

Edmonton Catholic School District LINC Program



2019 Curriculum Guidelines for CLB and Literacy Streams Working Document

Referenced to the 2012 [Canadian Language Benchmarks](#), 2016 [ESL for ALL](#) and
2019 [PBLA Practice Guidelines](#)

Acknowledgments

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This resource belongs to ECSD LINC and can be found at
www.linc.ecsd.net

Other resources are the following level specific documents,

Foundation L

CLB 1/1L – 2/2L

CLB 3/3L – 4/4L

CLB 5 – 6

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Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada

INTRODUCTION

The Language Instruction for Newcomers to Canada (LINC) Program was created in 1992 by the Government of Canada “to facilitate the social, cultural and economic integration of immigrants and refugees into Canada, providing language instruction in either English or French, as well as information that helps newcomers to become oriented to the Canadian way of life” (Goss Gilroy Inc., 2004). LINC Programs use the Canadian Language Benchmarks (CLB), the official national standards for measuring and recognizing the language proficiency of adult immigrants in English, Task-Based Language Teaching (TBLT) and Portfolio-Based Language Assessment (PBLA), the authorized language teaching approach and assessment protocol for language programs funded by Immigration, Refugees and Citizenship Canada or IRCC, formerly known as CIC.

The ECSD LINC Program – 2019 Curriculum Guidelines have been revised for CLB classes at Edmonton Catholic School District (ECSD) LINC Program, and **they now include information on Literacy classes making these guidelines applicable for both streams**. The guidelines incorporate the [2012 CLB document](#), [2016 ESL for ALL](#) and the revision of [PBLA Practice Guidelines](#) in 2019. The 2019 Curriculum Guidelines also reflect the mandate of our funder as outlined in our 2017-2020 Contribution Agreement,

Promote integration, settlement and self-sufficiency in Canada through orientation and settlement instruction and activities using Canadian themes and concepts.

These guidelines comply with the quality practices outlined by Alberta Teachers of English as a Second Language (ATESL) through its two documents, Best Practices for Adult ESL and LINC Programming in Alberta (Gnida, 2009), and ATESL Adult ESL Curriculum Framework (Chambers, Gnida, Messaros, Ilott, & Dawson, 2011). The former document defined four main areas which the ECSD LINC Program – 2019 Curriculum Guidelines strives for:

- Provide a flexible and accessible guide to the teaching/learning process
- Reflect the mission of the program, current principles of adult language learning and teaching, and best practices in TESL methodology
- Develop and renew a curriculum responsive to learner needs
- Ensure regular review and renewal of the curriculum and supporting material

Purpose

The main purpose of these Curriculum Guidelines is to provide a common point of reference for teachers at ECSD LINC to make sound choices when planning and teaching CLB and Literacy classes. **Other purposes are to provide clarification about changing practices, to outline ECSD LINC’s best practices and policies, as well as to provide examples of those best practices and policies.**

Disclaimer

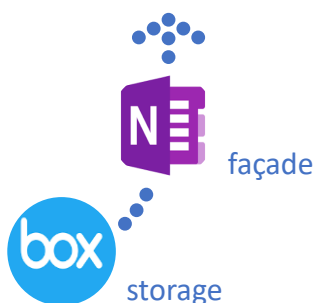
While these guidelines describe key features of TBLT and PBLA at ECSD LINC, the specific activities or techniques that teachers employ will vary to suit the teacher’s expertise, personal style, and context of instruction. It is each teacher’s responsibility to consult these Curriculum Guidelines and guide their choices in the ECSD LINC classrooms. Lastly, it is hoped that ECSD LINC teachers review and adjust all existing and premade materials against these guidelines.

Overview

The revision of the ECSD LINC Program – 2019 Curriculum Guidelines was based on brainwriting¹ activities conducted with part time and full time ECSD LINC teachers. The results of this consultation informed the reorganization of the curriculum guidelines and the document management system with teaching materials that accompanies it. These guidelines are separated from level specific documents which will be in PDF format for digital access through www.linc.ecsd.net or binders located at each ECSD LINC site for paper access. The level specific documents are,

- Foundation L
- CLB 1/1L – 2/2L
- CLB 3/3L – 4/4L
- CLB 5 – 6

The level specific documents contain templates, classroom planning resources, and portfolio items like inventories and About Me section samples. A separate document has sample Modules and Assessments on **Communicating with the School** pertaining to CLB and Literacy which were created and shared by ECSD LINC teachers and Lead Teachers; they can be used by new teachers as their first module and assessments while they participate in ECSD LINC's in-house training. These guidelines and documents can be printed individually as needed and added in a binder to have a one stop resource for new teachers.



Previous versions of these guidelines worked in conjunction with *box*², which is a document management system to store teaching resources. *Box* still hosts teaching resources for ECSD LINC; however, teachers will access the resources through **OneNote**³ starting September 2019. This switch takes advantage of existing ECSD LINC Microsoft accounts by using the same login and allows for link sharing outside of ECSD LINC while new teachers get an ECSD LINC account.

For an overview of teaching resources through **OneNote**, please see the **Resources** section of these guidelines. These guidelines are divided into 5 sections that are accessible with tabs throughout the document or links through the table of contents. The intention of each section is to walk teachers through the stages of teaching at ECSD LINC, define key information and show where information is located within the PBLA world. Furthermore, Literacy specific considerations are identified in **coral ink**, and new items are identified with the word new in parenthesis

Teaching and Assessing Approaches explains the goals and objectives mandated by our funder and describes basic TBLT / PBLA concepts and expectations. **First Month PBLA Activities** shows what to do during the first week/month of the session, how to set up classes and ideas on what to teach. **During the Session PBLA Activities** presents the process of having mid-session conferences and the possibility of promoting exceptional students. **Last Month PBLA Activities** examines how to look at the evidence to provide benchmarks and the paperwork involved. Each section ends with responses to frequently asked questions and **Other PBLA Activities** talks about the annual reflection practice that teachers and programs participate in alike; the latter section also hosts references used in these Guidelines.

¹ Brainwriting is like brainstorming

² <http://www.box.com>

³ Microsoft OneNote

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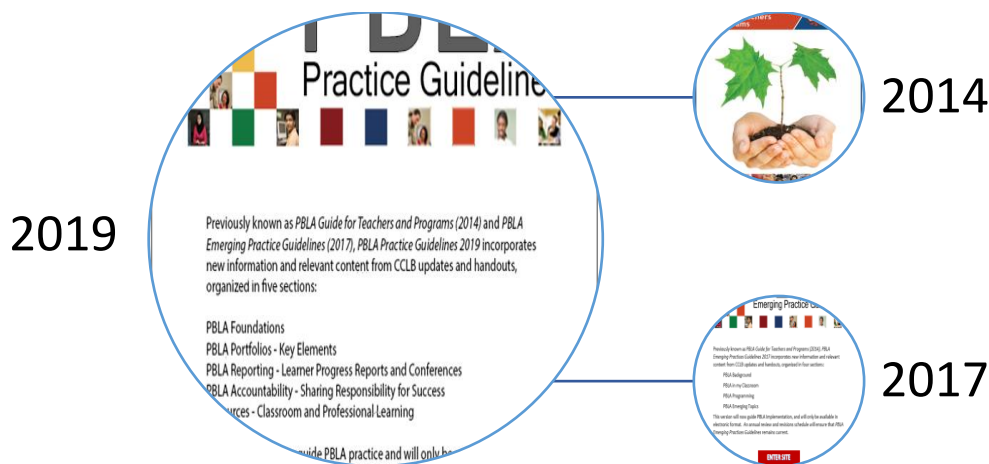
RESOURCES

The main source of resources is the Centre for Canadian Language Benchmarks or CCLB. Their resources are accessible through the **bookshelf** at bookshelf.language.ca. It contains all documents for CLB and **Literacy** streams, videos as well as listening and speaking exemplars for CLB levels 1-12 as the picture below shows,



Another resource from the CCLB is the 2019 [PBLA Practice Guidelines](#), it contains information about the background of PBLA, as well as guidelines for how to implement portfolio-based language assessment in classrooms and programs across Canada. These guidelines were updated in 2019, prior to that they were called Emerging Practice Guidelines (2017) and before that they were printed and named Guide for Teachers and Programs (2014).

Next is a timeline of the guidelines,



Overview of Core Resources

ECSD LINC has created some **literacy resources** to go along with CCLBs; all resources are given to ECSD LINC teachers at the beginning of their teaching time with the program and are summarized in the infographic below,

CLB & LITERACY STREAMS



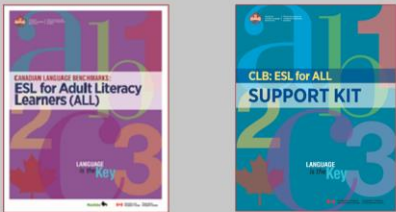
The documents above were developed by CCLB

ECSD LINC DOCUMENTS FOR BOTH STREAMS



These documents are available online and in printing at each site

LITERACY STREAM



The documents above were developed by CCLB

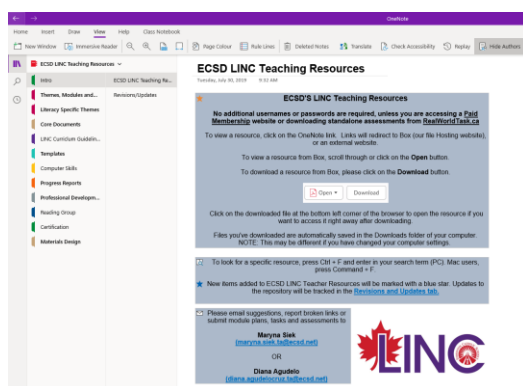
ECSD LINC DOCUMENTS FOR LITERACY



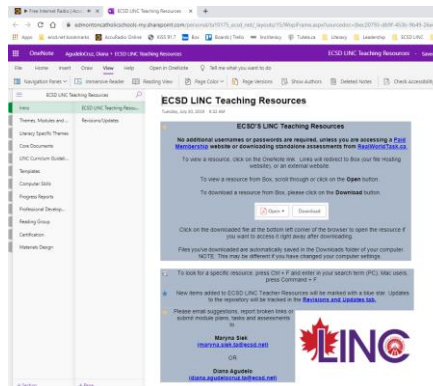
ECSD LINC has created L/S/R/W Benchmark Profiles & R/W Reference Lists that are found on its Literacy Website LINC.LITERACY.at.ECSD

ECSD LINC Teaching Resources, OneNote (new)

As described in the introduction of these guidelines, **OneNote** is a Microsoft product that works as the façade to the teaching resources stored in *box*. **OneNote** is a notebook that has **tabs or sections and pages**; it can be accessed through online or through a desktop application as most Microsoft products (see screenshots), and at the moment there are two versions, **OneNote 2016** and **OneNote**. ECSD LINC Resources is using **OneNote** as the other version is no longer going to be updated.



OneNote desktop version



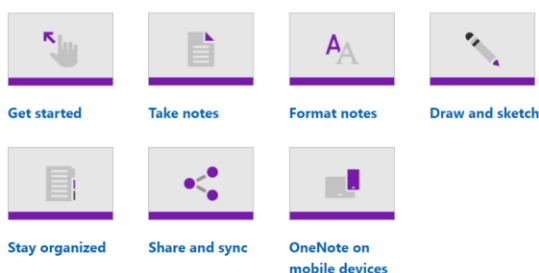
OneNote online version

To get access to ECSD LINC Teaching Resources on **OneNote**, new teachers receive an email invitation to their personal email account from the Academic Coordinator. This is so new teachers can benefit from the resources hosted in **OneNote** while they wait for their ECSD accounts to be activated; existing teachers get an email invitation to their ECSD or ta accounts. Once a new teacher activates their ECSD account, the personal email will be disassociated from **OneNote** and the work email will be included.

Joining **OneNote** independently or using your own **OneNote** notebook does not allow teachers to see ECSD LINC Teaching Resources. Once inside **OneNote**, resources are organized in tabs. There are approximately 12 main sections and each one of them has pages and subpages. Teachers are invited to interact with **OneNote** as viewers so they cannot make any changes to the notebook but can view and download the materials stored.

For training videos on OneNote, you can visit office.com or [/training](https://training) and choose the following options,

OneNote video training



Converting Older Terminology to ESL for ALL

The previous version to ESL for ALL (ESL for Literacy Learners, 2000) divided literacy classes into phases as seen in the table below. In April 2017 ECSD LINC embraced the new terminology from ESL for ALL and created a conversion table for teachers to adopt existing materials using older names.

ESL for Literacy Learners 2000		ESL for ALL 2015	
Phase 3	Completing	CLB 4L	
	Developing	CLB 3L	
	Beginning		
Phase 2	Completing	CLB 2L	High
	Developing		
	Beginning		Low
Phase 1	Completing	CLB 1L	High
	Developing		
	Beginning		Low
Foundation	Developing	Foundation L	High
	Beginning		Low



Numeracy



Digital Literacy

As seen in the table, ECSD LINC converted the three sub levels Beginning (Initial), Developing and Completing (Adequate) into two, **Low** and **High**. Therefore, Literacy classes at ECSD LINC encompass 5 levels (Foundation L, 1L, 2L, 3L and 4L) which are subdivided into two levels (Low and High) if space allows it at each site. **Numeracy** and **Digital Literacy** are part of each one of the levels and sub levels. Finally, it is important to remember that Literacy classes focus on Reading and Writing skills through the development of Listening and Speaking.

R/W & L/S Benchmark Profiles

ECSD LINC developed ESL Literacy Reading and Writing Benchmark Profiles for its Literacy stream, Foundation L – 4L, in July 2018. These profiles reflect both the 2012 CLB Document and ESL for ALL and are a product of consultation and feedback received from all Literacy sites and most of their teachers.

The objective of the ESL Literacy Reading and Writing Benchmark Profiles is for them to be the main source when planning for and assessing students at different levels. They contain the outcomes that Literacy students should be assessed at as mandated by IRCC, and they also give our Literacy stream a common ground to operate. There are still some areas to clarify (i.e. sight words), therefore they remain “working documents”.

In September 2018 Listening and Speaking Benchmark Profiles were developed as well for CLB 1 - 6. All profiles can be found at [LINC Literacy at ECSD](#) and photocopy rooms in the form of big posters. Next are screenshots of each one of the profiles,

ESL Literacy Reading Benchmark Profiles: Foundation L - CLB 4L "working document"
To be used in conjunction with (sub) level specific reference lists that support literacy skills

	When the student can... (sub) level	When the student can... (sub) level	When the student can... (sub) level	When the student can... (sub) level
Foundation L	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.
CLB 1	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.
CLB 2	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.
CLB 3	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.
CLB 4	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.

ESL Literacy Writing Benchmark Profiles: Foundation L - CLB 4L "working document"
To be used in conjunction with (sub) level specific reference lists that support literacy skills

	When the student can... (sub) level	When the student can... (sub) level	When the student can... (sub) level	When the student can... (sub) level
Foundation L	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.
CLB 1	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.
CLB 2	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.
CLB 3	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.
CLB 4	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.

The Reading and Writing Benchmark Profiles are to be used in conjunction with (sub) level specific reference lists that support literacy skills (see next page).

CLB & Literacy Listening Benchmark Profiles: CLB 1 - 4
Stage I: CLB 1-4 Basic Language Ability Stage II: CLB 5-8 Intermediate Language Ability

	When the student can... (sub) level	When the student can... (sub) level	When the student can... (sub) level	When the student can... (sub) level
CLB 1	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.
CLB 2	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.
CLB 3	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.
CLB 4	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.

CLB & Literacy Speaking Benchmark Profiles: CLB 1 - 4
Stage I: CLB 1-4 Basic Language Ability Stage II: CLB 5-8 Intermediate Language Ability

	When the student can... (sub) level	When the student can... (sub) level	When the student can... (sub) level	When the student can... (sub) level
CLB 1	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.	Understands a very limited number of words, single phrases and short sentences in context.
CLB 2	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.
CLB 3	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.
CLB 4	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.	Understands a limited number of words, single phrases and short sentences in context.

R/W Reference Lists

The Reference Lists were created between August and November 2018 as a compliment to the ESL Literacy Reading and Writing Benchmark Profiles (see [R/W Benchmark Profiles](#)), they reflect the Continuum of Literacy Skills from ESL for ALL and ECSD LINC teachers' input.

The Reference Lists describe some of the skills, knowledge, and strategies that ESL Literacy learners may need to acquire to support their daily activities. The lists are sub divided into literacy levels (low and high), and further divided into Key Supporting and Supporting Skills. **The Reading and Writing Reference Lists are documents to be considered in planning and teaching.** They are not a “checklist” to consider for preparation or for assessment. They contain points to keep in mind when teaching to help strengthen literacy skills and strategies.

All reference lists can be found at the specific literacy level within [LINC Literacy at ECSD](#). Next are screenshots of the Foundation Low Reading Reference Skills,

The screenshot displays the 'Foundation Low Reading Skills Reference' working document. It includes a table of contents with sections like 'The reader can... upon entry', 'When the text is...', and 'Key Supporting Skills'. The 'Key Supporting Skills' section lists skills such as '1. Oral Communication to support Reading and Writing', '2. Developing Visual/Perceptual Skills', and '3. Reading Information (pictures, symbols, graphics and charts)'. Each skill is followed by a list of specific abilities and knowledge points.

The following screenshots correspond to the 4L Writing Reference Skills,

The screenshot displays the '4L Writing Skills Reference List' working document. It includes a table of contents with sections like 'The writer can... upon entry', 'When the text is...', and 'Key Supporting Skills'. The 'Key Supporting Skills' section lists skills such as '1. Oral Communication to support Reading and Writing', '2. Developing Visual/Perceptual Skills', and '3. Reading Information (pictures, symbols, graphics and charts)'. Each skill is followed by a list of specific abilities and knowledge points.

The lists are labeled “working documents” as they need to be piloted in classrooms and updated after receiving feedback from teachers.

Overview of Decoding Skills (new)

The concepts included in the graphic below aim at showing where those concepts begin and DOES NOT show where they end as the expectation is to build on them from level to level in order to achieve fluency.

Foundation Low

- rhythm of oral vocabulary and names
- first consonant sound
- letters have individual sounds and names

Foundation High

- single syllable sight words
- onset (cap, cat, cab) and rime (cat, bat, hat) isolation in single syllable words

1L Low

- first and last consonant sound
- first vowel sound (in, on, at) and medial short vowel (big, bag) sound
- onset (cab, cat, cap) or rime (cat, bat, rat) in single syllable words
- phoneme isolation

1L High

- rime in single syllable words (make, take; day, may)
- onset (clap, clip) or rime (spring, bring) in more complex familiar single syllable words
- medial short vowel sounds (hat, hot)
- inflectional verb endings (-ed, -ing, -es, -s)

2L Low

- long (bead) and short vowel (bed) sounds
- digraphs in initial and final position (fish, church, thank, duck)
- consonant blends in first or last position (trip, last)
- final silent e (date)
- two letter vowel combination with long vowel sound (coat, sleep)
- first, medial, final sounds in familiar longer words

2L High

- segment two syllable sight words while reading
- more complex onset (three, throw) and rime (right, night)
- common silent letter combinations (know, walk)

3L

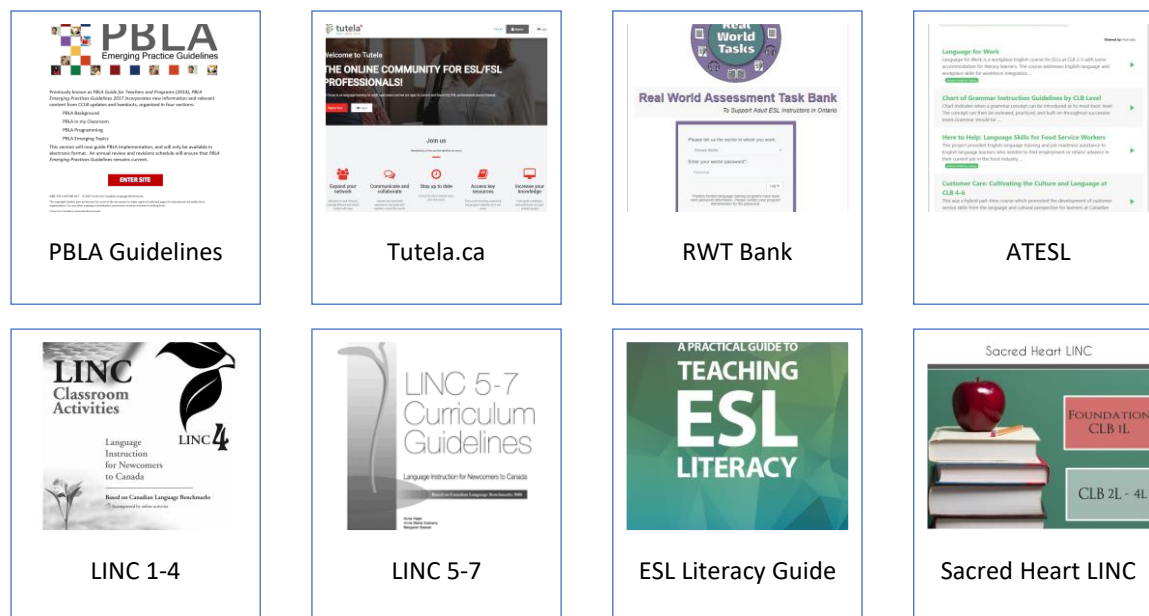
- segment two and three syllable sight words while reading
- complex consonant blends in first and final position (shr, str, scr, spr, spl, thr, dge)
- first, medial, final sounds in unfamiliar longer words
- contractions (don't, can't)
- suffixes (-tion, -er, -ment, -ly) and prefixes (un-, on-, pre-)

4L

- segment unfamiliar multisyllabic words while reading
- comparative and superlative inflection endings
- suffixes (-cian, -ous, -ness) and prefixes (re-, dis-)
- root words (electric, electrician, electricity)

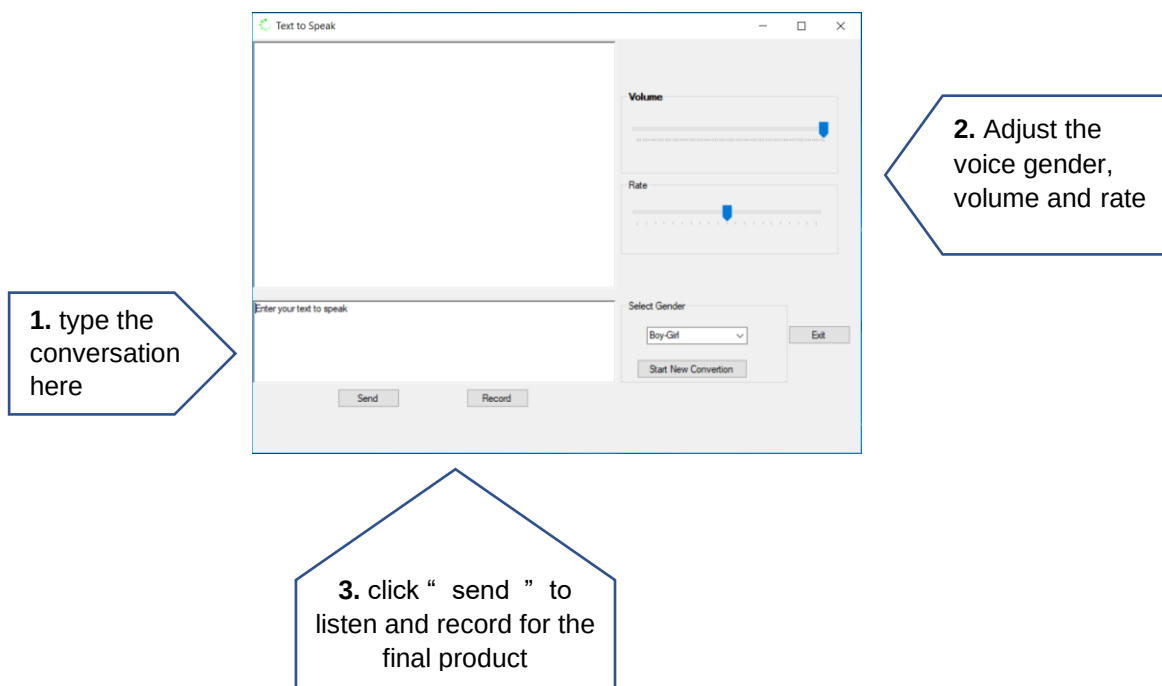
Additional Resources

The following additional resources can help teachers in their planning and teaching,



Text to Speak

Simple software donated by an ECSD LINC Teacher that transforms a typed text into an audio file. Text to Speak can be accessed through **OneNote** and needs to be downloaded to be used. Next is a screenshot of what it looks like and the steps to use it,



CLB Competencies per Level

Teachers tend to refer to CLB Competencies by their numbers, this shortens teachers' speech and information students must deal with. Next is a list of all Competencies (Roman numeral) and their Competency Areas (numeric) by CLB Level so we can speak the same language when talking about competencies.

	Listening	Speaking	Reading	Writing
Foundation L	I.	I.	I.	I.
CLB 1/1L	II.	II.	II.	II.
	III.	III.	III.	III.
	IV.	IV. 1 & 2	IV.	IV.
CLB 2/2L	I.	I.	I.	I.
	II.	II.	II.	II.
	III.	III. 1 & 2	III. 1 & 2	III.
	IV.	IV. 1, 2 & 3	IV.	IV.
CLB 3/3L	I.	I.	I.	I.
	II.	II.	II.	II.
	III.	III. 1 & 2	III. 1 & 2	III. 1 & 2
	IV.	IV. 1 & 2	IV. 1 & 2	IV.
CLB 4/4L	I.	I. 1. & 2.	I.	I.
	II.	II.	II.	II.
	III.	III.	III. 1 & 2	III. 1 & 2
	IV.	IV. 1 & 2	IV. 1 & 2	IV.
CLB 5	I.	I. 1 & 2	I.	I.
	II.	II.	II.	II. 1 & 2
	III.	III.	III. 1 & 2.	III. 1 & 2
	IV. 1 & 2	IV. 1, 2 & 3	IV. 1, 2 & 3	IV.
CLB 6	I.	I. 1. & 2.	I.	I.
	II.	II.	II.	II. 1 & 2
	III.	III.	III. 1 & 2	III. 1 & 2
	IV. 1 & 2	IV. 1 & 2	IV. 1, 2 & 3	IV.

L	I. Interacting with Others III. Getting Things Done	II. Comprehending Instructions, IV. Comprehending Information
S	I. Interacting with Others III. Getting Things Done	II. Giving Instructions, IV. Sharing Information
R	I. Interacting with Others III. Getting Things Done	II. Comprehending Instructions, IV. Comprehending Information
W	I. Interacting with Others III. Getting Things Done	II. Reproducing Information, IV. Sharing Information

CLB Competencies are a big part of Competency Codes found in the level specific documents and **OneNote**.

TEACHING AND ASSESSING APPROACHES

Teaching Principles

The ECSD LINC Program believes that ESL instruction must be **learner centered, Task-based, and related to settlement**. This is achieved through,

1. Developing a safe and supportive community in which students feel comfortable to share their experiences and to take risks with language;
2. Guiding instruction by the CLB document, PBLA and TBLT approaches as well as students' real-world needs and future goals;
3. Selecting meaningful and engaging class materials that are CLB level appropriate;
4. Balancing the instruction and assessment of productive (speaking and writing) and receptive (listening and reading) skills;
5. Providing students with opportunities to receive and use action-oriented feedback;
6. Drawing grammatical content out of real world tasks selected by students as their priorities;
7. Explicitly instructing pronunciation and vocabulary to foster meaning and communicative practice;
8. Utilising technology that suits students' skills and enhances their involvement in a digital society;
9. Exercising reverse planning (planning modules prior to teaching) and spiralling (repetition of competencies in new contexts or higher levels of complexity);
10. Celebrating and exploring cultural diversity with respect, starting with students' own culture and expanding to Canada's, and
11. Promoting independence and autonomous learning as ultimate goals for students to achieve.

Learning Goals & Objectives

The ECSD LINC Program recognizes and respects the uniqueness of each adult learner with regard to their academic and cultural backgrounds and individual experiences, abilities, goals and educational needs. Accordingly, the ECSD LINC Program 2019 Curriculum Guidelines for CLB & Literacy Streams are designed to respond to the goals and needs of the learners within the confines of the following goals drawn from our Contribution Agreement with IRCC:

To deliver language training and skills development services that will help clients attain the English proficiency they need to function and participate in all aspects of Canadian society and the economy.

Other goals are,

- **Literacy** to CLB 4; CLB 5 – 6 based on written approval by IRCC
- Appropriate information and services to address settlement needs
- Awareness of community and other resources to deal with settlement issues
- Knowledge of life in Canada, including laws, rights and responsibilities
- Official language skills and other skills for adapting to Canadian society
- Knowledge, skills, and connections related to the Canadian work environment
- Connections to communities and public institutions
- **Essential skills and strategies for academic and workplace success will be emphasized in CLB 5 and higher level classes. For students in these levels, topics on employment skills and labour market information will be covered.**

These goals are summarized in the vision and mission statements of the ECSD LINC Program, which align with these guidelines as expressed below,

Vision

For all newcomers to have successful lives in Canada.

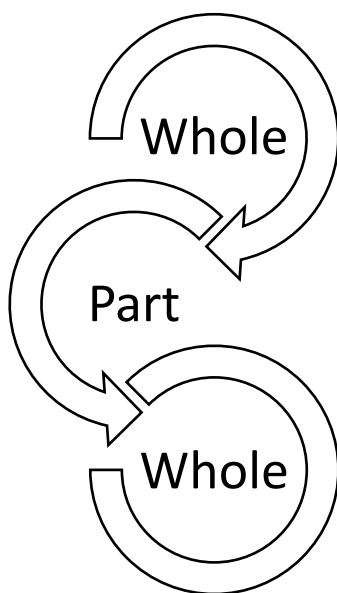
Mission

We commit to language instruction, settlement support, and multicultural inclusion for newcomers' transition into Canadian society.

Literacy Approaches

Whole Part Whole Approach

Whole Part Whole or **WPW** is an interactive instructional approach that works well with TBLT and is described on page 31 of the Support Kit of the document ESL for All (2016) as an approach that "reinforces the notion that each task is comprised of a series of smaller, more manageable steps that help learners ultimately perform targeted real-world tasks."



The bookshelf from the Centre for Canadian Language Benchmarks has a great video that shows a teacher using WPW in a CLB 2L class. It is found in the Literacy section of the bookshelf under the title [An Interactive Model for Teaching with ALL](#). The video is 12:46 minutes long; a description of how the lesson for the video was planned can be found on pages 54 to 59 and its module plan, lesson plan, handouts, SU and ATs are on pages 136 to 150 from the Support Kit of the document ESL for All (2016).

A Practical Guide to Teaching ESL Literacy (2018) from Bow Valley College has a section on WPW that goes from pages 199 to 203. This section showcases the use of WPW as an approach to reading instruction by giving examples of what happens in each part and linking WPW to literacy skills.

Language Experience Approach

The Language Experience Approach or **LEA**, according to Taylor, 1992 is "a whole language approach that promotes reading and writing through the use of personal experiences and oral language." In short, "beginning literacy learners relate their experiences to a teacher or aide, who transcribes them. These transcriptions are then used as the basis for other reading and writing activities."

Taylor's article, The Language Experience Approach and Adult Learners, talks about two variations of LEA (Personal and Group Experience) and explains further the 7 steps to follow when using this approach,

1. Chose the experience or stimulus
2. Organize the activity
3. Conduct the experience
4. Discuss the experience, include all learners in the discussion and write key words and phrases on the board
5. Develop a written account
6. Read the account
7. Extend the experience

A short video (3:52 minutes) titled [Language Experience Approach](#) from Bow Valley College describes LEA by a teacher who went to a field trip to the zoo. Bow Valley's newest literacy resource, A Practical Guide to Teaching ESL Literacy (2018) explores LEA from pages 208 to 212. It mentions things to do after LEA to develop literacy skills and bridges WPW with LEA.

Task-Based Language Teaching

Although Task-Based Language Teaching (TBLT) is the latest approach in teaching a Second Language in Canada, its origins are not. It preceded Communicative Language Teaching (CLT) and is based on the belief that better learning happens when we ask students to use language to accomplish a meaningful task.

A task is the centre of planning and it is defined by Rod Ellis as having four components,

1. The primary focus is on message.
2. There is some kind of gap.
3. Learners need to use their own linguistic and non-linguistic resources.
4. There is a (measurable) outcome other than the display of language.

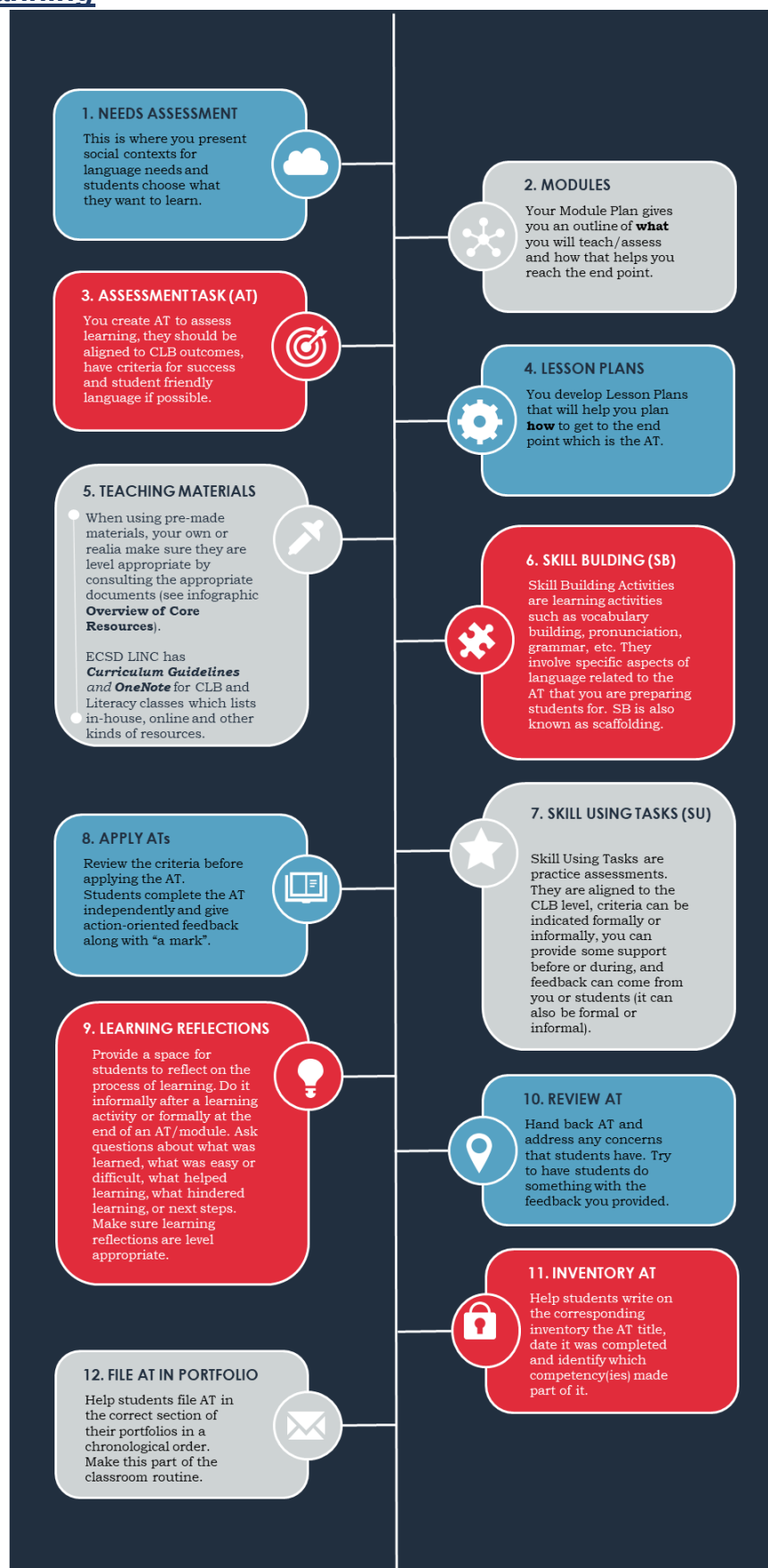
On top of those components, TBLT requires teachers to think about the real world all the time and to connect it with students' goals through a task. This is the main reason why most ESL textbooks do not fit into LINC classes and teachers are faced with the challenge of creating their own materials and assessments.

TBLT prompts teachers to exercise **Reverse Planning** or Backwards Design. Reverse Planning asks teachers to start with the end point in mind (assessment), continue to identify what data information will show that students have achieved the end point (module plan), and finish by planning how to teach students to get to the end point (lesson plan). The infographic on the next page summarizes this process.

A module plan gives teachers an outline of **what** will be taught, and a lesson plan illustrates **how** to teach to reach the end point. A module is part of a theme which is the overall picture and it contains one or more assessment tasks. Anna Ketikyan, PBLA Lead Teacher at ECSD LINC, uses a flower to help teachers differentiate between a theme and a module. In the picture below, the theme is Health & Safety as it is in the centre, and the possible modules are the petals,



Reverse Planning



The Role of Grammar

Grammar is essential to developing language ability, therefore grammar should be purposefully selected and explicitly taught in CLB classes. As it is mentioned by Rod Ellis in his article *Task-based language teaching: Responding to the critics*, the principle way in which Task-based Language Teaching addresses grammar is through the implementation of a task. TBLT recognizes the importance of grammatical accuracy or focus on form and invites teachers to focus on relevant grammar instead of all grammar.

The CLB document also supports explicit instruction of grammar, it suggests a spiraling approach and leaves the responsibility of selecting grammar content on teachers' hands depending on students' real-life goals and the social contexts surrounding tasks. It does not stipulate grammatical forms according to levels.

The Ontario Curriculum Guidelines and The Adult ESL Curriculum Guidelines summarize well how grammar proficiency develops gradually through LINC classes:

1. **CLB 1:** students have almost no control of basic grammar structures and tenses.
2. **CLB 2:** students demonstrate little control of basic grammar structures and tenses and no connected discourse.
3. **CLB 3:** students demonstrate some control of basic grammar structures and tenses, use correct past tense with common verbs and also connected discourse.
4. **CLB 4:** students have adequate control of simple structures and may use coordinated clauses with basic sentences. Grammar errors are frequent and may impede communication.
5. **CLB 5:** students can use a variety of sentence structures, including compound and complex sentences. Grammar errors are frequent and sometimes impede communication.
6. **CLB 6:** students can use a variety of structures with some omission/reduction of elements; they can describe, report and narrate. Grammar errors are frequent and may sometimes impede communication.

The CLB document offers a breakdown of grammatical knowledge according to the stages (Stage I: CLB 1-4, Stage II: CLB 5-8) and language skills. The information on the next two pages was extracted from the Knowledge and Strategies section of the document.

Stage I (CLB 1-4) Grammatical Knowledge

LISTENING

Recognition of:

- Basic grammar structures to interpret listening texts (such as simple and continuous verb tenses, simple modals, comparatives and superlatives, and simple yes/no and wh-questions)
- Basic syntax (such as indications of a statement, a negative or a question; word order; prepositional phrases; and coordination and subordination)

READING

Recognition of:

- Basic words and expressions about essential everyday experiences, including so-called survival words and signs (such as danger, washroom and exit) and high-frequency terms related to personal identity, weather, clothing, holidays, family activities, hobbies and interests
- Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives and superlatives) to get a general understanding of texts
- Basic syntax (such as indications of a statement, a negative or a question; word order; prepositional phrases, and coordination and subordination)
- Basic conventions of mechanics and punctuation
- Simple yes/no and wh- questions
- Terms to describe people, objects, situations, daily routines and emergencies

SPEAKING

Ability to produce:

- Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases; and coordination and subordination).
- Grammar structures and vocabulary relating to basic personally relevant facts.

WRITING

Ability to use:

- Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives, and superlatives) to convey meaning effectively
- Basic syntax (such as indications of a statement, a negative, or a question; word order; prepositional phrases, and coordination and subordination)
- Simple yes/no and wh- questions
- Common everyday English spelling and punctuation rules and conventions for simple sentences

Adapted from the Canadian Language Benchmarks 2012

Stage II (CLB 5-8) Grammatical Knowledge

LISTENING

Recognition of:

- Grammar structures and syntax to interpret listening texts (such as perfect tenses, basic conditionals, reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)

SPEAKING

Ability to:

- Demonstrate fluency in using grammatical, syntactical, and lexical structures typically occurring in moderately demanding academic, community, and work contexts

READING

Recognition and understanding of:

- Expanded range of concrete (and some abstract), idiomatic and technical vocabulary relating to common knowledge, facts, opinions, feelings, ideas, and basic concepts and applications relating to numeracy, science, technology, social issues, Canadian citizenship, literature, media, health, education, jobs and occupations, financial and consumer services
- Grammar and syntax structures to interpret texts (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds)
- Conventions of mechanics and punctuation and how they are used to organize the text and create rhythm, emphasis, etc.

WRITING

Ability to use:

- Moderately complex grammar and syntax structures (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds) to convey meaning effectively and precisely
- Spelling, punctuation, and capitalization conventions

Adapted from the Canadian Language Benchmarks 2012

Speech Acts and CLB Competencies

Task-Based Language Teaching provides many opportunities to incorporate Pragmatic Knowledge into LINC classrooms by emphasizing on speech acts (actions performed through utterances). The CLB Support Kit recognizes that mastering Pragmatics is particularly difficult for learners and that it needs to be taught.

Below is a chart found on page 84 from the CLB Support Kit with examples of speech acts according to CLB levels. It involves all language skills (L, S, R, W) and three competencies,

I=Interacting with Others III=Getting Things Done IV=Comprehending/Sharing Info.

Speech Acts	CLB Levels								
	1	2	3	4	5	6	7	8	9
Apologies, excuses		W (I)	S (III) R (I) W (I)	R (I) W (I)		L (I) S (I) R (I) W (I)			
Complaints							L (I) S (I) R (I) W (I)	L (I) S (I) R (I)	
Emotional relations*	L (I) S (I) R (I) W (I)	L (I) S (I) R (I) W (I)	L (I) S (I)	L (I) S (I)	L (I) S (I) R (I)	L (I, III) S (I) W (I)	L (I) S (I)	L (I) S (I) R (I) W (I)	
Opinions, agreement, disagreement, approval, disapproval					L (I) S (IV)	L (I) S (I, IV) R (IV)	L (I) S (IV) R (IV)	L (I) S (IV) R (I, IV)	S (IV)
Requests, reminders, orders, pleas, demands	L (III) S (III)	L (III) S (III)	L (III) S (III)	S (III)	S (III)	L (III) S (III) R (III)	L (III) W (III)	W (III)	S (III) W (III)
Suggestions, advice, recommendations, proposals				S (III)	L (III) S (III)	L (III) S (I, III) R (III)	S (III) R (III) W (III)	L (III) S (III) R (III)	L (III) W (III)
Thanks, appreciation, gratitude		W (I)	R (I) W (I)	R (I) W (I)	S (IV)	S (IV) W (I)	L (I) S (I, IV) R (I)	L (I) S (IV)	
Warnings, threats, caution		L (III) S (III)	L (III) S (III)				S (III) W (III)	L (III)	

*Emotional relations: greetings, welcome, farewell, encouragement, congratulations, compliments, condolences, comforting, reassurance, sympathy, empathy, regret, etc.

Annotated Module Plan Template Form

The template below is a short version of the original template which includes context/content focus, essential skills focus, E.S. focused instructional activities; it was modified to make a module plan less overwhelming. than the one shown below. **The Literacy stream template form differs from the CLB stream one because it has one extra component, Literacy Skills and Learning Strategies*.**

Theme: <i>The unifying social context where language is used. Find theme ideas in First Month PBLA Activities.</i>				
Module Topic: <i>The specific topic within the general theme. It generally starts with a gerund.</i>				
CLB Level	Listening	Speaking	Reading	Writing
Real-World Task Goal (s) (RWTG)	<i>These are purposeful communicative language tasks that someone carries out in a specific social (community, work, school) context. The RWT Goal should be relevant to the topic and appropriate for the CLB level. Check the Profiles of Ability Across Stage X and Some Features of Communication in CLB 2012. It is useful to start with an imperative form of a communicative action verb.</i>			
CLB Competency (-ies):	<i>Consider the purpose of each RWT and choose the most appropriate competency(ies) from the CLB document.</i> <i>Under the competency areas are the competency statements which are preceded by a bullet and the Indicators of Ability which are preceded by dashes. Remember that the indicators under the competency statements are only partial lists and there may be others you could add. Additional indicators may be found in the Strengths and Limitations section of the Profile of Ability. These indicators will serve as criteria for the assessment.</i>			
Language Focus	<i>These are language elements of the real world task goal. Be sure to consider each element of communicative competence (see page VIII from the CLB Document), not just grammatical knowledge, when writing them. Refer to the Knowledge and Strategies pages found in the CLB document at the front of each stage and skill for ideas on possible language focus items that might relate to your RTW Goals.</i> <i>Remember that Knowledge and Strategies pages are for the <u>whole stage</u> and not a particular CLB level so be sure to only select items that are appropriate to the level you</i>			

	<i>are teaching. From this list you will choose the elements that you will address in your lessons.</i>
Literacy Skills and Learning Strategies*	<i>For reading and writing these include the specific literacy strategies and supports from ECSD LINC's Reference Lists and Typical Supports pages from the CLB: ESL for ALL document that will help learners complete the task.</i> <i>For Listening and Speaking, these strategies can include ones that indicate problems in understanding, as well as techniques for memorizing vocabulary or strategies for managing interactions.</i>
Teaching Resources & Materials	These are resources and materials found online or created by the teacher for skill building and skill using activities, used for scaffolding, practice, and formal/formative assessments.
Assessment Task	<i>An assessment task allows students to demonstrate that they can do the RWT. It should be as closely related to the real world task goal as possible given the expectations of the CLB level. The assessment task uses the skills you have addressed in your lessons.</i>

Source: PBLA Implementation Package for Lead Instructors & CLB: ESL for ALL Support Kit

Sample CLB Module: CLB 3 Introduction to PBLA

MODULE PLANNING FRAMEWORK adapted from J. Pettis

CLB Level <u>3</u>	Theme: Education		Module: Introduction to PBLA	
	Listening	Speaking	Reading	Writing
Real World Task Goals	Follow instructions to put items into a portfolio	Describe what the student can/cannot do in English	Locate information in an inventory to monitor portfolio contents	Fill in a simple portfolio inventory
CLB Competencies	II. Comprehending Instructions (2 to 4 steps) - Understand instructions relating to familiar, everyday situations... - Identify words and phrases that indicate... location - Identify basic connectors related to ...place - Respond with correct actions to instructions	IV. Sharing Information - Give simple descriptions of experience (i.e. ability) - Sustains about 4 or 5 sentences, which may not be adequately connected as discourse	III. Getting Things Done - Get information in formatted texts:...tables [of contents] - Identifies layout and specific information - Scans ... to find specific information	III. Getting Things Done - Complete short simple forms that require basic ...familiar information (15 to 20 items) - Include required info - Follow appropriate conventions for ...numbers, etc. - Follow most spelling conventions - Write legibly
Language Focus	Grammar: - Negative and positive imperatives - Statements - Sequence markers: then, next	Grammar: - Statements - Modals - <i>Can/can't</i>, <i>Going to</i> Vocabulary: - Phrases: <i>By myself</i>,	Grammar: - Parallel structure - Nouns and noun phrases - Abbreviations Vocabulary	Vocabulary: Related to heading labels and skills

CLB Level <u>3</u>	Theme: Education		Module: Introduction to PBLA	
	Listening	Speaking	Reading	Writing
	Vocabulary: - Nouns: <i>portfolio, assessment, skills, listening, speaking; reading; writing, numeracy, progress</i> - Verbs: <i>choose, achieve, show, put X into, put X in front of/behind, take out, copy to/from</i> Vocabulary Pronunciation, stress and intonation	<i>With help</i> Verbs: need + INFIN, want + INFIN Stress and Intonation: <i>Can/can't</i> in sentences	<i>Listening, speaking, reading, writing, numeracy</i> <i>Page, Date, Skills, By myself; With help</i>	
Teaching Resources & Materials	Manipulatables (such as blocks) for practicing prepositions of place (<i>in front of; behind, before, after...</i>)	Pictures of common everyday activities	A variety of inventories and Tables of Contents	
Outcome Assessment Task	Teacher gives 2 to 4 step instructions to students re: putting items into their portfolio in a specific place and observes to see if students can do it successfully (using clarification questions if necessary.)	Have students work in pairs to examine a list of activities and describe what they can or can't do yet. Student A asks Can you ___ yet? and Student B answers, Yes, I can X with help/by myself.	Use a checklist of portfolio contents and ask the class questions to have students check for specific items in their inventories and then locate them in their portfolios.	Have students complete the inventory after adding items to their portfolio.

Sample Literacy Module: CLB 3L Communicating with the Landlord

CLB Level <u>3L</u>	Theme: Housing		Module: Communicating with the Landlord	
	Listening 3	Speaking 3	Reading 3L	Writing 3L
Real World Task Goals	Understand a response from a landlord about when a problem will be resolved	Describe a simple housing problem to a landlord	Understand a simple notice from a landlord to take appropriate action	Write a short note to a landlord to get a housing problem resolved
CLB Competency/ies	III. Getting Things Done • Understand expressions used in familiar everyday situations (such as requests) - Identifies phrases and sentences related to simple persuasive functions	III. Getting Things Done • Make and respond to an expanding range of simple requests related to everyday activities - Uses appropriate polite expressions - Uses simple sentences and question formations - Repeats and attempts to explain when necessary. • Provides some basic details	III. Getting Things Done • Get information from short business or service texts (such as notices). - Gets overall meaning - Identifies some specific details and information	III. Getting Things Done • Write short, simple business or service messages [Messages are about 5 sentences.] - Conveys the message, although a reader might have some difficulty following - Uses language and content that are appropriate to the intent and social context
Language Focus	- Vocabulary: expressions for polite requests; dates; other vocabulary related to the listening text	- Vocabulary: expressions for polite requests; words and phrases to describe problems (e.g., <i>The pipe is leaking.</i>) - Modals for requests - Pronunciation: tone when making polite requests; word stress	- Vocabulary related to the reading text - Format of the notice - Tone of the message	- Vocabulary to describe housing problems - Punctuation and capitalization - Using correct word order in sentences - Using proper format: opening salutation, description of problem, request, closing

CLB Level <u>3L</u>	Theme: Housing		Module: Communicating with the Landlord	
	Listening 3	Speaking 3	Reading 3L	Writing 3L
		- Using polite register when speaking with the landlord Format of request: stating the problem, then the request		- Using modals for requests - Using appropriate register for note to landlord
Literacy Skills and Learning Strategies	Understanding requests for repetition or clarification	Requests for clarification/confirming understanding	- Spelling conventions: spelling patterns for the same sound (e.g., the /e/ sound in people, please); silent letter patterns (e.g., silent /e/ in someone) - Recognizing the order of information in text - Using a picture dictionary to understand words related to housing problems - Skimming to get the gist of the message - Using parts of sentences to understand who, what, where, when - Summarizing what was read Reading accurately and with speed	- Activating and developing background knowledge using instructor guided pre-writing discussion questions - Recording new words and phrases in a word bank - Proofreading and editing - Writing numbers, upper and lower case letters in a consistent size - Using a model to write accurately - Copying information on a line/staying within a line - Modifying and selectively copying texts to write own sentences that convey intended meaning - Spelling multi-syllabic words - Using correct word order in sentences - Checking note to make sure all necessary information is included - Using a dictionary to

CLB Level <u>3L</u>	Theme: Housing		Module: Communicating with the Landlord	
	Listening 3	Speaking 3	Reading 3L	Writing 3L
				check spelling Being aware of the audience when writing
Teaching Resources & Materials	Teacher made resources			
Outcome Assessment Task	Listen to responses from a landlord about when a problem will be resolved. Mark the dates and times on a calendar	Role-play making a request to a landlord	Read a short notice from a landlord and answer comprehension questions	Write a short note to a landlord to request a solution to a housing problem

Modified to ECSD LINC policies from CLB: ESL for ALL Support Kit

Reminders:

- The Literacy Skills and Strategies for Reading and Writing come from the **Reading and Writing Reference Lists** that were created from the Continuum of Literacy Skills in the *CLB: ESL for ALL* document. The wording has been adapted to the requirements of the task.
- ESL Literacy learners would need multiple opportunities to practise the real- world task before they would be ready to be assessed.

TBLT Expectations

The expectations described below apply to the ECSD LINC Program only. They outline the main features of TBLT as well as the expectations for all CLB and **Literacy** classes within the program.

Module Plan Content

- Theme and module names, CLB level and language skills addressed, teacher's name and date
- Real World Task Goals (RWT)
- CLB Competencies
- Language Focus (vocabulary, grammar, pronunciation)
- **Literacy Skills and Learning Strategies (for literacy classes only)**
- Teaching Resources & Materials
- Outcome Assessment Tasks (ATs)

Tips

- A module plan can assess all language skills; however, you can also assess just one, it depends on the teacher and the nature of the RWT.
- Teachers should strive to use each one of the four competencies per language skills within a session. ECSD LINC's **Assessment Tracker** will help teachers keep an eye on this.
- Sometimes elements of the Language Focus are shared with more than 1 language skill or RWT; regardless of this happening, teachers should try to be as specific as they can so they target elements that will be part of the AT.
- Teachers should include specific sources of teaching materials to cut prep time later when revising the module.

A list of existing modules created by ECSD LINC and other organizations is part of ECSD LINC's Teaching Resources located in **OneNote**.

TBLT Frequently Asked Questions

Here is a compilation of the most frequent questions asked by teachers about TBLT

How long does it take to finish a module?

It all depends on the level, the topic, the number of students, etc. but it usually takes 3 to 4 weeks.

How often should I do tasks?

Full time classes should do 2 artefacts (SU or ATs) per week and part time classes 1 every week and a half in order to comply with ECSD LINC's requirements.

Why don't we follow textbooks?

We do not follow textbooks because we use needs assessments to prepare the lessons for the session. This makes the lessons more specific to the learners' needs rather than a plan that is in a textbook.

How can I fill the gaps students have in one session?

You cannot fill all the gaps students have in one session, instead, try to focus on quality assessments tasks derived from the needs assessment done in the class.

Can I plan my lesson and then worry about my module and task?

No. You should always be planning with the end in mind. Your module and tasks should be planned together and the lesson should then be planned last. See [Reverse Planning](#).

What if I want to test students' grammar?

Grammar should not be assessed but can be taught within the needs of the task.

My students want me to help them study for the citizenship test, is this ok?

No. Because this is a settlement program and not a citizenship program. You can go over what are the requirements and what they need to do to apply.

What about their computer skills?

Computer skills are not part of the CLB outcomes but can be taught as a module and can be fitted into the CLB outcomes. There are computer skills checklists in [OneNote](#) to use as a start point.

Should my modules have an assessment for each language skill?

No. But each module should try to hit as many language skills as possible.

Where can I get listening materials from?

From the PBLA Lead at your site or from suggested listening websites and resources in [OneNote](#). It is sometimes practical to create your own listening materials and you can do this with Text to Speak (see [Additional Resources](#)).

Can I suggest themes and modules or should I only teach those chosen by students?

The themes and modules should follow the needs assessment negotiated with students.

Is there time to do extra things that don't follow in a module or are not assessed?

The classroom instruction should be mainly based around themes and modules selected by students; however, celebrating Canadian holidays and current events is a good idea when done for a short time.

Where can I get more information about TBLT?

From the PBLA Lead, the resources cited in these guidelines and the CCLB.

Are all language skills integrated in the LINC classes?

Yes. All listening, speaking, reading and writing skills are integrated in every theme and module throughout the session.

Portfolio Based Language Assessment

According to the 2019 [PBLA Practice Guidelines](#), “PBLA is a comprehensive, systematic, and collaborative approach to language assessment based on the use of real world language tasks. It is teacher-led and classroom-based and integrated throughout the teaching/learning cycle. Together, teachers and learners collaborate to set language learning goals, compile examples of language proficiency in a variety of contexts over time, analyze the data, and reflect on progress. The process helps learners become more autonomous, self-aware, and responsible for their learning.”

PBLA shares the same guiding principles of the Canadian Language Benchmarks, these principles inform planning, teaching and assessing. The principles are,

- Learner centred
- Competency based
- Task-based
- Focuses on community, study and work-related tasks

PBLA Acronyms

Here is a list of acronyms that ECSD LINC uses when talking about PBLA elements,

AT	Assessment Task	SB	Skill Building
CLB	Canadian Language Benchmarks	SU	Skill Using Tasks
		W	Writing
L	Listening	I.	Interacting with Others
LC	Language Companion	II.	Comprehending / Giving /
PA	Peer Assessment		Instructions
R	Reading	II.	Reproducing Information
RWT	Real World Task Goal	III.	Getting Things Done
S	Speaking	IV.	Comprehending / Sharing
SA	Self-assessment		Information

A glossary with definitions for these elements and more can be found through the 2019 [PBLA Practice Guidelines](#), the 2012 [CLB document](#) (pages 205-209), Can Do Statements (pages 64-66), and CLB: ESL for ALL (pages 143-147).

PBLA Expectations

The following PBLA expectations come from the 2019 [PBLA Practice Guidelines](#), they outline the main features of PBLA, the expectations for all CLB and Literacy classes within the program, as well as ECSD LINC policies.

Portfolio Section: About Me

- An inventory precedes the About Me section (ECSD LINC Policy)
- Autobiography (optional starting September 2019)
- CLB Levels
- Needs Assessment
- Goal Statement(s)
- Learning Reflection(s)
- Optional (ECSD LINC Policy)

Tips

- All items under the About Me section are required for both streams; they could be done throughout the session for the Literacy stream.
- Get students in the habit of writing the date they finished each item included in this section, it will help them organize the contents in a chronological order.
- Items in this section should not be corrected by the teacher.
- Revisit CLB levels at the end of the session and leave evidence of doing so (exit levels or date).
- Revisit and modify needs assessment **prior to each module** to monitor progress and to capture new needs that may have emerged (new).
- There should be evidence that goal(s) were reviewed **during the middle and/or end** of the session (new). Goals may be revised, or new ones developed.
- Reflections can be formal (piece of paper) or informal (oral), happen at the end of an activity, task, module, etc.
- Optional items could be initial language samples, computer activities, mid-session interview, etc.

For more details about each one of the items required for the About Me section, see the *Portfolios* section of the 2019 [PBLA Practice Guidelines](#).

Portfolio Section: L, S, R, W

- Session dates
- Task title and CLB level
- Date task completed
- Competencies addressed
- Identified artefact, SU / AT and SA or PA (ECSD LINC Policy)
- A (SU) for every (AT) to provide a balance of artefacts (new)
- A range of SUs and ATs within competency areas of each language skill

Tips

- Make sure students date every artefact included in this section and know whether it is SU or AT.
- Do not type/write information on inventories for students.
- Students should have a copy of the artefact done in their absence and inventory it.
- When a task addresses more than one skill (speaking & listening), the task should be included in each language skill inventory (speaking & listening) and be physically in one (speaking).
- Do not use the same task for SU and AT (new). For a differentiation between SU and AT, see *Feedback and Assessment* in the section *Portfolios* from the 2019 [PBLA Practice Guidelines](#).

Next is a deeper look into the Language Skills section of Portfolios,

Productive Assessment Tasks (S & W)

- Show two types of criteria which are appropriate to the task and CLB level described in learner-friendly language: **holistic criteria** relate to overall effectiveness of communication and **analytic criteria** relate to specific features that affect the quality of the communication.
- Include a space for Action-oriented Feedback.

Receptive Assessment Tasks (L & R)

- Criteria can be identified in several ways: embedded in the question, listed in the task or typed at the top of the page.
- Questions/required responses related to more than one level of comprehension wherever possible: literal, interpretive and applied (see [Levels of Comprehension](#) at the end of this section).

Productive & Receptive Tasks

- Have an assessment tool (teacher page)
- Display student's and teacher's name (ECSD LINC Policy), date, CLB level, and language skill addressed
- Include a task title that is appropriate for the level and competency(ies) or [Competency Code](#)(s) (ECSD LINC Policy) for students to transfer into inventory sheet
- Module title (theme if there is space)
- Have instructions written in learner-friendly language that give a clear idea of what students were asked to do
- Relate to a Real-World Task Goal and are appropriate for the level
- Indicate satisfactory performance or what constitutes success; teachers may require mastery or a yes on certain identified important criteria
- Have evidence of Self-assessments which can be separate from the assessment tool

Tips

- There should be at least one SU & AT by the third week of the session (new).
- Identifying whether students received help or not is useful information when marking ATs and reviewing portfolios at the end of the session.
- Generally, 70% is considered satisfactory performance if the task is at benchmark level. **Some literacy ATs may require 100% completion.**
- The terms "beginning, developing and completing" **should not be used on assessments**. They should only be used on Student Progress Reports or Conference Summaries to indicate the achievement, or not, of the CLB level.
- Do not use comments such as, "achieved benchmark" or "CLB X achieved". Use instead **"Task Achieved"** to avoid confusing students about completing a task over a level.
- An option for self-assessments are peer-assessments.
- When providing Action-oriented Feedback address the most critical needs first and limit suggestions to one or two specific ideas. Keep feedback succinct,

specific, and related to goals and criteria. Have students do something with the feedback: for example, “Correct the errors in your paragraph, and then rewrite it.”

For a step by step process as well as a list of task types regarding Productive ATs, see Chapter 3 and for Receptive ATs see Chapter 4 from [Integrating CLB Assessment into your ESL Classroom](#).

Competency Areas

- Regularly SUs and ATs address one CLB competency area, however, they can address more than one.
- Some competencies have more than one Competency Statement (see [CLB Competencies per Level](#)), be specific when choosing Competency Areas and their statements

Number of artefacts per language skill

- According to PBLA, **8 to 10** artefacts (SUs & ATs) per language skill is sufficient evidence to make a decision about a student’s outcome CLB level at the end of the session
- ECSD LINC requires the following minimum number of **quality** ATs according to the stream and program:
 - **Literacy stream: 4 achieved out of 4 per language skill**
 - Full Time CLB classes: **4 achieved out of 6 per language skill** as of July 2019
 - Part Time CLB classes: **3 achieved out of 6 per language skill** as of September 2019

Tips

- Do not sacrifice quality over quantity. Work on increasing the quality of your assignments as outlined in this protocol, then you can increase the quantity.
- Full Time classes (25 hours per week, 16 weeks per session approximately) should strive for **2 artefacts (ATs or SUs) per week** to fulfil the policy.
- Part Time classes (9 hours per week, 40 weeks per session approximately) should strive for **1 artefact (AT or SU) every week and a half** to fulfill the policy.

PBLA Management

Managing PBLA takes time and practice both for students and teachers. Here are some tips for teachers to help students manage PBLA,

- schedule weekly PBLA time to help students inventory and file all artefacts and items done during the week
- colour code ATs for students to distinguish the different language skills (e.g. blue is for listening as in the CLB Document)
- **use a visual on the AT and tabs from students' portfolios for them to identify the language skill (especially for Literacy classes)**
- leave sample inventories on the class wall for students to refer to them when catching up on their portfolios
- arrange a time for the PBLA Lead to help orient new students and catch up with any sections of their Language Companion after the initial startup of classes

Next are some suggestions for teachers to manage PBLA,

- keep a *Master Checklist* of the artefacts given to students to track that you are complying with the expectations outlined in these Guidelines. ECSD LINC has designed an **Assessment Tracker** for this purpose, it keeps track of ATs and students marks in real time. Please note that PBLA Lead Teachers and Coordinators need to have access to the **Assessment Tracker** to check on it at any point during the session.
- ECSD LINC recommends that teachers keep a **Master Binder** every session to help them track students' portfolios. Master Binders could include,
 - All modules, SUs and ATs
 - Completed inventories for each language skill, including the About Me section
 - All contents outlined in the PBLA protocol (self-assessments and reflections, needs assessment, goals, etc.)
- make use of the PBLA Lead time meetings per session to go over anything related to teaching and assessing at ECSD LINC (new)

Some common questions to PBLA can be found along with their answers in the ***PBLA Frequently Asked Questions*** of this section of the guidelines.

PBLA Throughout the Session

Following PBLA means to carry specific activities throughout the session. Below is a summary of the activities from the beginning of the session towards the end; more details will be given in the following pages.

First month	During	Last month
Introduce the LC	Have students file and inventory artefacts to their LC*	Continue collecting SUs and ATs*
Explain the CLBs and PBLA		Know the requirements and review LC
Gather baseline data and language samples for the “About Me” section (the Literacy stream can do this throughout the session)	Continue collecting SUs and ATs*	Assign benchmarks
Make theme selections based on Needs Assessments	Help students do learning reflections and self-assessments*	Participate in placement meetings
Set up the <i>Assessment Tracker</i> for your level and start inputting information* (new)	Continue inputting information in the <i>Assessment Tracker</i> for your level*	Write Progress Reports and/or Learner Conference Summaries for each student
Begin collecting SUs and ATs* (FT classes should strive for 2 artefacts per week and PT classes for 1 artefact every week and a half). There should be at least one artefact by the third week of the session.	Possibly nominate literacy students for the L/S In-house test	Have one on one End of Session Conferences to go over Progress Reports/Conference Summaries and Certificate with students
Within the first two weeks, inform the office of any students that could be misplaced or in the wrong stream (not PBLA activity)	Write Progress Reports and/or Learner Conference Summaries (Literacy stream) for a few exceptional students to be promoted	Help students get their LC ready for the next session or teacher
	Have one on one Mid-session Conferences to revisit learners’ progress	Finish inputting information in the <i>Assessment Tracker</i> for your level
	Conduct Student Program Evaluations (not PBLA activity)	Conduct Student Program Evaluations (not PBLA activity)

Ongoing activities are identified with an asterisk*: Create modules, assessments and lessons based on learners’ needs

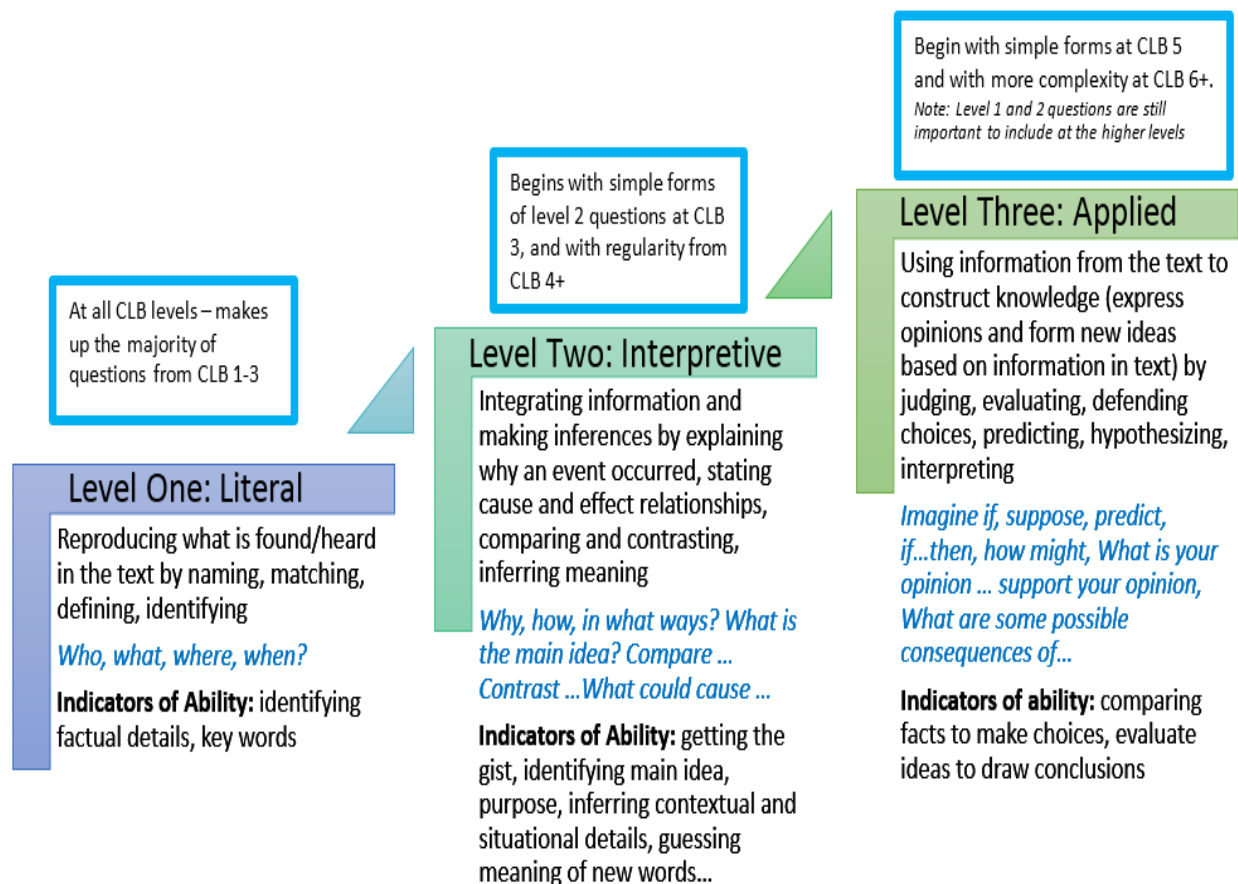
PBLA Schedule

The following activities make up the PBLA schedule followed at ECSD LINC. More specifics are given at each ECSD LINC site,

- **Instructional hours & Prep. Hours:** determined by ECSD LINC's Contribution Agreement
 - Full Time Classes: 15 to 16 weeks per session
 - Part Time Classes: 40 weeks per session
- **Other Prep. Hours:** one day/night of planning at the beginning of the session and one day/night of cleaning during the last day of the session, ECSD LINC Policy
- **PBLA prep. Hours:** calculated as follows by IRCC's suggestion, 5 minutes per instructional hour. They happen during classroom time (classes are cancelled) and they do not happen during the first and last month of the session
 - Full Time Classes: 9-10 hours per session
- **Other PBLA prep. Hours:** include up to two days/nights per session for each mid and end session conferences according to each program's needs (PBLA Policy)
 - One hour for placement meetings may happen on the same day of Progress Reports
- **PD hours** are 8 per year according to PBLA Policy

Levels of Comprehension

Understanding Listening and Reading texts generally includes three levels of comprehension (literal, interpretative and applied). The graphic below summarizes the three levels and gives an overview of what kind of questions are part of each one in regard to the CLB level. It suggests that Level 1 type of questions are present throughout all CLB levels, Level 2 appears at a CLB 3, and Level 3 are mostly found in CLB 5 and 6.



Adapted from Integrating CLB Assessment into your ESL Classroom, Chapter 4

For more information, see *What Special Considerations Arise when Setting Up Receptive Skills Assessments?*, Chapter 4, from [Integrating CLB Assessment into your ESL Classroom](#).

PBLA Frequently Asked Questions

Here is a compilation of the most frequent questions asked by teachers about PBLA,

When was PBLA introduced at ECSD LINC?

Edmonton was one of the first cities in Canada that piloted PBLA in 2012 along with Ottawa and some places in New Brunswick.

Are there final tests?

No

Can I see sample portfolios?

Yes. Please visit ECSD LINC Teaching Resources through *OneNote*.

Where do I tell students to keep all the copies that don't go in the portfolio?

They should keep any other work in a separate binder from the portfolio.

Where can I get portfolios to give to students?

If students are returning they should have one. If students are new please see the PBLA Lead at your site.

What do I do with portfolios left by students that are not in the school anymore?

Give them to the PBLA Lead and avoid accumulating them in the classroom.

What happens when students lose their portfolios?

Ideally, students receive portfolios one time only which is indicated in their LINC cards. If they lose them, they can receive a new one though.

When is a good time to distribute portfolios?

Usually within the first two weeks once your students have settled into the class.

Should students take their portfolios home or leave them at school?

The portfolios are for their learning so they can take them home for extra practice or just leave them in the classroom.

How much time should I spend on organizing portfolios?

You should spend 30-45 minutes each week directing students to organize the portfolio but it will be dependent on your class.

Should I organize students' portfolios?

No. The students are responsible for their portfolios.

What are ways of conducting speaking assessments?

Speaking assessments do not need to always be done one on one with the teacher, depending on the level. You can have students in groups and they can peer assess each other, you can

get students to record their own speaking task, and you can use a scale or rubric to record a speaking task.

My students are acing my tests, is it normal?

If your students are doing very well on your assessments check to make sure that you are using the right criteria for the right CLB level.

Should I give students the opportunity to take a test they were not present for?

ECSD LINC advises that teachers do not allow students to retake ATs when students were absent (new).

What happens during PBLA prep days?

This is when teachers have time to work on their modules and get lessons or assessments ready. It also gives the teachers time to talk to the PBLA Lead or fellow teachers about any questions they have about PBLA content.

I am picking up the session half way through- am I responsible for organizing the PBLA binder and artefacts left behind from another instructor?

Yes, however, you are responsible for directing students to have all artefacts and an organized binder, not doing that for them.

How can the PBLA Lead help me?

A key part of the Lead Teacher role is meeting with teachers, often one-on-one, to help them understand PBLA or how to apply it to their classroom. The Lead Teacher:

- Trains and supports teachers
- Team teaches or team plans on occasion
- Takes over a teacher's class to free the teacher to undertake language assessments (not to carry out assessments in place of the classroom teacher)
- Assists teachers to orient new students to PBLA and help them catch up with any sections of their Language Companion after the initial startup of classes
- Supports teachers in developing course content for their level

When is a good time to conduct the first AT?

It is important that ATs are regularly spaced, every 2 weeks for Full Time programs and a week and a half for Part Time Programs. However, we recommend that teachers don't administer ATs within the first 2 weeks of classes as students can move around or withdraw from class.

Are there standardized ATs or marking?

No. Teachers determine the marking system and ATs style/layout that work best for them. For the purpose of using the Assessment Tracker, teachers should convert their own marking system into Achieved or Not Achieved.

Overview of PBLA / TBLT Expectations

 Module Plan • Theme, module, teacher's name • CLB level • Language Skills • Real World Task Goal • CLB Competency/ies • Language Focus • Literacy Skills and Learning Strategies (Literacy Stream) • Teaching Resources • Outcome Assessment Task	 Assessments • An assessment tool • Student's and teacher's name • Date & CLB level addressed • Language Skill • Task title and CLB Competency • Module Title • Student friendly instructions • Clear Criteria (holistic and analytical for W & S) • Satisfactory performance • Evidence of self-assessment	 Portfolio Section: About Me • Autobiography (optional) • CLB Levels • Needs Assessment • Goal statement(s) • Learning Reflection(s) • Optional: initial language samples, computer activities, mid-session interview, etc. *The literacy stream could do all these items throughout the session.
Inventories • Session dates • Task title and CLB Level • Date task completed • Competencies addressed • Identify SU, AT, SA or PA	ECSD LINC requires the following minimum number of quality ATs according to the stream and program: • Literacy stream: 4 achieved out of 4 per language skill • Full Time CLB classes: 4 achieved out of 6 per language skill as of July 2019 • Part Time CLB classes: 3 achieved out of 6 per language skill as of August 2019	

FIRST MONTH PBLA ACTIVITIES

Introduce PBLA and the Language Companion

The following language learning activities developed by J. Pettis and MJ Davis in 2010 may give teachers ideas to introduce the Language Companion and/or PBLA. These activities can be adapted for various CLB levels. They are not intended to be done all on one day. Instead, the activities might be done over several days, depending on how long each class is, the level of the learners and how much scaffolding students need to build the skills and awareness needed to participate in PBLA activities effectively.

LESSON PLAN STAGE	LEARNING ACTIVITY SUGGESTIONS
Awareness-raising and Skill building (day 1)	Language Companion (LC) Bring in several binders including the LC. Show them to students and elicit what they are (binders). Find out who has a binder, what they keep in it, if it's all one section or divided, why they have a binder, etc. Develop vocabulary for binder (front cover, back cover, dividers, rings, pockets, etc. Distribute LC. Explain they are from the Canadian government to help them settle in Canada and learn English. Have them put their names on the binder. Look at tabs and discuss what they might find in each section. Have them check their guesses. Ask how they might use each section in school and at home. (For the My Portfolio section, tell them you will talk about this section another day.) Do a search activity to find specific information in the various sections and/or have students work in groups to put page numbers into the Table of Contents at the front of the binder (give each group one section to do.) Explain that they will not need to use their own binder anymore and have them transfer/put any papers into the LC. Talk about how the LC will be used by the teacher and students ○ For reference for settlement info and language ○ To keep everyday notes and handouts organized ○ To keep samples of their language learning for assessment for new CLB levels Make a list of rules for the LC (Possibly have students sign a 'contract.')
Awareness-raising (day 2)	PBLA Intro the CLB to students using the posters or Can Do Checklists. Have students identify their current CLB level from a referral form or other document and have them look at the info for that level on the poster or checklist. Elicit prior experience re: assessment practices in school when they were children or in college/university. Ask students who studied English before how they were assessed and when (end of year? On-going?) Refer them to the tasks on the posters or checklist and ask how they think they will be assessed in your class. (They have to do things with English, not just grammar and vocabulary). Explain that in this program, they will be assessed all the time, not just at the end of the term and that they will be assessed on how well they can do things with English. Explain they have to work hard every day, not just for a test at the end of the term. Explain that we think their opinion is important so they will have to assess themselves too.

	Refer them to the My Portfolio section of the LC. Explain that they will keep special information and work they do in this section, and that you will both use the things they put in this section to talk about their progress and you will also use it to decide their CLB levels at the end of the term.
Skill-building (day 3)	Self-Assessment Bring in some visuals of various activities, such as play the guitar, drive a car, cook, use a power saw, sew, etc. Develop vocabulary. Ask students who can or cannot do the activity. Draw a chart on the board or put it on the overhead projector. Label column 1 - <i>Activities</i> and list the activities you just discussed down the first column. Label the other columns, such as: <i>Can't ___ at all, Can ___ a little, Can ___ well, Can ___ very well.</i> Ask students how they rate themselves with several of the activities you discussed. (Have student reply using can/can't). Hand out a self-assessment chart with all the items and have students fill it out. Then have them share their results with a classmate using can/can't.
Skill-using (day 4)	Intro the Can Do Checklists. Discuss items to be sure students understand what each means. Discuss some of the performance conditions that are critical for that CLB level, e.g. face-to-face, simple messages, etc. Elicit students' opinions of how they perceive their communicative performance. Have students fill out the checklist (use that day's date rather than checkmarks so you can use the same form in a month or so to see progress.) Have students work with a partner to discuss and compare their results on the checklist.
Awareness-raising (day 5)	Inventory Bring in some picture cards, clothing pictures, tool pictures, etc. Divide class into groups and have them sort the cards into categories. Discuss their categories and what they put into each one. Have students put each group of pictures into an envelope and number the envelopes. Have them make a list of what is in each envelope. Ask when it is helpful to have lists of items in a container. Give each group a box and have students put all their envelopes into the box. Ask them what kind of list they need on the outside of the box (a categorized list).
(day 6)	Distribute the PBLA Inventory List or My Portfolio List. Talk about the format and various sections. Explain that they are going to use this form to list the things they put into their portfolio.
	Inventory - Needs Assessment Look at the themes section and discuss the topics in each theme. Explain these are some things you can learn about and practise English for. Ask students to think about the themes that are most important to them and (for a picture needs assessment) circle X of them. For the theme section on the Inventory List, put a √ in the X number of boxes. Then have students to choose the topic that is most important and put a #1 by that theme or picture. Continue with ordering the other choices. After they have completed this, have students tell you their #1 choice and record it on an OH or flip chart, etc. Continue until the students choices have all been recorded on a large class form that everyone can see. Show them which topics are most important to most of the students and explain you will make sure to teach them English for these topics. If there is one topic that only a few students are interested in, tell them you will try to include something on that topic in another theme.
Skill-building (day 3)	Have students look at the various sections My Portfolio of the Language Companion. Point out the different sections for the four language skills. Remind them that they will put some of their learning activities into this section and that you will use the material to decide their CLB level at the end

	of the course. Practise following instructions, for example give Ss two pieces of differently coloured paper (e.g. one pink; one blue). Have students place their pink in My Portfolio in front of the Listening divider. Have students place their blue paper after the pink paper. Continue with other instructions using behind the Speaking divider, before, etc. Have students put the inventory in the My Portfolio section of the Language Companion, in front of the Listening skill divider. Have students put their Can Do Checklist into portfolio in the front personal information/data section (before the skills), behind the inventory.
Skill building and skill using (day 4)	Language Sample Selection for Portfolio Then, have students work with a partner to look through their work they have done that week and discuss the skills they used (listening, speaking, reading and writing). Have them make a note on each item to indicate the skills (L, S, R and W). Have students choose one item for each skill. It should be something that shows something they could not do before, something they think they did well. If the dates are not on the paper, tell them to date the paper with today's date. Have them put the items into the correct skill section of My Portfolio in the Language Companion. Have them check that the papers are in order. Have students record the items on their inventory list.
Skill-building	Self-Reflection Ask students what they liked doing that week and what they think they did well, etc. Ask them what they think would help them improve their English. Discuss various strategies for practising English outside class. Have students fill out a Reflection piece and add it to their portfolio.
Skill using	Review Have students check their inventory as you call out different items. If they have the item, they raise their hand and go to the item in their portfolio.

For more ideas to introduce or use the Language Companion and PBLA, see [Supplement 1: Teaching Tips and Strategies](#) in the *Portfolio* section of the 2019 PBLA Practice Guidelines.

Gather Baseline Data

The main PBLA activities during the first month of the session is to collect the following items,

- Autobiography (optional)
- CLB Levels
- Needs Assessment
- Goal statement(s)
- Learning Reflection(s)
- Optional: initial language samples, computer activities, mid-session interview, etc.

The literacy stream could do all these items throughout the session, especially in Foundation L and 1L classes as some of these items involve abstract concepts for literacy students to grasp. For templates of CLB Levels and Goals, visit [LINC Literacy at ECSD](#). For the rest of the items visit **OneNote**.

Templates for Needs Assessments, Reflections and other planning resources can be found in Word Document through *CLB: ESL for ALL, Support Kit*. The templates are in the DVD at the back of the book in a folder titled **Planning Resources**.

Make Theme Selections Based on Needs Assessments

One of the first PBLA activities to do in the classroom will be to conduct a Needs Assessment to ask from students what they want to learn. This can be an overwhelming task, so new teachers have two options, first to use a pre-made Needs Assessment from the level specific documents, and second to create their own.

If creating a new Needs Assessment is the route new teachers decide to take, the following list of themes will provide teachers with a start point. This list is not extensive and is inspired by the LINC Classroom Activities textbooks (see links to them in [Additional Resources](#)) and has 10 main themes ideas; **as Canada is the focus of each theme, there is no Canada theme on its own.**

Additional topic development ideas can be found in **OneNote**. **Topic ideas with an asterisk (*) could be used in virtually any theme.**

THEME	TOPIC IDEAS	
At Home in Our Community & the World	Housing	Places to live (rooms, areas, furniture, appliances) Renting / leasing Tenant insurance (new) Buying a property Utility bills Damage deposit (new) Household chores and activities Household maintenance Housing problems Home safety Tenant-landlord relations Neighbours relations Tenant rights and responsibilities Neighborhood watch Pets and animals (new)
	Edmonton (new)	Neighbourhoods in the city Rural and urban communities Cultural diversity Indigenous land (new) Community leagues (new) Bylaws (new)
	Environment	Garbage and recycling Environment issues Weather Natural resources
	World News	Current events Canada and the world Media (new)

THEME	TOPIC IDEAS	
Banking & Financial Services	Banking and financial services	Canadian currency Financial institutions Bank accounts, services and documents (new) Paying bills Telephone*, internet banking Personal finances, budgeting (new) Taxes Loans, mortgages and investments Fraud, theft and scams (new) Advertisements
Commercial Services & Business	Shopping	Places to shop Groceries, clothing, electronics, furniture, etc. Flea markets, second-hand stores, garage sales Online, TV, catalogue shopping Pricing Saving money Bargaining Methods of payment Taxes, GST Advertising
	Consumer affairs	Customer service Consumer protection laws Returns, exchanges, refunds Warranties, guarantees Complaints Recalls (new)
	Business	Small businesses Home based businesses Entrepreneurship Networking Etiquette Industries Successful immigrants
Community & Government Services	Community & Government services	Local community centres Volunteering in the community Information: 311 & 211 Social assistance Government assisted programs Public libraries Community events Legal services Personal identification (new)
	Leisure	Recreational facilities Attractions Parks, playgrounds, spray parks (new) Sports Seasonal activities Festivals and events Hobbies Leisure Access Program City of Edmonton

THEME	TOPIC IDEAS	
Education	School System	Types of schools and programs Registration Classroom expectations Elementary, secondary and post-secondary education Field trips and permission forms (new) School supplies (new) Parent portals, School Zone and PowerSchool (new) Yellow bus (new) Parent-teacher interviews Report cards Daycare and preschool Special needs program Subjects and extra curriculum activities Home schooling Learning styles and strategies Bullying (new) Upgrading ESL and ELL Documents and foreign education Apprenticeship programs Continuous education Financial assistance
		Occupations and labour market information Job search Networking Applications Document and foreign credentials Job skills Cover letters, resumes, references Interviews, follow ups Volunteering
Employment	Pre-employment	Small talk* Work schedules Training Getting paid Canadian workplace culture Employment laws in Alberta Safety Stress Trade unions, professional associations Problem solving Self-employment
	On the job	Employment Insurance Barriers to employment Career change
	Unemployment	

THEME	TOPIC IDEAS	
Family & Relationships	Family relationships	Personal information* Family members, roles and responsibilities Family types/structures Discipline Personality types Celebrations, life events Dating, marriage Friendship Family law Family problems, violence Parenting, cultural issues
	Family services	Childcare options Counselling for families Conflict resolution Seniors
Health & Safety	Alberta Health Care System	Coverage (new) Health care practitioners Health care services Health insurance Immunization Tests, exams Medicentres (new) Healthlink 811 (new) Family doctors and specialists (new) Immunizations (new)
	Health problems	Body parts Symptoms, illnesses, feelings Stress, mental health First aid Women's and men's health Dental health (new) Home remedies, alternative medicine Disabilities Emergencies Medical benefits at work Culture shock (new)
	Food and nutrition	Canada food guide Wellness, body and mind Food safety Health-related organizations and charities
Law	Government	Levels of government and their laws Legal system Elections, voting procedure Police, EPS and RCMP Immigration law and policies Criminal, family, civil laws (new) Human rights Children's rights, Children Services (new) Women's rights Parental leave (new) Senior's rights Language rights Equality rights (new) Immigration & settlement Treaties of Canada (new)

	Citizenship rights and responsibilities	Charter or rights and freedoms Citizenship classes in town Citizenship application Famous Canadians and important figures in Canada (new)
THEME	TOPIC IDEAS	
Recreation, Travel & Transportation	Getting around	Maps Locations, directions Public transportation Planning trips (new)
	Driving in Alberta	Buying, leasing, renting a car Road signs Traffic laws Driver's license Car insurance and registration (new) Safety and emergencies
	Traveling	Landmarks Alberta travel destinations National and provincial parks Trip planning Places to stay Tourist services National, international travelling Canadian Customs and Immigration Cities and places of interest Provinces, territories, capitals and important cities Population Native peoples of Canada Customs and social behavior Symbols
	Weather	Weather forecast Time zones Seasons Daylight saving time (new) Dressing for the weather (new)

Most teachers have been using the second version of ECSD LINC's Assessment Tracker since January 2019. The Assessment Tracker was developed with the help of Kristen Moser, Program Assistant, and its third version includes feedback collected from teachers in the daytime and evening programs. Some features of the tracker are,

- It has tabs for each language skill, a **Student Summary tab** (gives an overall view of each student's performance for each language skill) and a **Skill-competency Summary tab** (gives a global view of which competencies have been used for each language skill)
- It allows teachers to enter their own marks (percentages, points, checkmarks, etc.) and uses common marks (Achieved, Not Achieved, Absent) for everybody's understanding
- It is colour coded to the CLB Document to easily identify language skills and competencies (e.g. listening is blue) and it colour codes common marks for easy identification as well (**Achieved is yellow, Not Achieved is red, Absent is orange, and Withdrew is grey**)
- It works for both streams alike, CLB and **Literacy**; each level has a tracker which only shows the competencies pertaining to that level. **Foundation L uses CLB 1 competencies.**
- It is an excel spreadsheet that can be accessed at work and from home through an ECSD / ta account

Next is a screenshot of the tracker for CLB1/**1L**,

[illegible]

Next are 6 steps to know when working with the tracker,

1. Disregard previous tracker if you had them

- Unpin last session's tracker by clicking the unpin symbol  , the tracker will not be listed in the pinned section afterwards.

2. Get the tracker

- Currently teachers receive a link to their tracker from the Program Assistant; in the future the goal will be for teachers to retrieve the tracker from **OneNote** in order to cut out behind the scenes work.
- Teachers with split classes will receive two trackers.
- The tracker automatically saves to SharePoint and will use the following naming convention,
Year + session + AT + CLB level + last name + first name + site
Example: 2019_09_12_AT_FdL_AgudeloDiana_SF
- The tracker will be also shared with your **site coordinator and PBLA Lead**.
- After getting the tracker, DO NOT use Save As because it breaks the links for the site coordinator and PBLA Lead. Use **Save** or the disk symbol  instead.
- Teachers who come in the middle of the session will continue working on the tracker from the previous teacher. The Program Assistant will send the link to the new teacher at the coordinator's request.

3. Input initial information on the Student Summary Tab

- Choose the site, level and session dates from drop down menus and type your name; doing this will transfer the information to the Skill-competency Summary.

	A	B	C	D	E
1	Teacher's Name:				
2	Site:	Select Your Site			
3	Level:	Select Your Level			
4	Year:	Select the Fiscal Year			
5	Session Dates:	Select the Session Dates			
6					

- Type each of your students' names and they will appear on the other tabs automatically. **If you are copying students' names from the attendance list, it is very**

important that you choose Paste Values  or the second option from the paste menu to avoid future issues with the tracker.

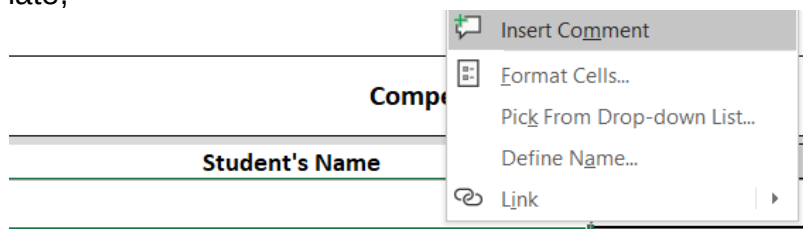
	Student Names	Ach
5		
6	LAST NAME, First Name	
7	LAST NAME, First Name	
8	LAST NAME, First Name	
9	LAST NAME, First Name	
10	LAST NAME, First Name	
11	LAST NAME, First Name	
12	LAST NAME, First Name	

4. Input information about assessment tasks on Language Skills tabs

- Type title of assessment, date and choose the corresponding competencies; the skill will be preset to match the tab. Date formatting is set to be *month-day-year* so any other formatting will be changed to it. Teacher's grade is set to text formatting so all kinds of grades can be entered (10/12, 90%, 9.47, etc.).
- Input assessment tasks as they happen in the classroom (**chronological order**) and avoid leaving this step towards the middle or end of the session.

	A	B	C	D	E	F
1		Assessment Task #	1			
2		Title of Assessment:				
3		Date (MM/DD/YY):				
4		Skill:	Writing			
5		Competency(ies):				

- When students enroll late, leave prior assessment column(s) blank and write a comment (right click on their name, then choose Insert Comment) to note they enrolled late,



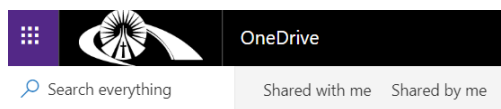
- When students withdraw, do not erase their names from the tracker so evidence of their assessments can be found if students return. Simply choose “withdrew” from the drop-down menu in the assessment columns (new).

	Student's Name	Teacher Grade	Assessment Task
28	0		Withdrew
29	0		
30	0		

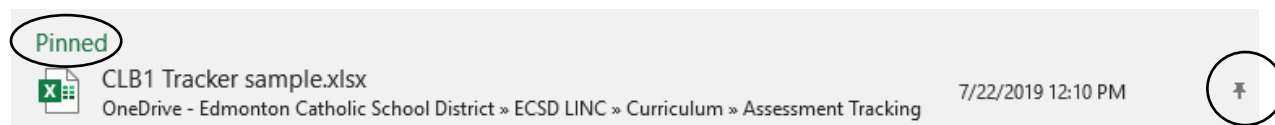
5. Access the tracker throughout the session

You can access your tracker through different ways,

- Shared Files in One Drive: look for the folder Shared on the left site menu of One Drive, then go into **Shared with me** and select the tracker.



- In Excel you can pin the tracker by going to the Open menu and clicking the pin symbol . This will make the tracker accessible in the **Pinned** section the next time you open Excel.



6. Find support if needed

- If you are having any difficulties or have questions about your tracker, please contact your site coordinator and briefly describe the issue. If needed, site coordinators will forward your issue to the appropriate person.

Begin Collecting SUs and ATs

New teachers will get sample assessments from the theme *Education* and the module *Communicating with the School* depending on the stream they will teach. These samples come from ECSD LINC teachers and do not include SB or scaffolding and lesson plans to give new teachers a chance to start finding or creating their own materials and lessons. They can be found in the level specific documents that accompany these guideline as well as in **OneNote**.

The sample module and corresponding assessments could last about a month in both daytime and evening classes. The intention of these samples is to reduce the load that new teachers face as they teach their class and get trained at the same time.

ECSD LINC does not have a standardized template for SU and AT; nevertheless, outstanding templates created by ECSD LINC teachers are found in **OneNote** and the level specific documents. *The Literacy stream has favoured the templates from CLB: ESL for ALL, Support Kit.* Those templates are available from the Support Kit's DVD at the back of the book; look for the folder titled **Assessment Resources**, the file is in Word Document.

Steps to Plan for an AT

Next is a list of 6 steps when planning assessments for either of the streams. Detailed information on each one of the steps is provided through the In-house PBLA Training at ECSD LINC.

1. Choose an AT from the module plan
2. Begin to align the AT to the CLB
 - For Literacy consult the Benchmark Profiles
3. Make sure that AT and texts are level appropriate
 - For Literacy consult the Benchmark Profiles
 - Pay attention to text length, complexity, language, etc.
4. Confirm that CLB Competencies identified in the module plan are appropriate
 - Note which competency statement to use when there is more than one
 - Record number of words/sentences/paragraphs, fields/items, turns, steps, etc.
5. Identify assessment criteria
 - Check indicators of ability and add your own criteria
6. Create and assessment tool

Inform the Office of Any Misplaced Students

In keeping with ECSD LINC policies, at the start of each session there is a **two-week “observation” period** in which teachers are permitted to transfer students to a more suitable level if needed. It’s important to use this opportunity to inform the office of any doubts you have as moving students later into the session is more difficult.

Teachers should fill out an In-school Transfer Form and the site coordinator should approve the form for the move to take effect. Regarding students who enroll late in a class due to **continuous enrollment**, the two-week observation period will happen within the first two weeks of students being in the classroom.

In-house Literacy Placement Test

At the moment of writing these guidelines, the 2019 ECSD LINC In-house Placement Test is being piloted. This test is being revised to align it to ESL for ALL and the way literacy classes are distributed at ECSD LINC. The test takes into consideration decoding and encoding to place students within the Low or High end of a level, and also looks into the Literacy outcomes as outlined in the Benchmark Profiles.

The In-house Placement Test is used with literacy students who are new to LINC, it is given to students who exhibit the potential of being able to study a different level or seem to not be able to cope with the level that the office assigns them when following the [2013 National Language Placement and Progression Guidelines](#).

Frequently Asked Questions

The following questions are most popular among new teachers. Please notice that some answers may vary according to the nature of the program (full or part time).

What happens during the first week of school?

The teachers get to know the students the first few days through personal questions and ice breakers or get to know you activities. Then teachers should be going through the autobiography, needs assessment, goals and just overall what the portfolio is used for. See a sample lesson plan in **OneNote**.

How are students placed in the classrooms?

Students are placed according to the [2014 National Placement and Progression Guidelines](#) which follow the Canadian Language Benchmarks from the scores given by the initial assessment at Catholic Social Services. The general rule for the CLB stream is to place and progress students in the CLB X+1 level and **for the Literacy stream in the CLB XL level of their Reading and Writing scores**.

How can I know what students studied before?

If the students are returning then they should have their needs assessment and all other assessments in their binders from previous classes.

What if students are too high or too low for the class?

If students are too high or too low talk to your PBLA Lead and Coordinator about moving them into the appropriate class within the first 2 weeks the student attends your class.

What if I suspect a student is in the wrong stream (**Literacy** or **CLB**)?

Within the first two weeks of having the student, talk to the PBLA Lead Teacher and Site Coordinator about your suspicion. They will inform you of the correct form to use and the next steps.

DURING THE SESSION PBLA ACTIVITIES

Help Students Do Learning Reflections and Self-Assessments

Learning reflections are a big part of PBLA, they can happen formally through paper or informally through discussion. Both are requirements at ECSD LINC and can happen as often as the teacher desires, as long as they happen. A formal reflection on paper serves as evidence for the LC and can be filed in the About Me section; it can be done after a module is completed or after a field trip or listening to a guest speaker.

Below is an example of learning reflection after a field trip for 1L and CLB 4,

Name: _____ Date: Sept 19

Skills Reflection

On Time	•Morning 	•Break 	•Finish 	✓✓✓
Phone	•Silent 	•At break 	•After class 	✓✓✓
Ready to Learn	Pencil 	Eraser 	Notebooks 	✓✓✓
			Duolang 	✓✓✓

CLB 4 | About Me

Name: _____ Date: Feb 22, 2016

Field trip: The Stacked Miller Library

Would you recommend this field trip to someone else? Explain why or why not. ?

Questions to guide you include: "What will the person learn on the trip?", "What will they not enjoy?", "Were the people nice?", etc.

Self-assessments differ from learning reflections in the sense that they want students to look at their own capabilities based on specific criteria. They are mostly done formally or in paper and they happen after an SU and/or AT. Some teachers have a separate paper for self-assessments and others include them in the assessment tool, see below an example of each case. Either way, PBLA emphasizes on having students self-asses and reflect about their learning when possible.

NAME: _____ DATE: Aug 18, 2015

CLB 4 Speaking Self-Assessment: How did you do?

Instructions: How do you feel you did on your speaking assessment? Put a check under YES if you think you did well. Put a check under NO if you think you need more practice. Leave a comment for yourself to help you study for the next assessment @

Student Criteria	YES	NO	Comments:
I used a greeting and a farewell.	✓		
I was polite.	✓		
I used good grammar.		✓	
My pronunciation was good.		✓	
I spoke clearly.	✓		
I think I can use adjectives and adverbs		✓	
I think I can ask for advice.	✓		
I think I can give advice using advice phrases/ idioms.		✓	
I think my sentences were in the correct order.	✓		

Name: _____ Date: _____ By: Stephanie Dodyk

CLB 5 - WRITING TASK

Task Type (Competency Focus):

☐ Interacting with Others ☒ Getting Things Done

☐ Giving Instructions ☐ Sharing Information

Task Instructions: Write an email to your teacher at One World One Centre to excuse your absence.

Module-Communicating with School	Self-Assessment	Teacher Assessment	Teacher Comments
	Yes With Help	No Yes With No	
Holistic: Be able to write a short business or service correspondence for routine personal needs			
Analytic: *You include one or two words in the Subject line to indicate what your email is about. *You include a greeting at the beginning of your email. *You include an introduction which identifies who you are and your connection to the reader. *You include the purpose which explains why you are writing the email. It is at least <u>two</u> sentences in length. *You include a follow-up which tells the reader what will be done on your return. *You include a closing which includes a polite comment and your name. *You have acceptable control of punctuation, capitalization, and spelling. *You use semi-formal language because of the relationship between you and the reader. *You use the simple future tense correctly.			
Over 70% of "Yes" is needed to pass the task. The asterisks (*) indicate the most important criteria			
NOT YET 0% - 49%	NEEDS IMPROVEMENT 50% - 69%	MEETS CRITERIA 70% - 100%	
Overall: <u> </u> Achieved		<u> </u> Not Achieved	

Student reflection:
This task was (circle one): Easy / A little difficult / Very difficult for me because _____

Possibly Nominate Literacy Students for the L/S In-House Test

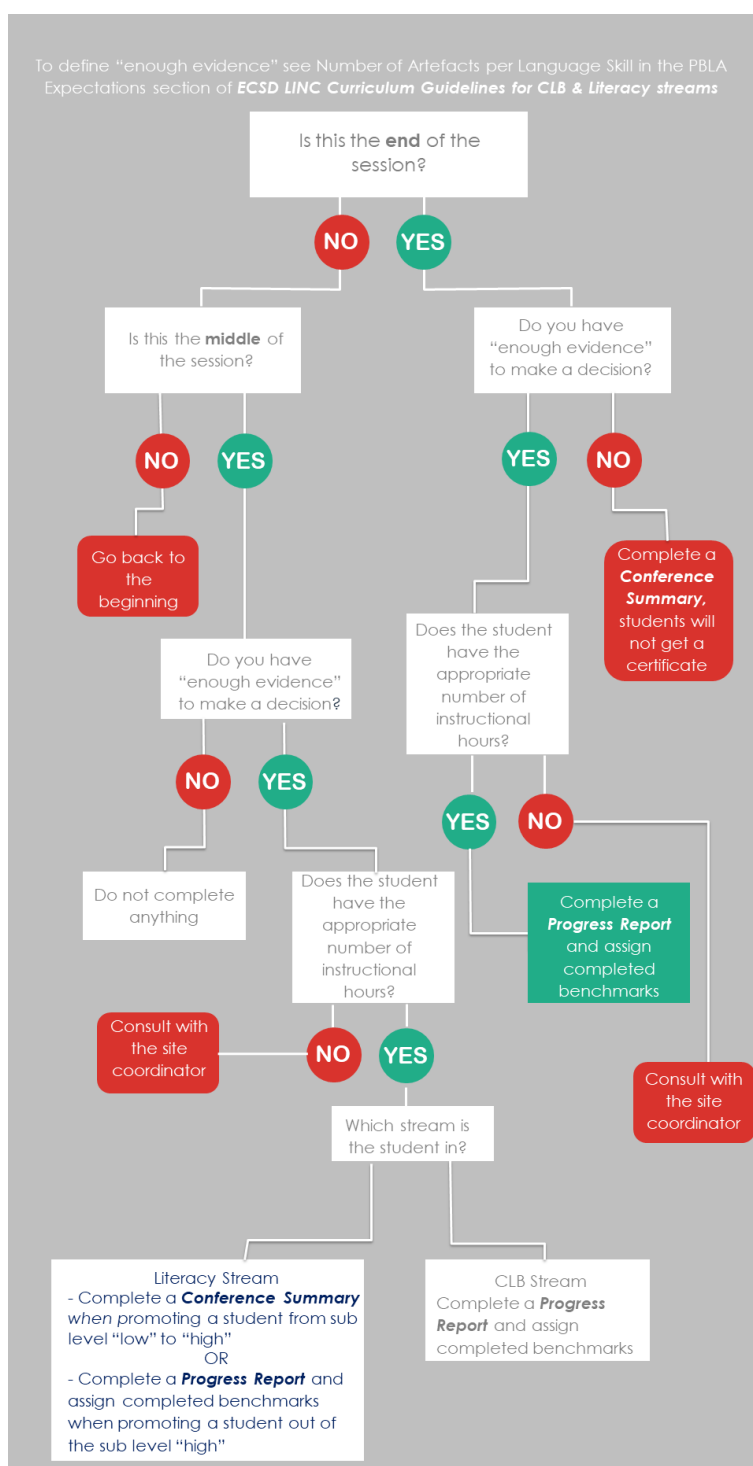
The purpose of the test is to be able to provide accurate Listening and Speaking benchmarks on a certificate for **new students** who were assessed by LARCC or **existing students** whose Listening and/or Writing benchmarks are beyond the range of the class they are at. The latter will avoid the use of N/A on certificates. **This test is not meant to be used with the purpose of placing, advancing students or making sure students are ready for another class.**

ECSD LINC revamped this test in August 2018 in response to a program wide policy on assessing students at one CLB level across all the language skills. Since literacy students tend to have higher Listening and Speaking and could be more multilevel than CLB students, they were feeling discouraged by not showing improvement in their certificates and they were far away from applying to citizenship. ECSD LINC decided to honor higher Listening and/or Speaking benchmarks for those students who have them by using a Listening/Speaking test and in this way, not overwhelming teachers with the task of assessing at different levels.

It is recommended that this test be administered twice a session (middle and end of session) on new students coming from LARCC to assure its validity, and one time on existing students ideally at the end of the session. The PBLA Lead or Site Coordinator can administer the test after the teacher completes a Request for Listening/Speaking Benchmark Test and the request is approved by the coordinator.

Choose Between Progress Reports and Conference Summaries

Teachers will have to choose to complete a Progress Report or Conference Summary depending on whether the student complies with the requirements at this point of the session (see [Know the Requirements](#)). The infographic below provides a walk through the steps involved in selecting the most appropriate document,



Write Reports to Promote a Few Exceptional Students

In case a student complies with the requirements to be promoted (see [Know the Requirements](#)) during the mid-session, teachers may write a report and promote the student with the approval of the site coordinator. ECSD LINC Policies dictate that teachers complete a form **two weeks in advanced to the mid-session** to ask for confirmation.

New students to LINC do not qualify to be promoted in the middle of the session because they most likely do not meet the requirements; teachers should inform the office during **the first two weeks of classes** when new students seem to be misplaced in a level.

Note:

No student should be promoted more than one level at a time according to ECSD LINC Policies. *This is true especially of literacy students since at ECSD LINC there are levels (Foundation L to 4L) and sub levels in between (Low and High).*

Read [Review the LC](#), [Assign Benchmarks](#), [Write Progress Reports and Conference Summaries](#), [Sample Learner Progress Reports and Conference Summaries](#) in the next session.

Have Mid-session Conferences

For feedback purposes, each session teachers should schedule one-on-one teacher-student progress meetings in the middle and at the end. These meetings are also known as conferences or interviews. Below is a table of when Mid-session Conferences happen at ECSD LINC,

Hours of Delivery	Sessions	Conferences
Full Time 25 hours per week 15-16 weeks per session	- January – April - May – August - September - December	1 mid-session conference in February 1 mid-session conference in June 1 mid-session conference in October
Part Time 9 hours per week 39-40 weeks per session	September - December	1 mid-session conference in January or February

The mid-session and end of session conferences should be a minimum of **10-15-minute discussion** with students about their progress so far in the session. It is useful to go over,

- identified needs and goals (leave evidence that it was reviewed), - strengths and weaknesses, - SU and AT, - attendance, and - suggestions for learning	For exceptional students who are promoted in the middle of the session: - go over the content of the report, - complete exit CLB levels, and - help the student get their LC ready for the next session or tracker
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Working on learning activities to prepare students to participate in their conference before they happen could be helpful. Some teachers find it useful to have students complete a mid-session reflection that can be reviewed or discussed during the interview. Of course, this would work better at higher levels. You can find an example of questions that can be asked as well as a template for scheduling conferences in the level specific documents that accompany these guideline as well as in **OneNote**.

Schedule mid-session conferences the week before they happen, this will mean that classes will be modified for conference day or night. Students attend school one by one at a time of their appointments and teachers conduct conferences inside the classrooms. If students miss mid-session conferences, it is up to the teacher to reschedule a new one.

Page 72 from the *CLB: ESL for ALL Support Kit* talks about details on giving feedback to Literacy students. Involving a translator could be useful too and Site Coordinators may be able to help you get one.

Conduct Student Program Evaluations

[*Best Practices for Adult ESL and LINC Programming in Alberta*](#) recommends that Program Evaluation is scheduled regularly, considers learners, and is based on assessing the “ability to serve the highest good of the learners who participate in it”. In addition to this, IRCC requires that we report on specific statements about learning, therefore, the Student Program Evaluations at ECSD LINC have two parts. Student Program Evaluations are not a direct PBLA activity.

It is up to the Site Coordinator when and how to conduct these evaluations; some daytime coordinators like to only conduct them in the middle of the session, so they have time to make any adjustments if needed. Evening site coordinators may choose to conduct evaluations in the middle of the session as well as at the end since evening sessions are longer than daytime sessions.

Regarding how to conduct evaluations, some coordinators apply them class by class where the coordinator will lead the evaluation and the teacher will not be present. Other coordinators prefer for teachers to conduct the evaluations by having teachers switch classes for the duration of the evaluation and avoid in this way that teachers do their own evaluations.

For a general description of what types of evaluations are used, see [*Last Month PBLA Activities*](#).

Frequently Asked Questions

The following questions are most popular among new teachers. Please notice that some answers may vary according to the nature of the program (full or part time).

Can students move to the next level in the middle of the session? How many is ok?

If a student starts with you then it is not suggested that a student moves up in the middle of a session. Because the evening program is 10 months long, a few students are allowed to move to the next level in the middle of the session. Talk to your PBLA Lead and Coordinator for more details.

How can I manage continuous intake in a part time classroom?

- Have packages of forms and tools ready to use with new learners.
- Wait until later in the week to give all the new learners their LC and to provide orientation.
- Work with the PBLA Lead so that once a month, the Lead provides orientation to the Language Companion and PBLA.
- Partner the new learner with an experienced learner for support while doing initial PBLA-related activity.

What should I do if a student has a learning disability/impairment that hinders their ability to complete assessments?

The role of a LINC instructor is not to diagnose or label a learner with a special need but rather to provide support that will help the individual achieve success in language learning. Ultimately the student will need to meet the requirements for the level in order to advance to the next CLB level. The following is a list of general strategies:

- Accommodating learners with special needs means that they are completing the same tasks as others in the class; however, the way the tasks are performed may be different. For example, a learner with a visual or physical impairment would complete the same classroom task given to everyone but in a format that uses text-to-speech software. A learner with a physical disability could be allowed to point to answers on a multiple-choice test if she/he is not able to circle the responses.
- Break down instructions and tasks into smaller, more manageable segments.
- Allow additional time or reduce the amount of work required to complete tasks.
- Reduce distractions (e.g., seat the learner at the front of the classroom away from high traffic areas).

For more information, please see pages 119 to 121 of the *CLB Support Kit* - titled Special Needs Learners in the CLB Classroom

What about watching movies?

Use movies only if they are related to the theme/module you are instructing. Movies are a good activity for days when attendance is low, for example first day of snow.

LAST MONTH PBLA ACTIVITIES

Towards the end of the session, teachers need to decide whether a student is ready to progress to the next class or level while keeping in mind the requirements below.

Know the Requirements

According to the 2019 [PBLA Practice Guidelines](#), the main requirement to promote students is for them to have “**sufficient artefacts over an appropriate number of instructional hours since the last reporting period**”. This means that students’ performance and their attendance may grant or deny progression. The guidelines also mention that it is up to the program to give a student a Progress Report and Certificate through a teacher-student conference at the end of the session or before.

ECSD LINC defines “sufficient artefacts” depending on the program (full time versus part time) and the stream (CLB versus **Literacy**). Below is a recap of the number of artefacts taken from the PBLA Expectations part of these guidelines,

Number of artefacts per language skill

- ECSD LINC requires the following minimum number of **quality** ATs according to the stream and program:
 - **Literacy stream: 4 achieved out of 4 per language skill**
 - Full Time CLB classes: **4 achieved out of 6 per language skill** as of July 2019
 - Part Time CLB classes: **3 achieved out of 6 per language skill** as of August 2019

Regarding the “appropriate number of instructional hours”, the 2019 [PBLA Practice Guidelines](#) quote 250 hours to be the standard for students between 8 to 12 years of education.

Number of instructional hours

- ECSD LINC looks at **200 hours as the minimum number of appropriate instructional hours within a session.**

There is one more requirement in terms of Progression Points (see [Assign Benchmarks](#)) for students to attain advancement,

Progression Points

- ECSD LINC requires that students in the CLB stream obtain **completing in Listening and Speaking**, and **developing in Reading and Writing**, and
- that students in the Literacy stream obtain **completing** for each one of the language skills.

Review the LC (also known as Portfolio Review)

Teacher's professional judgment and knowledge of the CLBs in combination with the steps below are the formula to use when making decisions of students' abilities when following PBLA. Below the visual are questions to ask yourself in order to arrive at a decision,



Does the LC have the number of artefacts according to the program and stream?

See [Know the Requirements](#) for the number of artefacts at ECSD LINC

- Remember that **artefacts should be distributed across the four competencies for each language skill**.
- When students recently moved to your class from another site, consider evidence in their portfolios and the latest benchmarks assigned, if possible.
- If the LC does not have the number of artefacts required, there is not enough evidence for the teacher to assign benchmarks.

Did the student achieve the number of ATs required by the program and stream?

- **Look for trends and areas of improvement or concern.**
- Consider each task individually and all of them as belonging to a group.
- **Achievement is defined in PBLA as students passing or completing 70% or more of an AT.** See [Know the Requirements](#) for the number of achieved ATs required for your program and stream.

How did the student do in their SUs?

- Compare if there is improvement from a SU to an AT. Also consider SU individually and as a whole.

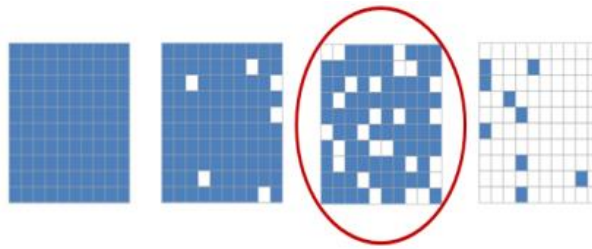
If there are any observational records, what do they say?

- Examples are the ability to follow classroom instructions or give an appropriate apology, and their dependence of other students.

Did the student achieve the benchmark they are working towards for listening and speaking? How about reading and writing?

- Page 3 of the [2013 National Language Placement and Progression Guidelines](#) give us a general rule when looking at achievement or completion, "the benchmarks assigned to a learner at the time of placement **assessment**, summative in-class assessment, or high-stakes language test, mean that the learner has achieved, and demonstrated, the level of communicative ability associated with **most or all** (traditionally, 70 to 100%) of the descriptors for the

benchmarks assigned in each of the four skills.” Next is the visual that accompanies the general rule,

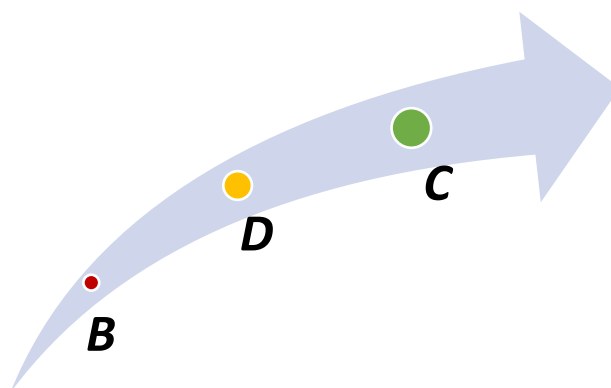


- **When on the fence about a student’s promotion,** more recent assessment tasks should give a clearer indication of current language ability than tasks completed earlier in the session. If this is not enough, consult the teacher from the level above, PBLA Lead and Coordinator.

Assign Benchmarks

Progress points within CLB levels enable teachers to indicate if a student is *beginning*, *developing*, or *completing* a CLB level, **they are used in Progress Reports or Conference Summaries, not in ATs or SUs**. These points are very useful to recognize progress for students who may be progressing slowly (*literacy*) or are in part time programs. ECSD LINC also uses these progress points to determine advancement of students in the CLB stream, as the requirement is **completing in Listening and Speaking**, and **developing in Reading and Writing**. *Students in the Literacy stream require completing for each one of the language skills.*

Below is a description of the Progress Points drawn from the [Instructions for Completing the Learner Progress Report \(formerly Handout 10.4\)](#), the website [Practical PBLA](#) from ASSIST and a Beach Ball Meeting held with CLB teachers in October 2018.



BEGINNING (B) 40% or less	<i>B</i> is used if the student has demonstrated initial evidence of characteristics (qualities and attributes) associated with performance at this level, ✓ Mostly beginning scores ✓ Very little evidence, more time is needed
DEVELOPING (D) 41% - 69%	<i>D</i> is used if the student has demonstrated increasing evidence of characteristics (qualities and attributes) associated with performance on tasks at this level but may not be able to do so consistently or may not have performed a sufficient range of tasks and competencies, ✓ Not enough competencies (mix or recycle of competencies) ✓ Lack of supporting evidence from SU and observations
COMPLETING (C) 70% or more	<i>C</i> is used if the student has consistently demonstrated characteristics (qualities and attributes) associated with performance at this level over a range of tasks and competencies, ✓ Variety of competencies completed (mix or recycle of competencies) ✓ Supporting evidence from SU and observations

Participate in Placement Meetings

Placement Meetings are an activity that ECSD LINC has used before PBLA came to LINC programs. They were created to monitor closely the movement of students from level to level. Currently, these meetings happen towards the end of the session, right before teachers complete Progress Reports or Conference Summaries during the last month of the session. **They are extremely important for the literacy stream as each level at ECSD LINC tends to be divided into low and high.**

The features of Placement Meetings are listed below,

- ✓ Site coordinators facilitate these meetings
- ✓ The meetings usually take one hour and involve all teachers meeting at the same time
- ✓ Teachers talk with the teacher of the following level regarding **students that they are on the fence about** moving up; there is no need for teachers to talk about every single student as most students should be easy to place without consultation
- ✓ Teachers can review students' LC and other evidence. **This step is critical for literacy teachers teaching a low and high level**
- ✓ Both teachers agree on sending students up or not
- ✓ Each teacher informs their site coordinator how many students are staying and moving up. **Teachers should not worry about how many spaces are available in the next class, this is something that site coordinators deal with**
- ✓ Site coordinators take into consideration the information given by teachers as well as students registered on the waitlists, and make decisions about which classes there will be the next session in addition to what levels teachers will teach

Write Learner Progress Reports & Conference Summaries

Since August 2018 ECSD LINC started using mail merge to create Reports/Conferences and certificates, this has minimized the amount of work teachers were required to do. Classes are cancelled for a day/night for teachers to write reports at the end of the session. Next are the steps to write either of the two documents,

- Admin. Assistants share with teachers an *Excel Spreadsheet* with information about their students, the spreadsheet already includes,
 - ✓ total number of classes for the current session,
 - ✓ students' attendance in hours,
 - ✓ students' entry benchmarks indicating if they were given by LARCC or a previous teacher, and
 - ✓ when students joined the class
- Teachers fill out the 3 to 4 areas of the spreadsheet, these are (see screenshot below),
 - ✓ if the student is getting a Progress Report or Conference Summary (P or CS),
 - ✓ the student's **completed benchmarks** for each one of the language skills when students receive a Progress Report,
 - ✓ comments about the student's Strengths and Progress, and
 - ✓ comments about the student's Suggestions for Learning

F	G	H	I	J	K	L
P or CS	CompCLBs-L	CompCLBs-S	CompCLBs-R	CompCLBs-W	A-Strengths and Progress	B-Suggestions for Learning

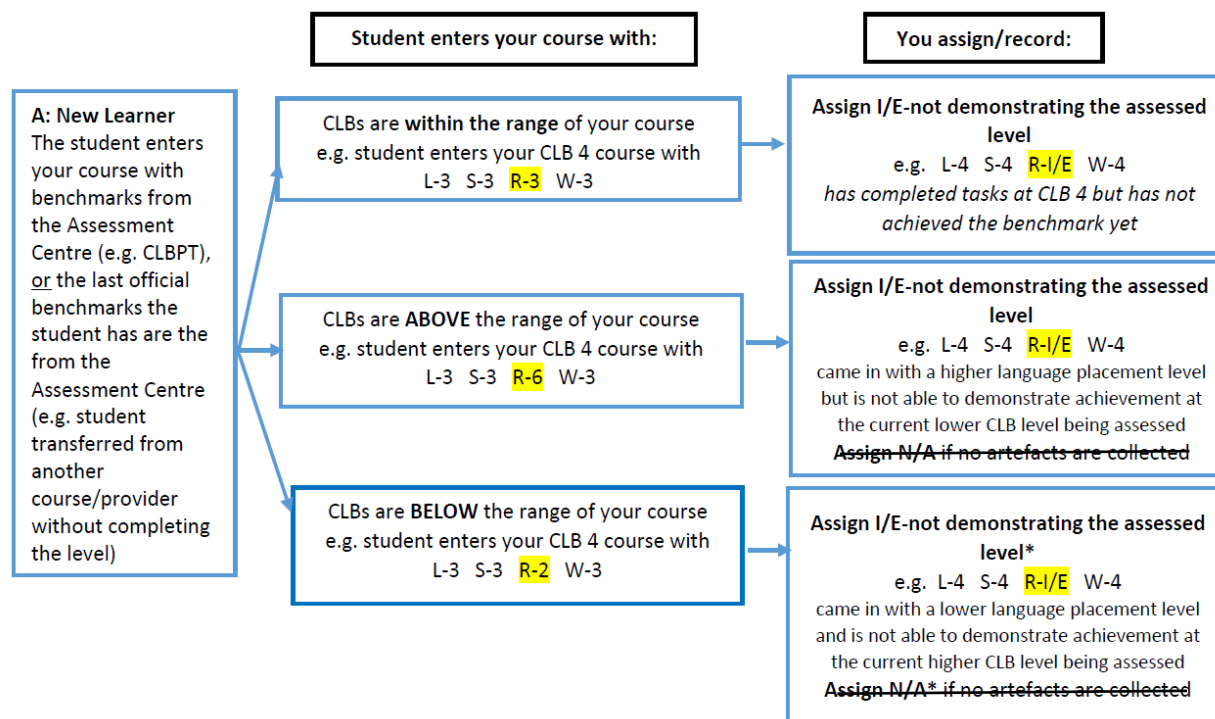
Completed Benchmarks: see [Assign Benchmarks](#) for more information as well as the table below,

The choices for completed levels at the end of the assessment period are listed in the table below.

Listening	Speaking	Reading	Writing
CLB 1, 2, 3, 4, 5, 6, 7, 8, 9	CLB 1, 2, 3, 4, 5, 6, 7, 8, 9	CLB 1, 2, 3, 4, 5, 6, 7, 8, 9	CLB 1, 2, 3, 4, 5, 6, 7, 8, 9
N/A	N/A	Foundation L	Foundation L
I/E	I/E	CLB 1L, 2L, 3L, 4L	CLB 1L, 2L, 3L, 4L
		N/A	N/A
		I/E	I/E

Starting August 2019, ECSD LINC will cease to use **Pre-CLB** as indicated in Supplement 3: Handout 10.4 Instructions for Completing the LPR found at 2019 [PBLA Practice Guidelines](#). **Pre-CLB** and **Pre-Foundation** are designations that are exclusively for LARCC and they should be replaced by **IE** going forward.

When new students have enough hours of instruction and are not achieving the level, teachers should assign **IE**. Here are some examples,



Strengths and Progress: it is a summary of students' progress in the session. Teachers should include progress points such as **beginning** or **developing for each language skill not completed** (see [Sample Progress Reports and Conference Summary](#)). Comments should be substantive and objective, speaking to the student's language progress. Avoid "You're a good student" or "You've done a great job." For example:

"Your writing has improved a lot since you started checking your spelling and proof-reading your work before handing it in";

This is also the space where teachers should generally include where students will go next (e.g. you are ready to move to the next part of this level). **PBLA does not advise to mention specific class recommendations** (you are ready for CLB X) as students may move to a new program and the class recommended may not exist in that program.

Suggestions for Learning: teachers should give action-oriented feedback or use comments that will help learning move forward. For example:

"For speaking, remember to use Answer, Ask, Add as and strategy." "To build reading fluency, try to read one level 2 Penguin reader from the library once a week."

- Admin. Assistants and Site Coordinators review Completed *Progress Reports/Conference Summaries*. When the information on the documents is correct, Admin. Assistants print them, and Site Coordinators sign them; teachers

should also sign the documents. Admin. Assistants keep a copy of the documents on the student's file (no signatures required).

4. Teachers conduct end of session conferences, give the documents and certificate (if applicable) to the student and go over its content.
5. Students must sign the *Progress Report/Conference Summary* to indicate that they have received and have looked it over with their teacher. The signed original goes into the student's portfolio, to be exact in the **About Me** section.

Notes

- No white-out should be used on reports.
- A Progress Report should be given when a student has enough evidence in ONE or more of the four language skills.
- Denominations (IE, NA, Pre CLB):
 - IE (Insufficient Evidence) is for new students that do not achieve the Foundation L level. However, the IE designation in L and S will remain until the student completes CLB 1L.
 - Existing students who do not have enough evidence in a skill area or more, will be given the previously assigned benchmarks.
 - NA (Not Assessed or Out of Range) is not to be used within ECSD LINC.
 - Pre-CLB and Pre-Foundation are designations that are exclusively for LARCC (new).
- Neither LARCC results nor the level addressed should be used as evidence for assigning benchmarks. There must be documented evidence that the student has completed the level.
- A teacher must not assign a CLB level to accommodate a student's wishes if the student's work does not substantiate the level.
- ECSD LINC does not complete box A, New Learner Placement test levels, to avoid students confusion when the benchmarks given by teachers are lower than the ones given by LARCC.
- If students have a complete portfolio before the benchmark reporting period, it is up to the site coordinator to schedule a separate student conference and progress report.
- Any cases that do not follow under this protocol will be reviewed on a one on one basis with the help of the PBLA Lead Teacher.

Sources

- [Operational Bulletin 472-A \(Modified\) – February 28, 2017](#)
- Handout 10.4: Instructions for Completing the LPR from the 2019 [PBLA Practice Guidelines](#)

The next two pages have samples for Progress Reports and Conference Summaries for both streams.

Sample Learner Progress Reports

CLB Stream



LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA



Learner Progress Report

First Name: John Last Name: Smith
 Teacher: Diana Agudelo Date Issued: 16-Aug-19
 Program Name: ECSD LINC One World One Centre Full Time Program
 Program Address: 12050 96A Street NW Edmonton, AB, T5G 1R7
 Course Name: CLB 1
 Learner Assessment Period Start Date: 29-Apr-19 End Date: 16-Aug-19

CLB Levels at the beginning of the assessment period: N.B. Complete A or B, not both.

	Learner	Listening	Speaking	Reading	Writing
A	New Learner (referred by assessment centre): Placement test levels	-	-	-	-
B	Continuing Learner (from any CLB-based program): Previously reported levels	-	-	-	-

Completed CLB Levels at the end of the assessment period:

Listening	Speaking	Reading	Writing
I/E	CLB 1	CLB 1	CLB 1

Summary of Learner Conference: Comment on (a) Strengths and Progress AND (b) Suggestions for Learning

(a) Strengths and Progress
 At the beginning of the class you were shy and didn't participate much. Now you talk more and try to use English with your classmates.
 Listening 1D. You need more time in this level.

(b) Suggestions for Learning
 Try to ask questions when you don't understand in class.

Attendance:

Learner attended 72 classes out of a possible 72 classes at 5.00 hours per class [for a total of 360.00 hours out of a possible 360.00 hours]

Signatures			
	Teacher	Learner	Administrator

Literacy Stream


LANGUAGE INSTRUCTION FOR
NEWCOMERS TO CANADA


Learner Progress Report

First Name: John Last Name: Smith
Teacher: Diana Agudelo Date Issued: 16-Aug-19
Program Name: ECSD LINC One World One Centre Full Time Program
Program Address: 12050 95A Street NW Edmonton, AB, T5G 1R7
Course Name: CLB 2L
Learner Assessment Period Start Date: 29-Apr-19 End Date: 16-Aug-19

CLB Levels at the beginning of the assessment period: N.B. Complete A or B, not both.

Learner		Listening	Speaking	Reading	Writing
A	New Learner (referred by assessment centre): Placement test levels	-	-	-	-
B	Continuing Learner (from any CLB-based program): Previously reported levels	CLB 1	CLB 1	CLB 1L	CLB 1L

Completed CLB Levels at the end of the assessment period:

Listening	Speaking	Reading	Writing
CLB 2	CLB 2	CLB 1L	CLB 1L

Summary of Learner Conference: Comment on (a) Strengths and Progress AND (b) Suggestions for Learning

(a) Strengths and Progress

You are good at listening and speaking and that helps you improve in your reading and writing. You can identify familiar words and need more practice with phrases.
Reading 1B, writing 1D. You need more time in this level.

(b) Suggestions for Learning

Try to read at home the photocopies I give you in class.

Attendance:

Learner attended 72 classes out of a possible 72 classes at 5.00 hours per class [for a total of 360.00 hours out of a possible 360.00 hours]

Signatures			
	Teacher	Learner	Administrator

Sample Learner Conference Summaries

CLB Stream



LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA



Learner Conference Summary

First Name: Jane Last Name: Smith
 Teacher: Diana Agudelo Date Issued: 27-Jun-19
 Program Name: ECSD LINC Cardinal Collins
 Program Address: 3802 139 Avenue NW, Edmonton, AB, T6Y 3E7
 Course Name: CLB 4
 Learner Assessment Period Start Date: 19-Nov-18 End Date: 27-Jun-19

CLB Levels at the beginning of the assessment period: N.B. Complete A or B, not both.

	Learner	Listening	Speaking	Reading	Writing
A	New Learner (referred by assessment centre): Placement test levels	-	-	-	-
B	Continuing Learner (from any CLB-based program): Previously reported levels	CLB 3	CLB 3	CLB 3	CLB 3

Summary of Learner Conference: Comment on (a) Strengths and Progress AND (b) Suggestions for Learning

(a) Strengths and Progress

Your strength is reading and writing, you use the dictionary a lot and ask questions when you don't understand. Listening and Speaking 4D, Reading and Writing 4D. You need more time in this level.

(b) Suggestions for Learning

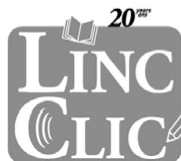
You enrolled 2 months after the class started and had some absences because of work.

Attendance:

Learner attended 54 classes out of a possible 80 classes at 3.00 hours per class [for a total of 162.00 hours out of a possible 240.00 hours]

Signatures			
	Teacher	Learner	Administrator

Literacy Stream


LANGUAGE INSTRUCTION FOR
NEWCOMERS TO CANADA


Learner Conference Summary

First Name: Jane Last Name: Smith
Teacher: Diana Agudelo Date Issued: 16-Aug-19
Program Name: ECSD LINC Sacred Heart Full Time Program
Program Address: 9624 108 Avenue NW, Edmonton, AB, T6H 1A4
Course Name: CLB 1L
Learner Assessment Period Start Date: 29-Apr-19 End Date: 16-Aug-19

CLB Levels at the beginning of the assessment period: N.B. Complete A or B, not both.

	Learner	Listening	Speaking	Reading	Writing
A	New Learner (referred by assessment centre): Placement test levels	-	-	-	-
B	Continuing Learner (from any CLB-based program): Previously reported levels	I/E	I/E	Foundation L	Foundation L

Summary of Learner Conference: Comment on (a) Strengths and Progress AND (b) Suggestions for Learning

(a) Strengths and Progress
Listening and Speaking 1D, Reading and Writing 1D. You can go to the next part of this level!

(b) Suggestions for Learning
You had lots of absences because of health issues.

Attendance:

Learner attended 50 classes out of a possible 72 classes at 4.50 hours per class [for a total of 225.00 hours out of a possible 324.00 hours]

Signatures			
	Teacher	Learner	Administrator

Have End of Session Conferences

Conferences are the perfect opportunity to review LC, talk about attendance, behavior and progress in general. As mid-session conferences, end of session conferences last a minimum of 10-15 minutes and classes are modified for the day/night. End of session conferences happen during the last month of the session, typically 2-3 weeks prior to the end. The following table shows when end of session conferences happen at ECSD LINC,

Hours of Delivery	Sessions	Conferences
Full Time 25 hours per week 15-16 weeks per session	- January – April - May – August - September - December	1 end of session conference in April 1 end of session conference in August* 1 end of session conference in December
Part Time 9 hours per week 39-40 weeks per session	September - December	1 end of session conference in June

*Two weeks off at the end of August push for end of session conferences to happen during the first week of this month.

Tips:

- **Revisit goals:** make notes so there is evidence you reviewed goals with students (date and/or signature).
- **Complete the exit CLB Levels:** explain where students are within the level by referring to the progress points (beginning, developing, completing) and overall benchmarks.
- **Go over strengths and weaknesses, SU and AT, attendance and suggestions for learning.**
- **Provide the student with a report (Progress Report or Conference Summary), certificate if applicable, and explain its content:** remember that students should sign their Progress Reports or Conference Summaries
- **Get ready for the new session or teacher:** Help students empty their portfolios and place its contents in the Other section. If that section is too full, have students place in a duo tang the oldest session and keep the current session in the LC.

Conduct Student Program Evaluations

Student Program Evaluations at ECSD LINC may happen in the middle or at the end of the session for daytime programs and are recommended to happen both in the middle and at the end of the session for evening programs. These evaluations are not part of PBLA but of a mandate from IRCC, therefore, they are composed of two sets of questions.

There are three types of Student Program Evaluations, they are,

- **Foundation L to 1L (paper version)** & CLB 1 to 2 (paper version)
- **2L to 4L (paper version)**, and
- CLB 3 to 6 (computer-based version)

For a general description of how these evaluations are conducted, see [*During the Session PBLA Activities*](#).

Frequently Asked Questions

The following questions are most popular among new teachers. Please notice that some answers may vary according to the nature of the program (full or part time).

What happens during the last week of school?

The last week is when reports are handed out to the students. The teachers do a one-on-one student conference to talk about how the student did in the class, what they need to improve and to go through their binders.

Can I still conduct ATs during the last weeks?

Yes, you can conduct AT right up to the day before writing reports. After writing reports, some teachers like to go over grammar or other topics that students find interesting.

What else goes on at the end of the session?

Most classes have potluck parties as a way to say goodbye, these can happen as a school or as a level. In the summer the potluck party could be focused on celebrating Canada Day and in the winter on the holidays.

OTHER PBLA ACTIVITIES

PBLA Practice Review Framework

IRCC rolled out the PBLA Practice Review Framework in the spring of 2017 with the purpose of supporting ongoing improvement and enhancing accountability in PBLA implementation. The framework defines a set of principles and standards for classroom, programs, program monitoring and national policies. The process involves teachers, lead teachers, program coordinators and IRCC settlement officers through conversations and site visits based on self-assessments and action plans. The framework is thought to happen in a yearly basis making it part of PBLA continuing processes. The next page shows an infographic of the latest Review at ECSD LINC.

The complete document regarding the PBLA Practice Review Framework can be found through the 2019 [PBLA Practice Guidelines](#) which is accessible online. For the purpose of the ECSD LINC CLB Curriculum Guidelines, the Classroom Practice Standards are below; an ECSD LINC form for teachers to complete their action plan can be found in *Box*.

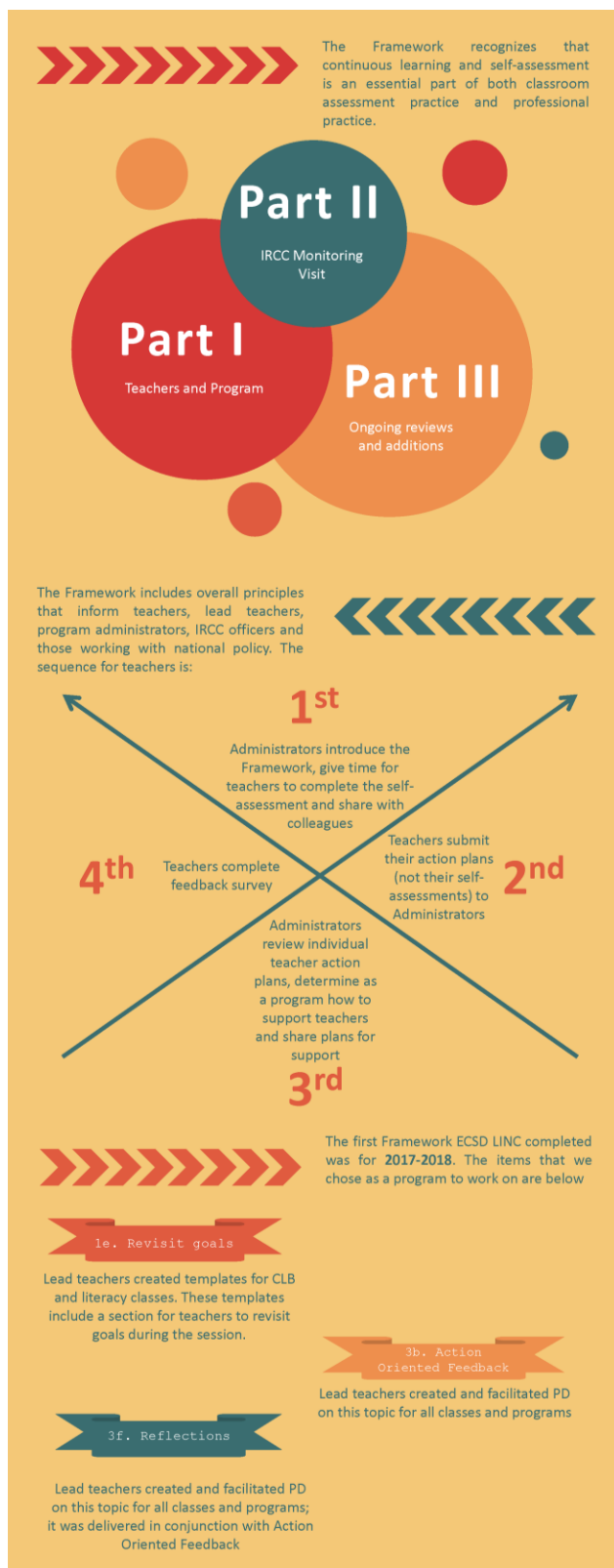
The goal of the Classroom Practice Standards is to support practice, help teachers identify areas of strength in their classroom assessment practices, and areas where they might need to improve. The Classroom Practice Standards operate on the following six standards:

1. Planning for instruction and assessment is based on learner-identified needs and goals.
2. Assessment is aligned to the CLB and is based on a rich variety of tasks that enable learner to show what they “can do” in English.
3. Assessment is carried out to enhance learning.
4. Learners are engaged in the assessment process and discussions about their progress.
5. Classroom assessment provides sufficient evidence to facilitate CLB outcome decisions.
6. Teachers develop their assessment practice through a variety of professional learning activities including reflecting on and sharing experiences with colleagues.

Teachers’ role in the framework is to complete the self-assessment piece individually, create an action plan, share the latter with their colleagues, and have a one on one conversation with their supervisors for them to collect the action plans and determine how to best support teachers to achieve their action plans.

This document presents a framework that teachers can use to assess the application of Portfolio-Based Language Assessment principles in their classrooms. It is intended as

a tool to support practice, to help teachers identify areas of strength in their classroom assessment practices, and areas where they might move forward.



Teacher Self-Assessment

Standard 1: Planning for instruction and assessment is based on learner-identified needs and goals.	Circle the number that describes your teaching practice, where... 1 = Not yet a part of my teaching practice 5= A consistent part of my teaching practice
a. My learners participate in needs assessment to identify and prioritize social situations (themes) and/or topics that they want/need to communicate in the community, for work or for school.	1 2 3 4 5
b. I ensure that the needs assessment tool and process is appropriate to my learners' CLB levels (e.g. at lower levels this may include pictorial needs assessment).	1 2 3 4 5
c. I share the results of this needs assessment with my learners.	1 2 3 4 5
d. I help my learners to identify one or more specific language-learning goal(s) that relate to what they want to be able to do for work, school or the community that can be achieved within the duration of the reporting period.	1 2 3 4 5
e. We revisit these language-learning goals during the course or at the learning conference and set new ones, as needed.	1 2 3 4 5
f. Learners complete an autobiography or piece of personal writing at the beginning of the reporting period to help me learn more about them.	1 2 3 4 5

Standard 2: Assessment is aligned to the CLB and is based on a rich variety of tasks that enable learners to show what they “can do” in English.	1 = Not yet a part of my teaching practice	5= A consistent part of my teaching practice
a. My assessment tasks relate to the modules of instruction I have planned and are based on learner-identified needs.	1 > 2 > 3 > 4 > 5	
b. My assessment tasks and skill-using activities are appropriate for the CLB levels of my learners and the instructions are provided in learner-friendly language.	1 > 2 > 3 > 4 > 5	
c. My assessment criteria are appropriate to the task and are clearly identified on the assessment tasks. Assessment criteria are drawn from the CLB document (from Indicators of Ability, Profile of Ability, and Knowledge & Strategies). Other criteria may be added that are specific to the task and consistent with CLB level expectations.	1 > 2 > 3 > 4 > 5	
d. In receptive tasks, I ensure that the questions/required responses relate to the assessment criteria I have selected.	1 > 2 > 3 > 4 > 5	
e. I clearly indicate on the assessment tasks what is considered <i>satisfactory performance</i> (performance that demonstrates that the learner is meeting the criteria for task success).	1 > 2 > 3 > 4 > 5	
f. I ensure that learners do not think that they have ‘achieved a benchmark level’ on the basis of one task.	1 > 2 > 3 > 4 > 5	

Standard 3: Assessment is carried out to enhance learning.	1 = Not yet a part of my teaching practice	5= A consistent part of my teaching practice
a. I share assessment criteria and criteria for success in a way that is appropriate to the learners' CLB levels before they begin assessment tasks.	1 > 2 > 3 > 4 > 5	
b. I provide learners with action-oriented feedback that is specific, and helps to move learning forward.	1 > 2 > 3 > 4 > 5	
c. I try to have learners do something with the feedback they receive.	1 > 2 > 3 > 4 > 5	
d. I look for opportunities for learners to be instructional resources for one another (e.g. helping classmates make corrections).	1 > 2 > 3 > 4 > 5	
e. I provide opportunities for learners to engage in self-assessment related to assessment criteria in ways that are appropriate for the CLB level.	1 > 2 > 3 > 4 > 5	
f. I provide opportunity for learners to reflect on their learning in ways that are CLB level appropriate.	1 > 2 > 3 > 4 > 5	

Standard 4: Learners are engaged in the assessment process and discussions about their progress.	1 = Not yet a part of my teaching practice	5= A consistent part of my teaching practice
a. I ensure that learners are aware of the evidence I will use and how judgments of their learning outcomes are made.	1 > 2 > 3 > 4 > 5	
b. I encourage learners to maintain their portfolios in a systematic and organized manner to facilitate review and reflection.	1 > 2 > 3 > 4 > 5	
c. I hold Individual conferences with each learner to discuss progress and (if there is sufficient evidence in the portfolio) achievement.	1 > 2 > 3 > 4 > 5	

Standard 5: Classroom assessment provides sufficient evidence to facilitate CLB outcome decisions.	1 = Not yet a part of my teaching practice	5= A consistent part of my teaching practice
a. Over a reporting period my skill-using activities and assessment tasks address the range of CLB competencies.		
b. I base decisions about benchmark achievement in each skill on sufficient evidence, aiming for 8 – 10 artefacts (a combination of skill-using activities and assessment tasks, but not skill-building activities) that show what the learner can do across competencies related to a variety of social contexts.		
c. I review the artefacts in my learners' portfolios at the end of a reporting period to evaluate learner progress and achievement of benchmark level expectations.		
d. I complete ESL Learner Progress reports (based on current PBLA guidelines) for all learners who have completed sufficient hours of instruction and have sufficient evidence in their portfolios upon which to evaluate progress and achievement.		
Standard 6: Teachers develop their assessment practice through a variety of professional learning activities including reflecting on and sharing experiences with colleagues.	1 = Not yet a part of my teaching practice	5= A consistent part of my teaching practice
a. I participate in professional development opportunities to keep current with emerging best practices.		
b. When possible, I take part in discussions of learners' work with colleagues in order to align my judgments of CLB levels.		

My Action Plan:

Identify 1 -2 aspects of your PBLA practice that are working well and that you could share with others.

Choose 1 – 2 things that you will work on to improve your PBLA practice. Identify what you want to improve, the action you will take, and indicate a timeline.

Teacher Portfolio Reviews (new)

ECSD LINC has been using the PBLA approach since the beginning of PBLA in Canada, throughout this time, PBLA Leads have constantly trained our teachers. In 2018 results from Teacher Performance Evaluations and other observations showed us that there were PBLA areas that teachers were still not clear about and needed support in. ECSD LINC decided to do one-on-one Teacher Portfolio Reviews with all of their teachers which gave all people involved a personalized PD opportunity that addressed specific needs.

The goals of conducting Teacher Portfolio Reviews were two, first to assure that teachers are teaching and assessing at the appropriate level, and second to monitor the implementation of PBLA in each class. This process started in October 2018 and ended in July 2019; due to the size of ECSD LINC and the time it required to conduct Teacher Portfolio Reviews, the next time we do these reviews will be during new teacher's Performance Evaluations and as a needed basis.

Next is a review of participants, their roles and how the set up is,

Participants & Roles

- PBLA Lead Teacher: leader and provider of Action-oriented feedback
- Site Coordinator: observer and supporter of Lead Teacher
- Academic Coordinator: observer and supporter of Lead Teacher
- Teacher: provider of student portfolios and master binder if applicable

Set up

- Site Coordinator organizes 1-hour appointments for each one of the teachers to participate; it works best to conduct reviews after mid-session, so students' portfolios have a healthy number of artefacts
- Teachers already reviewed in another program are exempt
- Classes can be dismissed early or start late to accommodate reviews

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