PART 1 - OVERVIEW OF REPORTING DESIGNATIONS

1. **A completed CLB** reflecting the level being assessed in your course based on evidence in the learner's portfolio **or** the most recent level assigned by a teacher.
2. **N/A – Not Addressed**
   a. Outside the range of course. The learner's entry CLB level is outside the range that is assessed in this course.
   b. The skill is not addressed in the course. In a specific skills course such as Reading/Writing, use N/A for the skills not addressed such as Listening and Speaking.
3. **I/E**
   a. Not demonstrating achievement of the CLB level being assessed. There are enough artefacts but the learner has not yet demonstrated proficiency at the CLB level being assessed.
   b. There are not enough artefacts to complete an evaluation and assign a benchmark.

INCOMING LEVEL ASSIGNED BY ASSESSMENT CENTRE	*INCOMING LEVEL ASSIGNED BY TEACHER*
If a skill is not addressed in the course	
Assign N/A	Carry forward the most recent level assigned by a teacher.
The skill(s) are within the range of the course and there are enough artefacts (approximately 8-10 artefacts)	
If successful, assign the level assessed in the course. **If not successful,** assign I/E – not yet demonstrating the assessed level.	**If successful,** assign the level assessed in the course. **If not successful,** carry forward the most recent level assigned by a teacher.
If a skill is beyond the range of the course	
CLB is above the range of the course **If successful**, assign the level assessed in the course. **If not successful**, assign I/E - not yet demonstrating the assessed level. **If no artefacts are collected to be evaluated in a portfolio** assign N/A - outside the range of the course. **CLB is below the range of the course*** **If successful**, assign the level assessed in the course. **If not successful,*** assign I/E – not yet demonstrating the assessed level. **If no artefacts are collected to be evaluated in a portfolio*** assign N/A - outside the range of the course.	**CLB is above the range of the course** Carry forward the most recent level assigned by a teacher, unless there are exceptional circumstances** **CLB is below the range of the course*** **If successful,** assign the level assessed in the course. **If not successful or if no artefacts are collected,*** carry forward the most recent level assigned by a teacher, unless there are exceptional circumstances**

*A program should make every effort to support the teacher to collect evidence in the portfolio in order to assign a benchmark or new benchmark for the skill area that is below the range of the course (through support from a Lead Instructor and/or a colleague who teaches at a lower level).

** Exceptional circumstances refer to rare cases where a learner is no longer demonstrating benchmark level ability that was previously assigned (e.g. due to not using English for an extended period). Lowering a previously assigned benchmark must be based on review of approximately 8-10 artifacts in a portfolio <u>and done in consultation with program administration</u>. Programs will determine their own protocols around review and consultation with program administration in these exceptional circumstances.

Note that the learner's original placement benchmark from the assessment centre is kept in iCARE/HARTs for the duration of a learner's record unless a reassessment at the assessment centre overwrites the original

PART 2: FLOW CHART FOR USING DESIGNATIONS[1]

WHEN LEARNERS HAVE ENOUGH HOURS OF INSTRUCTION AND ARTEFACTS IN PORTFOLIOS and

ARE ACHIEVING THE BENCHMARK: The evaluation of approximately 8-10 artefacts reveals the **student is consistently demonstrating the level of communicative ability associated with most or all (70% to 100%) of the descriptors for the benchmark in a skill area** (in the example the highlighted skill only).

Student enters your course with:	**You assign/record:**

A: New Learner
The student enters your course with benchmarks from the Assessment Centre (e.g. CLBPT), or the last official benchmarks the student has are the from the Assessment Centre (e.g. student transferred from another course/provider without completing the level)

CLBs are **within the range** of your course e.g. student enters your CLB 4 course with L-3 S-3 R-3 W-3	**Assign a completed CLB reflecting the level being assessed in your course** e.g. L-4 S-4 R-4 W-4
CLBs are **ABOVE** the range of your course e.g. student enters your CLB 4 course with L-3 S-3 R-6 W-3	**Assign a completed CLB reflecting the level being assessed in your course** e.g. L-4 S-4 R-4 W-4
CLBs are **BELOW** the range of your course e.g. student enters your CLB 4 course with L-3 S-3 R-2 W-3	**Assign a completed CLB reflecting the level being assessed in your course** e.g. L-4 S-4 R-4 W-4

B: Continuing Learner
The student enters your course with benchmarks assigned by a teacher at your organization or another organization.

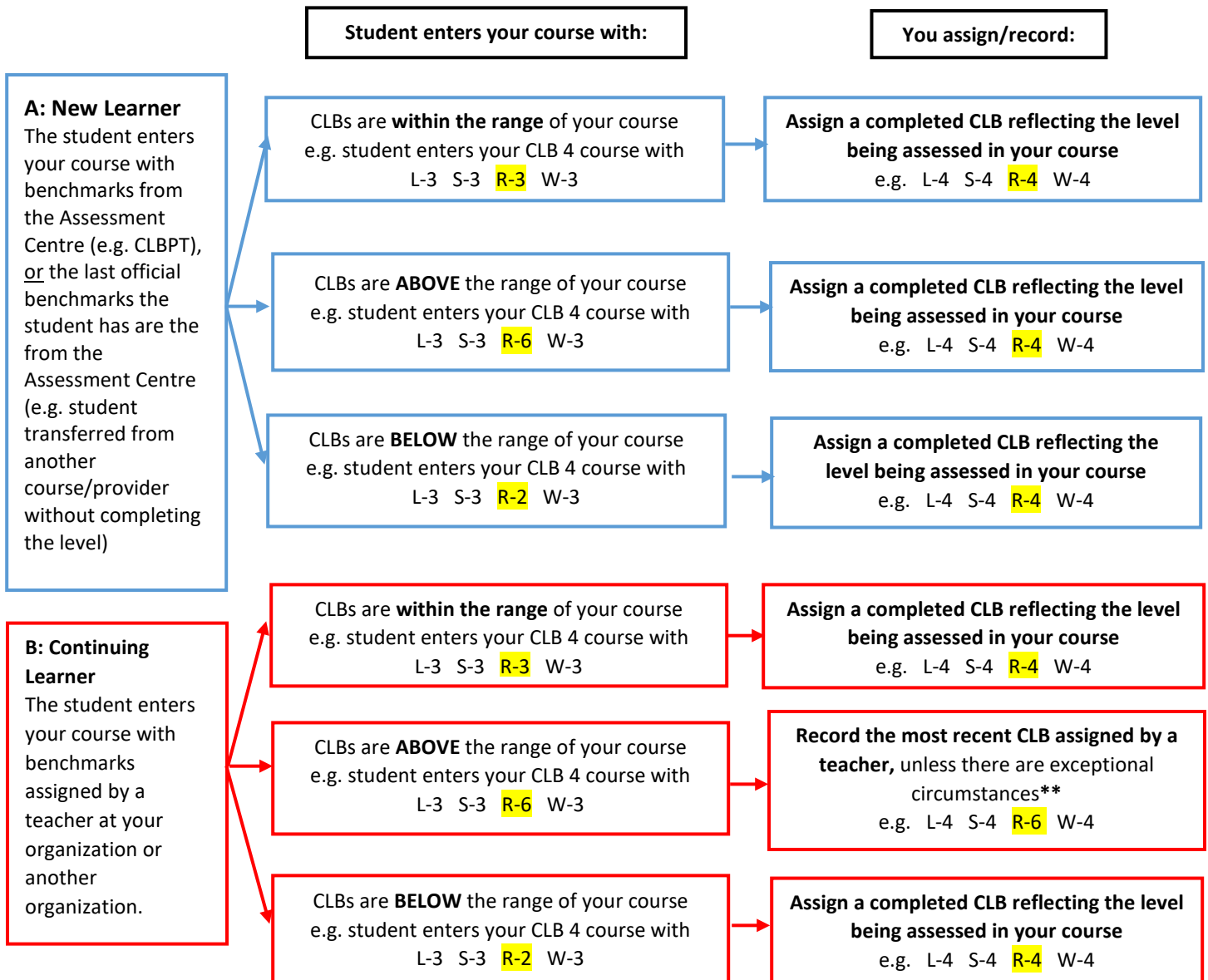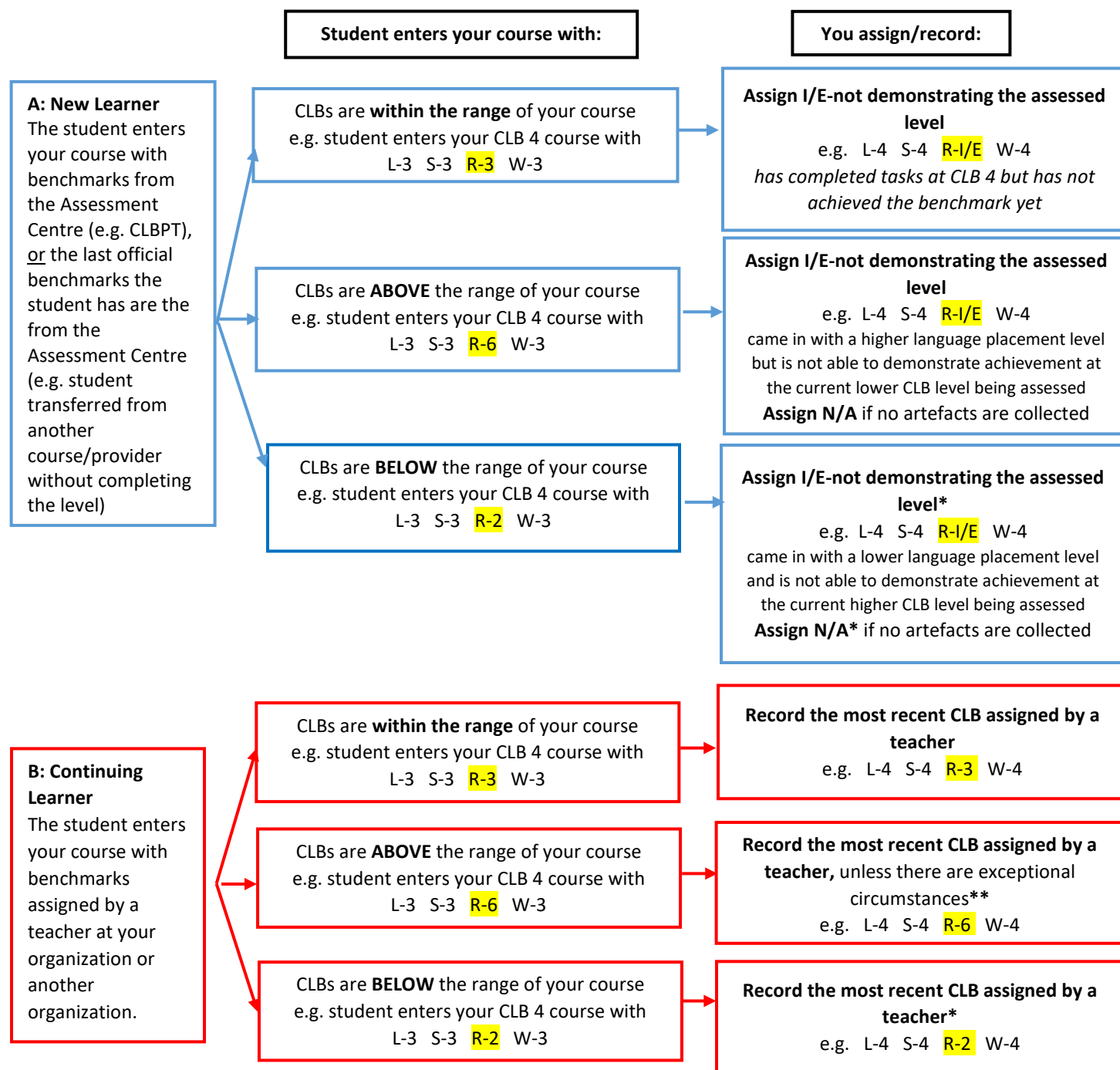| CLBs are **within the range** of your course e.g. student enters your CLB 4 course with L-3 S-3 R-3 W-3	**Assign a completed CLB reflecting the level being assessed in your course** e.g. L-4 S-4 R-4 W-4
CLBs are **ABOVE** the range of your course e.g. student enters your CLB 4 course with L-3 S-3 R-6 W-3	**Record the most recent CLB assigned by a teacher,** unless there are exceptional circumstances** e.g. L-4 S-4 R-6 W-4
CLBs are **BELOW** the range of your course e.g. student enters your CLB 4 course with L-3 S-3 R-2 W-3	**Assign a completed CLB reflecting the level being assessed in your course** e.g. L-4 S-4 R-4 W-4

** **Exceptional circumstances** refer to rare cases where a learner is no longer demonstrating benchmark level ability that was previously assigned (e.g. due to not using English for an extended period). Lowering a previously assigned benchmark must be based on review of approximately 8-10 artifacts in a portfolio and done in consultation with program administration. Programs will determine their own protocols around review and consultation with program administration in these exceptional circumstances.

WHEN LEARNERS HAVE ENOUGH HOURS OF INSTRUCTION AND ARTEFACTS IN PORTFOLIOS and

ARE NOT ACHIEVING THE BENCHMARK: The evaluation of approximately 8-10 artefacts reveals the student has not yet demonstrated the level of communicative ability associated with most or all (70% to 100%) of the descriptors for the benchmark in a skill area (in the example, the highlighted skill only).

Student enters your course with:	You assign/record:

A: New Learner
The student enters your course with benchmarks from the Assessment Centre (e.g. CLBPT), or the last official benchmarks the student has are the from the Assessment Centre (e.g. student transferred from another course/provider without completing the level)

CLBs are **within the range** of your course
e.g. student enters your CLB 4 course with
L-3 S-3 R-3 W-3
→
Assign I/E-not demonstrating the assessed level
e.g. L-4 S-4 R-I/E W-4
has completed tasks at CLB 4 but has not achieved the benchmark yet

CLBs are **ABOVE** the range of your course
e.g. student enters your CLB 4 course with
L-3 S-3 R-6 W-3
→
Assign I/E-not demonstrating the assessed level
e.g. L-4 S-4 R-I/E W-4
came in with a higher language placement level but is not able to demonstrate achievement at the current lower CLB level being assessed
Assign N/A if no artefacts are collected

CLBs are **BELOW** the range of your course
e.g. student enters your CLB 4 course with
L-3 S-3 R-2 W-3
→
Assign I/E-not demonstrating the assessed level*
e.g. L-4 S-4 R-I/E W-4
came in with a lower language placement level and is not able to demonstrate achievement at the current higher CLB level being assessed
Assign N/A* if no artefacts are collected

B: Continuing Learner
The student enters your course with benchmarks assigned by a teacher at your organization or another organization.

CLBs are **within the range** of your course
e.g. student enters your CLB 4 course with
L-3 S-3 R-3 W-3
→
Record the most recent CLB assigned by a teacher
e.g. L-4 S-4 R-3 W-4

CLBs are **ABOVE** the range of your course
e.g. student enters your CLB 4 course with
L-3 S-3 R-6 W-3
→
Record the most recent CLB assigned by a teacher, unless there are exceptional circumstances**
e.g. L-4 S-4 R-6 W-4

CLBs are **BELOW** the range of your course
e.g. student enters your CLB 4 course with
L-3 S-3 R-2 W-3
→
Record the most recent CLB assigned by a teacher*
e.g. L-4 S-4 R-2 W-4

***A program** should make every effort to support the teacher to collect evidence in the portfolio in order to assign a benchmark or new benchmark for the skill area that is below the range of the course (through support from a Lead Instructor and/or a colleague who teaches at a lower level).

** **Exceptional circumstances** refer to rare cases where a learner is no longer demonstrating benchmark level ability that was previously assigned (e.g. due to not using English for an extended period). Lowering a previously assigned benchmark must be based on review of approximately 8-10 artifacts in a portfolio and done in consultation with program administration. Programs will determine their own protocols around review and consultation with program administration in these exceptional circumstances.

WHEN LEARNERS DO NOT HAVE ENOUGH HOURS OF INSTRUCTION AND ARTEFACTS IN PORTFOLIOS

Withdrawing before a reporting period

Before an organization's reporting period, if a **new learner with benchmarks from the Assessment Centre (e.g. CLBPT) withdraws from a program** and **does not have enough hours of instruction and artefacts** in a portfolio to be ready for an evaluation

For iCARE or HARTs
- For *Client's CLB Levels upon Leaving/Completing Course*, assign I/E for Insufficient Evidence i.e. there is insufficient evidence in all 4 skill areas of Listening, Speaking, Reading and Writing

For PBLA
- A Learner Conference Summary is NOT required.

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Before an organization's reporting period, if a **continuing learner with benchmarks assigned by a teacher at your organization or another organization withdraws from a program** and **does not have enough hours of instruction and artefacts** in a portfolio to be ready for an evaluation

For iCARE or HARTs
- For *Client's CLB Levels upon Leaving/Completing Course*, enter the same benchmarks as previously entered under *Most Recent Language Training Details*

For PBLA
- A Learner Conference Summary is NOT required.

Note: If a client exits the course directly after the reporting period, in iCARE, follow instructions from *Withdrawing before a reporting period*.

Recording at a reporting period

At an organization's reporting period, when a **new learner with benchmarks from the Assessment Centre (e.g. CLBPT) does not have enough hours of instruction and artefacts** in a portfolio to be ready for an evaluation, the following steps are taken to record a learner's progress:

For iCARE or HARTs
- If the client is staying in the course, no action is needed
- If the client is exiting the course (e.g. end of semester), assign I/E for Insufficient Evidence

For PBLA
- The teacher completes a *Learner Conference Summary*
- Incoming CLB levels from the assessment centre are recorded on the LCS but no new CLB levels are evaluated, assigned or recorded.

At an organization's reporting period, when a **continuing learner with benchmarks assigned by a teacher at your organization or another organization does not have enough hours of instruction and artefacts** in a portfolio to be ready for an evaluation, the following steps are taken to record a learner's progress:

For iCARE or HARTs
- If the client is staying in the course, no action is needed
- If the client is exiting the course (e.g. end of semester), enter the same benchmarks as previously entered under *Most Recent Language Training Details*

For PBLA
- The teacher completes a Learner Conference Summary
- Incoming CLB levels (including N/A and I/E) assigned by a previous teacher are recorded on the LCS but no new CLB levels are evaluated, assigned or recorded

A LEARNER CASE SCENARIO: Benchmark Level Assigned after enough hours and artefacts

Learner profile: Entry levels 4-3-3-2

New Learner - from Assessment Centre	CLB 4 – SINGLE LEVEL ASSESSMENT	COMMENTS: The teacher/program assesses at one level only in all skills, in this case CLB 4.
Listening - CLB 4	L – 4	Learner completed CLB 4 tasks. Confirmed they were successful.
Speaking - CLB 3	S – 4	Learner completed CLB 4 tasks successfully.
Reading – CLB 3	R – I/E	Learner completed CLB 4 tasks but did not consistently demonstrate level of communicative ability associated with most or all of the descriptors for the benchmark. Assign I/E – not demonstrating the assessed level. (Can't enter the language placement result (e.g. CLBPT score) as it is not a teacher-confirmed completed benchmark.)
Writing – CLB 2	W – N/A	Learner did not complete the CLB 4 tasks as they were too difficult. CLB 3 tasks were not offered as they were outside the range of the course. Note that if this is not addressed, the Learner's writing skill will continue to fall behind.
New learner - from Assessment Centre	**CLB 4 – MULTILEVEL ASSESSMENT**	COMMENTS: The teacher/program assesses at more than one level in all or some skills, in this case CLB 4 and CLB 3.
Listening - CLB 4	L - 4	See above
Speaking - CLB 3	S – 4	See above
Reading – CLB 3	R – 3	Learner couldn't consistently demonstrate success at CLB 4 but because the teacher adjusted tasks for CLB 3, the learner demonstrated success at CLB 3 and the teacher was able to confirm the language placement result (e.g. CLBPT).
Writing – CLB 2	W - 3	Learner completed CLB 3 tasks successfully. If the Learner couldn't complete CLB 3 tasks successfully the teacher would assign I/E.
Continuing Learner -from a Teacher	**CLB 4 – SINGLE LEVEL ASSESSMENT**	COMMENTS - The teacher/program assesses at one level only in all skills, in this case CLB 4.
Listening - CLB 4	L – 4	Learner completed CLB 4 tasks. Confirmed they were successful.
Speaking - CLB 3	S – 4	Learner completed CLB 4 tasks successfully.
Reading – CLB 3	R – 3	Learner was not successful yet in CLB 4 tasks so carry forward the most recent level assigned by a teacher.
Writing – CLB 2	W – 2	Learner was not successful yet in CLB 4 tasks so carry forward the most recent level assigned by a teacher. Note that if this is not addressed, the Learner's writing skill will continue to fall behind.
Continuing Learner -from a Teacher	**CLB 4 – MULTILEVEL ASSESSMENT**	COMMENTS - The teacher/program assesses at more than one level in all or some skills, in this case CLB 4 and CLB 3.
Listening - CLB 4	L – 4	See above.
Speaking - CLB 3	S – 4	See above
Reading – CLB 3	R – 3	Learner couldn't consistently demonstrate success at CLB 4 but because the teacher adjusted tasks for CLB 3, the learner continues to demonstrate success at CLB 3.
Writing – CLB 2	W – 3	Learner completed CLB 3 tasks successfully.