

Canadian Language Benchmarks

The Canadian Language Benchmarks (CLB) provide a common frame of reference for all stakeholders (learners, instructors, administrators, funders, etc.) and inform all aspects of ESL programming. Curriculum development, materials development, instruction, and assessment are referenced to and informed by the Canadian Language Benchmarks.³⁰

32. Instructors and other staff (administrators, curriculum developers, material developers, and assessors) access and receive formal, ongoing professional development regarding the Canadian Language Benchmarks (CLB) and their applications.

- Instructors and other staff are trained in the knowledge and use of the CLB for the following:
 - Curriculum development.
 - Course development.
 - Instruction.
 - Formative assessment.
 - Exit tasks.
 - Other.
- Professional development related to the CLB encourages the following:
 - Ongoing commitment of participants.
 - Opportunities to apply what is learned.
 - Opportunities to report back, receive feedback on, and further refine what is learned.
 - Opportunities for mentorship and collaboration.
- The program accesses CCLB-designed workshops and training materials and keeps current with new CCLB resources.
- The program develops links with CLB assessment centres (e.g., ILVARC) through arranging instructors' visits and/or workshops.
- Participation in CLB training is recognized and supported by the program (e.g., certificate of attendance, upgrading of credentials).

³⁰ Note: This theme does not stand alone. Each of the Best Practices in this theme must be paired with relevant Best Practices in the Staff (i.e., professional development), Curriculum, Instruction, Learner Assessment, and Resources themes.

- The program provides CLB resources for instructors’ professional development. Some of those resources may include:
 - CCLB online professional development at www.language.ca
 - *CLB2000: English as a second language for adults.*
 - *CLB2000: ESL for literacy learners.*
 - *CLB2000: Theoretical framework.*
 - *CLB2000: Additional sample task ideas.*
 - *CLB2000: A guide to implementation.*
 - *CLB 2000: Companion tables.*
 - *Integrating CLB assessment into your ESL classroom*
- The program provides CLB resources for instructors’ use with learners (see below).

33. Learners are familiar with the Canadian Language Benchmarks (CLB) and are able to use them to clarify their present proficiency levels, to identify learning goals and objectives, and to chart a course for learning.

- CLB descriptors are expressed in language learners can understand. They are used to describe:
 - The proficiency level the learner is presently in.
 - The progress the learner needs to make to progress to the next level (i.e., the goals, objectives, and criteria for success).
 - Results of assessment (placement, ongoing, exit).
- Learners know what their present CLB proficiency level is in reading, writing, listening, and speaking, and they understand what that means in terms of what they “can do.”
- Learners know what CLB proficiency level they need to attain their short and long term goals (e.g., to move to the next level; to gain entrance into a bridging program).
- Assessment provides continual feedback to learners about their progress towards CLB-referenced goals.
- CLB resources for learners are available and in use. These resources may include:
 - *Can Do checklists.*
 - *Brochures for learners about the Canadian Language Benchmarks* (in 8 languages).
 - *CLB Posters.*

34. Language outcomes are referenced to the Canadian Language Benchmarks (CLB), providing a standard frame of reference for all users and facilitating movement within the program, from program to program, and from program to workplace, within Alberta and Canada.

- The CLB are referenced in descriptions of course prerequisites, course expectations, and course goals.
- The CLB inform the learner's initial placement in the program.
- Assessment tasks referenced (formally or informally) to the CLB are used to document ongoing progress throughout a course.
- The CLB are used as a guide in determining the learner's movement to more advanced levels.
- The CLB are used as a guide in determining the learner's level of achievement when leaving the program.
- Learner progress, referenced to the CLB, is tracked, recorded, and reported to relevant stakeholders.

35. Canadian Language Benchmarks (CLB) inform curriculum development, materials development, and course/lesson planning.

- Peer-reviewed research on the CLB informs program expectations regarding length of time required for progress.
- Learners' communication needs/goals are linked to CLB competencies and are articulated as learning objectives.
- Goals, objectives, and outcomes are identified in the curriculum and are informed by both
 - Performance descriptors, performance conditions, and competency outcomes for a particular CLB stage and level, and
 - Needs assessments, language needs, and content (e.g., based on themes to be covered during the class).
- Tasks, texts and learning activities, linked to the learning goals and objectives, are identified in the curriculum, and are informed

by

- The specific present and future real-life needs and interests of the learners (e.g., in determining which themes to cover).
 - The performance conditions, performance indicators, and example texts and tasks of the relevant CLB benchmarks.
 - The language, skills, and content that are needed to accomplish those tasks.
- Assessment tasks are linked to the outcomes for the class.

36. Instructors have convenient access to an organized and regularly updated collection of Canadian Language Benchmarks (CLB) referenced teaching/learning/assessment resources, sufficient to support the curriculum.³¹

- The following key Canadian Language Benchmark resources are available and in use:
 - *Canadian Language Benchmarks 2000: English as a Second Language for Adults.*
 - *Canadian Language Benchmarks 2000: A Guide to Implementation.*
 - *Canadian Language Benchmarks 2000: ESL for Literacy Learners.*
 - *Canadian Language Benchmarks 2000: Additional Sample Task ideas.*
 - *Integrating CLB Assessment into your ESL Classroom.*
- A selection of other teaching/learning resources referenced to the Canadian Language Benchmarks are available and in use, such as
 - *LINC 1-5 Curriculum Guidelines: a computer integrated curriculum based on Canadian Language Benchmarks 2000.* Includes the following (and much more):
 - Resources for planning (needs assessment tools, planning checklists, and much more).
 - 12 Themes, with 3 topics for each LINC level (1-5). Each topic includes: development

³¹ Detailed descriptions of these resources available at www.language.ca

- ideas, strategies for learners, resources, R/W/L/S outcomes related to the CLB level, language focus, and sample tasks.
 - Descriptions of outcomes for each LINC level.
 - Assessment tools.
 - *LINC 5-7 Curriculum Guidelines*.
 - *A Software Guide for the LINC Classroom*
 - *LINC Parenting Program: Manual and Curriculum Guidelines (CLB 1-4)*.
 - Other.
- Resources for assessment, referenced to the Canadian Language Benchmarks, are used for placement, formative, and summative assessment. A selection of the following resources are in use³²:
 - *Dufferin-Peel English as a Second Language: Canadian Language Benchmark Assessment 1-8* (for level-to-level assessment).
 - *On Target! A resource book of Stage One Assessment Tasks referenced to the CLB*.
 - *On Target 2! A resource book of Stage Two Assessment Tasks referenced to the CLB*.
 - *SAM – Summative Assessment Manual for Canadian Language Benchmarks*, volumes 1-2 (Assessment tools for CLB levels 1-4).
 - *Canadian Language Benchmarks 5-10 Exit Assessment Tasks*.
 - *Literacy Placement Tool (LPT)*, Volumes 1 and 2.
 - *Integrating CLB Assessment into your ESL Classroom* (Holmes, 2005).
 - *Collaborative Language Portfolio Assessment: Manitoba Best Practices Guide* (see www.immigratemanitoba.com).
 - Other.

References and Further Reading: CLB

³² Programs may also have learners assessed at registered assessment centres, where the following assessment tools may be in use: *Canadian Language Benchmark Placement Test (CLBPT)* for CLB 1-8; *Canadian Language Benchmarks Assessment (CLBA)*; *Workplace Language Assessment (WLA)* for CLB 7-10.

General CLB Resources

- Centre for Canadian Language Benchmarks. (2009). *Language for work: CLB and Essential Skills for ESL instructors*. Ottawa, ON: Author. Retrieved July 8, 2009, from http://www.itsessential.ca/itsessential/display_page.asp?page_id=413
- Centre for Canadian Language Benchmarks. (2005). *Relating Canadian Language Benchmarks to Essential Skills: A comparative framework*. Ottawa, ON: Human Resources and Skills Development Canada. Retrieved May 13, 2009, from <http://www.nald.ca/library/research/rcles-es-e/cover.htm>
- Centre for Canadian Language Benchmarks. (n.d.). *Brochures for learners about the Canadian Language Benchmarks (Arabic, Chinese, English, Farsi, Korean, Russian, Spanish, Urdu)*. Ottawa, ON: Author. Retrieved September 3, 2009, from http://www.language.ca/display_page.asp?page_id=319
- Centre for Canadian Language Benchmarks. (n.d.). *Canadian Language Benchmarks Can Do checklists*. Ottawa, ON: Author. Retrieved September 3, 2009, from http://www.language.ca/display_page.asp?page_id=372
- Centre for Canadian Language Benchmarks. (n.d.). *Canadian Language Benchmarks posters for the ESL classroom*. Ottawa, ON: Author. Retrieved September 3, 2009, from http://www.language.ca/display_page.asp?page_id=361
- Centre for Canadian Language Benchmarks. (n.d.). *Companion tables*. Ottawa, ON: Author. Retrieved September 3, 2009, from http://www.language.ca/display_page.asp?page_id=441

- Centre for Canadian Language Benchmarks. (n.d.). *Lesson plans about the Canadian Language Benchmarks*. Ottawa, ON: Author. Retrieved September 3, 2009, from http://www.language.ca/display_page.asp?page_id=319
- Holmes, T., Kingwell, G., Pettis, J., & Pidlaski, M. (2001). *Canadian Language Benchmarks 2000: A guide to implementation*. Ottawa, ON: Alberta Learning and Centre for Canadian Language Benchmarks.
- Johansson, L., Angst, K., Beer, B., Martin, S., Rebeck, W., & Sibilleau, N. (2001). *Canadian Language Benchmarks 2000: ESL for literacy learners*. Ottawa, ON: Centre for Canadian Language Benchmarks. Retrieved in PDF format July 8, 2009, from http://www.itsessential.ca/itsessential/display_page.asp?page_id=413
- Pawlikowska-Smith, G. (2005). *Canadian Language Benchmarks 2000: English as a Second Language for adults*. Ottawa, ON: Centre for Canadian Language Benchmarks.
- Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000: Additional sample task ideas*. Ottawa, ON: Centre for Canadian Language Benchmarks. Retrieved September 3, 2009, from <http://www.language.ca/>
- Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000: Theoretical framework*. Ottawa, ON: Centre for Canadian Language Benchmarks. Retrieved May 13, 2009 from http://www.language.ca/display_page.asp?page_id=257

Teaching/Learning/Curriculum Material

Brunson, S., McFarlane, H., Sischy, R., Lau, S., Thien, W., Mark, J., & Yudelman, J. (2000). *LINC parenting program: Manual and curriculum guidelines* (CLB 1-4). Toronto, ON: Toronto District School Board. Retrieved July 24, 2009, from http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1002644

Hajer, A., Kaskens, A.M., & Stasiak, M. (2007). *LINC 5-7 curriculum guidelines*. Toronto, ON: Toronto Catholic District School Board. Retrieved July 24, 2009, from http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1004400

Rajabi, S. & Witol, P. (2000). *A software guide for the LINC classroom*. Toronto Catholic District School Board. Retrieved July 24, 2009, from http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1002363

Toronto Catholic District School Board (2002). *LINC 1-5 curriculum guidelines: A computer integrated curriculum based on Canadian Language Benchmarks 2000*. Ontario: Citizenship and Immigration Canada. Retrieved July 24, 2009, from http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1003153

Assessment

Centre for Canadian Language Benchmarks. (2008). *Canadian Language Benchmarks 5-10 exit assessment tasks*. Ottawa, ON: Author.

Centre for Canadian Language Benchmarks. (n.d.). *Literacy Placement Tool (LPT) Vol. 1 & 2*. Ottawa, ON: Author.

Centre for Canadian Language Benchmarks. (n.d.). *Summative Assessment Manual (SAM) for Canadian Language Benchmarks: Vol. 1 (CLB 1&2) & Vol. 2 (CLB 3&4)*. Ottawa, ON: Author.

Dufferin-Peel Catholic District School Board. (n.d.). *English as a Second Language curriculum and benchmark assessment package*. Mississauga, ON. Information regarding this package was retrieved July 24, 2009, from <http://www.dpcdsb.org/CEC/CNE/ESL/Home.htm>

Holmes, T. (2005). *Integrating CLB assessment into your ESL classroom*. Ottawa, ON: Centre for Canadian Language Benchmarks.

Manitoba Labour and Immigration – Adult Training Branch (2009). *Collaborative language portfolio assessment Manitoba Best Practices Guide (rev. ed.): A resource for integrating the CLPA into the teaching-learning cycle of Adult EAL instruction*. Manitoba: Author. Retrieved September 11, 2009 from <http://www2.immigratemanitoba.com>.

Mitra, C.C. (Ed.) (1998). *On target! A resource book of stage one assessment tasks referenced to the CLB*. Calgary, AB: Bow Valley College.

Mitra, C.C. (Ed.) (1999). *On target! A resource book of stage two assessment tasks referenced to the CLB*. Calgary, AB: Bow Valley College.