PBLA Practice Review Framework
Overview & Principles
Working Draft

The PBLA Practice Framework is consistent with the PBLA approach to language learning and assessment. It recognizes that the responsibility for PBLA implementation success is shared by teachers, programs, local authorities engaged in monitoring language programs and national authorities responsible for setting language policy. It also recognizes that continuous learning and self-assessment is an essential part of classroom assessment practices.

The PBLA Practice Review Framework draws on the work of the ARIA project that brought together members of the Assessment Reform Group and over 200 experts from across the UK to better understand the processes that support the sustainability of changes in assessment practices[1].

Purpose:
This document provides a framework for supporting PBLA implementation, built on PBLA principles and standards. The standards are intended as practices to aspire to, for those working in four key PBLA communities: classroom, program, local authorities, and national policy. The framework assumes shared responsibility for PBLA implementation.

Use:
Those working in classrooms, at the program level, or with national policy can use the framework to self-assess their PBLA practice. Those working with the local authorities responsible for program monitoring can use the framework in their monitoring of classroom & program practice.

Framework Components:

The framework includes the following components:

1. Overall Principles that inform all components of the framework
2. Classroom Practice Standards and self-assessment checklist (for classroom teachers)
3. Program Practice Standards & self-assessment checklist (for program administrators)
4. Program Monitoring Standards & review framework (for those responsible for monitoring programs)
5. National Policy Standards & indicators (for those working with national policy)

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[1] Harlen, W. (2010). What is quality teacher assessment? In J. Gardner, W. Harlen, L. Hayward, & G. Stobart, *Developing teacher assessment* (pp. 29-52). Berkshire, UK: Open University Press.

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PBLA Practice Review Framework
Principles of PBLA Assessment Practice

These principles have been adapted from the principles developed through the ARIA project that brought together members of the Assessment Reform Group and over 200 experts involved in the study[2].

1. Assessment of any kind should ultimately improve learning.

2. Assessment should be task-based and aligned to the CLB standards providing evidence of what learners can do in English in community, work and study settings of relevance to their needs and interests.

3. Assessment should be part of a process of teaching that enables learners to understand the aims of their learning and how the quality of their achievement will be judged.

4. Assessment methods should promote the active engagement of learners in their learning and its assessment.

5. Assessment procedures should include explicit processes to ensure that information is valid and is as reliable as necessary for its purpose. At the same time, assessments of learning should be treated as approximations, recognizing the limitations of all forms of assessment.

6. Assessment should combine information of different kinds, including learners' self-assessments, to inform decisions about learning and achievements.

7. Assessment should promote public understanding of learning goals relevant to students' current and future lives. Stakeholders (policy makers, organizations that require CLB levels) need to be aware of the assessment methods being used and their suitability for reporting learner progress and achievement.

8. Assessment methods should meet standards that reflect a broad consensus on quality at all levels, from classroom practice to national policy.

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[2] Harlen, W. (2010). What is quality teacher assessment? In J. Gardner, W. Harlen, L. Hayward, & G. Stobart, *Developing teacher assessment* (pp. 29-52). Berkshire, UK: Open University Press.

PBLA Practice Review Framework
Classroom Practice Standards
Working Draft

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.

The framework below is built around six "standards", a term used here to refer to descriptions of desired performance. The Practice Standards are "practices to which those working in the four communities – classroom, program, local (monitoring) authority and national policy – should aspire[3]." They express a direction rather than outcomes to be measured. The standards describe what quality looks like, in a way that indicates the direction of progress.

Teachers implementing PBLA in their classrooms aim to meet 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 learners to show what 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 should complete the self-assessment checklist individually. Only the action plan is shared with colleagues and submitted to program administrators.

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[3] Harlen, W. (2010). What is quality teacher assessment? In J. Gardner, W. Harlen, L. Hayward, & G. Stobart, *Developing teacher assessment* (p. 47). Berkshire, UK: Open University Press.

PBLA Practice Review Framework
Classroom Practice Standards
Teacher Self-Assessment

	Circle the number that describes your teaching practice, where…
Standard 1: Planning for instruction and assessment is based on learner-identified needs and goals.	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 *satisfactory performance* (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	

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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.		1 2 3 4 5

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.	1 2 3 4 5
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.	1 2 3 4 5
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.	1 2 3 4 5

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.	1 2 3 4 5	
b. When possible, I take part in discussions of learners' work with colleagues in order to align my judgments of CLB levels.	1 2 3 4 5	

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.

PBLA Practice Review Framework
Lead Teacher Self-Assessment
Working Draft

NOTE: Lead teachers are expected to complete the Classroom Self-assessment based on the PBLA Classroom Practice Standards. This supplementary self-assessment is specific to the roles and responsibilities outlined for PBLA Lead teachers and relates to the Program Practice Framework: Standard One.

The Lead Teacher self-assessment is intended to facilitate self-reflection and goal-setting for personal professional growth and provide an opportunity for discussion with program administrators related to PBLA implementation challenges and support required.

Lead teachers should complete the self-assessment checklist individually. Only the My Action Plan and Support Required sections to be submitted to administrators.

	Circle the number that describes your teaching practice, where… 1 = Not yet a part of my practice / 5= A consistent part of my practice
a. I have introduced PBLA to my colleagues based on the timelines and resources in the PBLA Implementation package.	1 2 3 4 5
b. I keep current with PBLA information by reading updates from the CCLB, regularly reading and/or participating in the discussion on the PBLA Implementation forum.	1 2 3 4 5
c. I consider myself a PBLA champion and talk about the benefits of PBLA, including the positive response from learners, with my colleagues.	1 2 3 4 5
d. I support and encourage my colleagues through responding to their questions, and sharing resources and strategies.	1 2 3 4 5
e. I advise our program administrator related to program adjustments (e.g. scheduling, reporting procedures and other logistics) that may be required for successful PBLA implementation.	1 2 3 4 5

	Circle the number that describes your teaching practice, where…
	1 = Not yet a part of my practice 5= A consistent part of my practice
f. I advise our program administrator on emerging issues and suggest supports for teachers.	1　2　3　4　5

My Action Plan:

Identify 1 aspect of your Lead teacher practice that is working well and you could share with others.

Choose 1 thing that you will work on to improve your effectiveness as a Lead teacher. Identify what you want to improve, the action you will take, and indicate a timeline.

Support Required:

Identify what support you require from your administrator to enhance PBLA implementation in your program.

PBLA Practice Review Framework
Program Practice Standards
Working Draft

This document presents a framework that program administrators can use to assess the application of Portfolio-Based Language Assessment principles in their programs. It is intended as a tool to support practice, to help administrators identify areas where assessment practices are effective, and areas where programs might move forward.

The framework below is built around five *"standards"*, a term used here to refer to descriptions of desired performance. The Practice Standards are "practices to which those working in the four communities – classroom, program, local (monitoring) authority and national policy – should aspire[4]." They express a direction rather than outcomes to be measured. The standards describe what good quality looks like in a way that indicates the direction of progress.

Programs ensure that the following five standards are met:

1. Conditions are in place to support successful implementation of PBLA.

2. PBLA is being implemented consistent with Assessment *for* Learning principles.

3. PBLA assessment is aligned to the CLB standards and decisions related to assigning benchmarks are based on sufficient evidence.

4. Teachers have opportunities to improve their assessment practice through professional learning and collaboration.

5. Programs evaluate their PBLA practices on an ongoing basis and develop an annual action plan for improvement.

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[4] Harlen, W. (2010). What is quality teacher assessment? In J. Gardner, W. Harlen, L. Hayward, & G. Stobart, *Developing teacher assessment* (p. 47). Berkshire, UK: Open University Press.

PBLA Practice Review Framework
Program Practice Self-Assessment

This framework is for use by program administrators to assess PBLA implementation in their programs. Evidence for Standards 1, 4, and 5 should be collected in a spreadsheet and submitted to IRCC in advance of the monitoring site visit. Items that have already been included in other IRCC reporting documents do not need to be resubmitted. Evidence for standards 2 and 3 is largely drawn from ongoing classroom visits and review of learner portfolios.

Standard 1: Programs ensure organizational conditions and appropriate support are in place to facilitate successful implementation of PBLA.	Circle the number that describes your program practice, where… 1 = Not yet a part of our program practice 5= A consistent part of our program practice

a.   Class sizes ensure learners have a reasonable opportunity to meet their language learning goals, following these maximum class size guidelines:
        ESL/FSL Literacy: 8-10
        CLB/NCLC 1-4:   20
        CLB/NCLC 5+:   25-30
 	
Evidence?   Class sizes for a recent reporting period are documented in a spreadsheet.
	1 2 3 4 5

b. Programs have classes that are organized according to the National Placement Guidelines and do not cover a range of more than 2 benchmark levels where possible, with teachers not expected to assess a range of more than 3 CLB levels. **Evidence?** Benchmark ranges and levels assessed for a recent reporting period are recorded for each class in the spreadsheet.	1 2 3 4 5
c. Scheduling of reporting periods ensures that learners have sufficient class time to make reasonable progress towards achievement of benchmark level outcomes. Programs should aim for a minimum of approximately 250 hours of instruction between reporting periods. **Evidence?** Hours between reporting periods is recorded in spreadsheet.	1 2 3 4 5

Standard 1: Programs ensure organizational conditions and appropriate support are in place to facilitate successful implementation of PBLA.	Circle the number that describes your program practice, where… 1 = Not yet a part of our program practice 5= A consistent part of our program practice
d. ESL Learner Progress Conferences (individual learner conference with teacher) are scheduled at reasonable intervals to ensure learners get feedback on their progress. Conferences are scheduled at least once each reporting period. **Evidence?** Schedule of learner progress conferences is recorded in spreadsheet.	1 2 3 4 5
e. Programs have in place and enforce a work-like attendance policy to ensure adequate participation in instruction. **Evidence?** Copy of attendance policy.	1 2 3 4 5
f. Programs manage intake of new learners and inter-class transfers to facilitate PBLA and Language Companion orientation and minimize disruption to teachers and learners. **Evidence?** Description of intake/transfer protocol and PBLA/Language Companion orientation.	1 2 3 4 5
g. Programs recognize the integral role of instructional planning in effective PBLA implementation and build compensated prep time into the instructional cycle. **Evidence?** Prep time hours are recorded in spreadsheet.	1 2 3 4 5
h. PBLA Lead teachers are supported in their role. Programs ensure a sufficient number of certified Lead teachers according to funder guidelines, i.e. the equivalent of 5 hours per week of Lead Teacher support for every 10 classroom teachers. **Evidence?** Amount of Lead teacher compensation is recorded in spreadsheet.	1 2 3 4 5

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Standard 2: Programs ensure PBLA is being implemented consistent with PBLA Assessment *for* Learning principles and protocols.	**1 = Not yet a part of our program practice**	**5= A consistent part of our program practice**
a. All learners have and use a copy of the Language Companion. Learners know their CLB levels and understand the purpose of their portfolios (e.g. can describe how and when they use them). **Evidence?** Informal conversations with learners (at CLB 3 or above) indicate that learners know their CLB levels, and understand the purpose of their portfolios (e.g. can tell how and when they use them).	1 2 3 4 5	
b. Classroom practice reflects planning for instruction and assessment that is based on learner-identified needs and goals. **Evidence?** Learner portfolios include evidence of needs assessment and goal-setting activities in the ABOUT ME section of My Portfolio.	1 2 3 4 5	
c. Classroom assessment practice enhances learning. (See Teacher Self-Assessment: Standard 3.) **Evidence?** 1) Class visits. 2) Learner portfolios include evidence of learner self-assessment, and evidence of action-oriented feedback on learning tasks.	1 2 3 4 5	
d. Classroom practice engages learners in the assessment practice and in conversations about their progress. (See Teacher Self-assessment: Standard 3.) **Evidence?** 1) Class visits. 2) Learner portfolios include evidence of self-assessment/reflection.	1 2 3 4 5	

Standard 3: Programs ensure PBLA assessment is aligned to the CLB standards and decisions related to assigning benchmarks are based on sufficient evidence.	**1 = Not yet a part of our program practice**	**5= A consistent part of our program practice**
a. Programs ensure that teachers have access to a range of appropriate PBLA and CLB-related resources to support classroom planning for instruction and assessment.	1 2 3 4 5	

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Evidence? List of the PBLA and CLB-related resources that classroom teachers can use to plan for instruction and assessment.

b. Program administrator ensures that assessment is aligned to the CLB and is based on a rich variety of tasks that enable learners to show what they are able "to do" in English. (See Teacher Self-assessment: Standard 2.) **Evidence?** Review of learner portfolios.	1 2 3 4 5
c. Classroom assessment provides sufficient evidence to facilitate CLB outcome decisions. Classroom teachers aim for 8 – 10 artefacts per skill area. (See Teacher Self-assessment: Standard 5.) **Evidence?** Learner portfolios that are reviewed to assign new benchmarks include approximately 8 – 10 artefacts per skill area.	1 2 3 4 5
d. ESL Learner Progress Reports are completed for learners in accordance with PBLA protocols. **Evidence?** ESL Learner Progress Reports are completed in accordance with protocols. They include comments that are written to, not about the learner, and are in learner-friendly language.	1 2 3 4 5

Standard 4: Teachers have opportunities to improve their assessment practice through professional learning and collaboration.	1 = Not yet a part of our program practice	5= A consistent part of our program practice
a. Meeting time is provided each semester in accordance with IRCC guidelines to support portfolio review and/or other assessment activities. **Evidence?** Summary of PD activities, including list of meetings and PD sessions and activities that support teacher collaboration.	1 2 3 4 5	
b. Program administrators consult with Lead teachers to plan regular PD support, to ensure teachers have opportunities for professional learning to enhance their assessment practice. Teachers are encouraged to collaborate and share resources and strategies.	1 2 3 4 5	

Standard 4: Teachers have opportunities to improve their assessment practice through professional learning and collaboration.

1 = Not yet a part of our program practice

5= A consistent part of our program practice

Evidence? As above.

c.   Time is available for teachers to discuss and reflect on their practice. Administrators review teachers' action plans.

1   2   3   4   5

Evidence? As above.

Standard 5: Programs evaluate their PBLA practice on an ongoing basis and develop an annual action plan for improvement.

1 = Not yet a part of our program practice

5= A consistent part of our program practice

a.   Programs complete an annual self-assessment and identify 2 – 3 aspects of PBLA Practice that are working well and choose 2 – 3   items that the program will work on to improve PBLA practice.

1   2   3   4   5

Evidence? Summary of self-assessment and action plan. (See below)

Program Action Plan:

Identify 2 – 3 aspects of PBLA practice that are working well in your program and that you could share with others.

Identify 2 – 3 items that the program will work on to improve PBLA practice. Identify what you want to improve, the actions you will take, the results you expect, and a timeline.

PBLA Practice Review Framework
Standards for Use in Program Monitoring
Working Draft

This document presents a framework that IRCC Settlement Officers can use to monitor the application of Portfolio-Based Language Assessment principles in LINC programs. It is intended as a tool to support teaching and learning, to identify areas of strengths in programs, and areas where programs might move forward.

The framework below is built around five "standards" – a term used here to refer to descriptions of desired performance. The Practice Standards are "practices to which those working in the four communities – classroom, program, local (monitoring) authority and national policy – should aspire[5]." They express a direction rather than outcomes to be measured. The standards describe what good quality looks like in a way that indicates the direction of progress.

Program monitoring provides evidence that these five standards are being met:

1. Conditions are in place to support successful implementation of PBLA.

2. PBLA is being implemented consistent with Assessment *for* Learning principles.

3. PBLA assessment is aligned to the CLB standards and decisions related to assigning benchmarks are based on sufficient evidence.

4. Teachers have opportunities to improve their assessment practice through professional learning and collaboration.

5. Programs evaluate their PBLA practices on an ongoing basis and develop an annual action plan for improvement.

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[5] Harlen, W. (2010). What is quality teacher assessment? In J. Gardner, W. Harlen, L. Hayward, & G. Stobart, *Developing teacher assessment* (p.47). Berkshire, UK: Open University Press.

PBLA Program Practice Standards
Program Monitoring Framework

The PBLA Program Monitoring framework below assumes that some of the evidence is documented by programs and submitted to the IRCC Settlement Officer in advance of the monitoring site visit. Much of the evidence for Standards 1, 4, and 5 will be submitted in a spreadsheet unless it is already included in other IRCC reporting forms. Other evidence can be gathered through:

- class visits (to at least two classes at different benchmark levels)
- conversations with program administrators, lead teachers, classroom teachers, and learners
- a review of a sample of portfolios provided by the program.

Standard 1: Programs ensure organizational conditions and appropriate support are in place to facilitate successful implementation of PBLA.	Has standard been met?		
	Yes	Not Yet	Questions and comments

a. Class sizes ensure learners have a reasonable opportunity to meet their language learning goals, following these maximum class size guidelines:
  ESL/FSL Literacy: 8-10
  CLB/NCLC 1-4:   20
  CLB/NCLC 5+:   25-30
 	
Evidence? Class sizes for a current reporting period are documented in pre-visit spreadsheet.			

b. Programs have classes that are organized according to the National Placement Guidelines and do not cover a range of more than 2 benchmark levels where possible, with teachers not expected to assess a range of more than 3 CLB levels. **Evidence?** Benchmark ranges and levels assessed for a current reporting period are recorded for each class in pre-visit spreadsheet.			
c. Scheduling of reporting periods ensures that learners have sufficient class time to make reasonable progress towards achievement of benchmark level outcomes. Programs should aim for a minimum of approximately 250 hours of instruction between reporting periods. **Evidence?** Hours between reporting periods is recorded in pre-visit spreadsheet.			

Standard 1: Programs ensure organizational conditions and appropriate support are in place to facilitate successful implementation of PBLA.	Has standard been met?		Questions and comments
	Yes	Not Yet	
d. ESL Learner Progress Conferences (individual learner conference with teacher) are scheduled at reasonable intervals to ensure learners get feedback on their progress. Conferences are scheduled at least once each reporting period. **Evidence?** Schedule of learner progress conferences is recorded in pre-visit spreadsheet.			
e. Programs have in place and enforce a work-like attendance policy to ensure adequate participation in instruction. **Evidence?** Copy of attendance policy.			
f. Programs manage intake of new learners and inter-class transfers to facilitate PBLA and Language Companion orientation and minimize disruption to teachers and learners. **Evidence?** Description of intake/transfer protocol and PBLA/Language Companion orientation.			
g. Programs recognize the integral role of instructional planning in effective PBLA implementation and build compensated prep time into the instructional cycle. **Evidence?** Prep time hours are recorded in pre-visit spreadsheet.			
h. PBLA Lead teachers are supported in their role. Programs ensure a sufficient number of certified Lead teachers according to funder guidelines, i.e. the equivalent of 5 hours per week of Lead Teacher support for every 10 classroom teachers. **Evidence?** Amount of Lead teacher compensation is recorded in pre-visit spreadsheet.			

| Standard 2: Programs ensure PBLA is being implemented consistent with PBLA assessment for learning principles and protocols. | Has standard been met? | | Questions and comments |
	Yes	Not sure	
a. All learners have and use a copy of the Language Companion. Learners know their CLB levels and understand the purpose of their portfolios (e.g. can describe how and when they use them). **Evidence?** In class visits (to at least two classes at different benchmark levels), informal conversations with learners (at CLB 3 or above) indicate that learners know their CLB levels, and understand the purpose of their portfolios (e.g. can tell how and when they use them).			
b. Classroom practice reflects planning for instruction and assessment that is based on learner-identified needs and goals. **Evidence?** The reviewed learner portfolios show evidence of needs assessment/ goal-setting activities in the ABOUT ME section of My Portfolio.			
c. Classroom assessment practice enhances learning. (See Teacher Self-Assessment: Standard 3.) **Evidence?** The reviewed learner portfolios include evidence of learner self-assessment, and evidence of action-oriented feedback on learning tasks.			
d. Classroom practice engages learners in the assessment practice and in conversations about their progress. (See Teacher Self-assessment: Standard 3.) **Evidence?** Learner portfolios include evidence of learner self-assessment.			

Standard 3: Programs ensure PBLA assessment is aligned to the CLB standards and decisions related to assigning benchmarks are based on sufficient evidence.	Has standard been met?		Questions and comments
	Yes	Not sure	
a. Programs ensure that teachers have access to a range of appropriate PBLA and CLB-related resources to support classroom planning for instruction and assessment. **Evidence?** Program provides a list of the PBLA and CLB-related resources that classroom teachers can use to plan for instruction and assessment.			
b. Program administrator ensures that assessment is aligned to the CLB and is based on a rich variety of tasks that enable learners to show what they are able "to do" in English. (See Teacher Self-assessment: Standard 2.) **Evidence?** Review of learner portfolios.			
c. Classroom assessment provides sufficient evidence to facilitate CLB outcome decisions. Classroom teachers aim for 8 – 10 artefacts per skill area. **Evidence?** Learner portfolios that are reviewed to assign new benchmarks include approximately 8 – 10 artefacts per skill area.			
d. ESL Learner Progress Reports are completed for learners in accordance with PBLA protocols. **Evidence?** ESL Learner Progress Reports are completed in accordance with protocols. They include comments that are written to, not about the learner, and are in learner-friendly language.			

Standard 4: Teachers have opportunities to improve their assessment practice through professional learning and collaboration.	Has standard been met?		Questions and comments
	Yes	Not sure	
a. Meeting time is provided each semester in accordance with IRCC guidelines to support portfolio review and/or other assessment activities. **Evidence?** Program administrator provides a summary of PD activities, including list of meetings and PD sessions and agendas. Administrator describes how collaboration and sharing of resources support teachers to improve their assessment practice.			
b. Program administrators consult with Lead teachers to plan regular PD support to ensure teachers have opportunities for professional learning to enhance their assessment practice. Teachers are encouraged to collaborate and share resources and strategies. **Evidence?** As above.			
c. Time is available for teachers to discuss and reflect on their practice. Administrators review teachers' action plans. **Evidence?** As above.			

Standard 5: Programs evaluate their PBLA practice on an ongoing basis and develop an annual action plan for improvement.	Has standard been met?		If not yet… what action will program take to move towards standard?
	Yes	Not Yet	Indicate action and timeline.
a. Programs complete an annual self-assessment and identify 2 – 3 aspects of PBLA Practice that are working well and choose 2 -3 items that the program will work on to improve PBLA practice. Programs identify what they want to improve, what actions they will take, what results they expect and indicate a timeline. **Evidence?** Program administrator provides action plan with 2 -3 aspects that are working well and 2 -3 items for improvement. The action plan seems reasonable and achievable in the time-line indicated.			

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This document presents a framework to guide national policy formulation for the ongoing support of Portfolio-Based Language Assessment in language programs across Canada.

The framework is built around three "standards" – a term used here to refer to descriptions of desired performance. The Practice Standards are "practices to which those working in the four communities – classroom, program, local (monitoring) authority and national policy – should aspire.[6]" (Gardner et al. p. 47) They express a direction rather than outcomes to be measured. The standards describe what good quality looks like in a way that indicates the direction of progress.

Three national standards support PBLA:

1. Assessment to support learning is at the heart of Portfolio-Based Language Assessment – the LINC classroom-based assessment framework.

2. Monitoring procedures ensure that programs evaluate their assessment practices and develop action plans for improvement.

3. Processes are put in place to ensure sustainability of PBLA as a national assessment system that provides dependable results.

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[6] Harlen, W. (2010). What is quality teacher assessment? In J. Gardner, W. Harlen, L. Hayward, & G. Stobart, *Developing teacher assessment* (p.47). Berkshire, UK: Open University Press.

PBLA Practice Review Framework
Standards for Use in National Policy Formulation

Standards	Indicators
Standard 1: Assessment to support learning is at the heart of Portfolio-Based Language Assessment – the LINC classroom-based assessment framework. **Standard 2:** Monitoring procedures ensure that programs evaluate their assessment practices and develop action plans for improvement. **Standard 3**: Processes are put in place to ensure sustainability of PBLA as a national assessment system that provides dependable results.	• A process for program monitoring provides evidence that LINC programs are implementing PBLA in a manner that is consistent with PBLA guidelines. • Support is provided to ensure learning environments are conducive to language learning and PBLA assessment, i.e. class size limits, prep time, range of levels in a class, continuous intake guidelines, etc. • Support is provided for programs/professional TESL associations to offer regular professional development related to emerging PBLA assessment practice. • Support is provided for development of resources to assist the classroom teacher to plan for CLB classroom-based assessment related to learner-identified needs. • TESL programs are encouraged to include the development of PBLA competence in TESL education program • Support is provided for moderation activities to ensure common understanding and application of CLB standards across classrooms and programs. • Support is provided for research and dissemination of research to better understand impact of PBLA and emerging best practices. • A process is developed to ensure PBLA guidelines respond to emerging and local conditions while remaining consistent with PBLA principles.