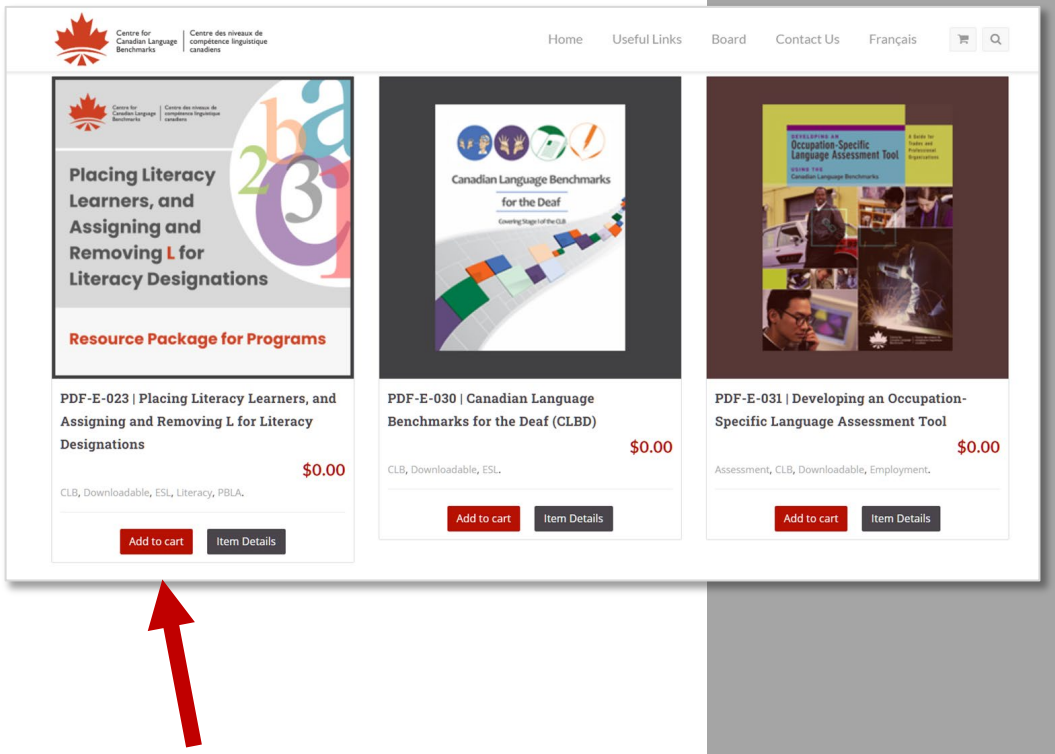
The learner may be demonstrating ability with Expanding Learning Strategies such as:

- 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.

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



Breakout Rooms

Group A main room: You have **not used** the package
Ask questions to clarify the Decision Tree packages and implementation into programs.

Group B breakout room: You **have used** the package
Share questions, successes and challenges

Breakout Rooms - Reporting

- Breakout Group A: Highlights of questions and clarify of the Decision Tree packages.

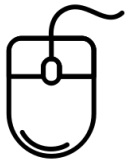
- Breakout Group B: Highlight successes and challenges

Additional Questions and Answers

Thank you!

For more information, contact the Centre for Canadian Language Benchmarks (CCLB)

pbla@language.ca



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