

PBLA 101 for Administrators

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Welcome to PBLA 101 for administrators!

This PowerPoint provides an introduction for Administrators new to PBLA.

It will introduce key elements of the Administrator role in implementing PBLA including working with Lead Teachers and supporting Classroom Teachers. It will also give you an idea of what PBLA “looks like” in a portfolio and point you to further information for guidance and support.





Administrators are Key to the Success of PBLA in a Program

As an Administrator, you have the ability to shape your program for the benefit of learners while supporting teachers to properly implement the standards of PBLA.

Working collaboratively with your IRCC Program Officer and your PBLA Lead Teacher(s) is key to understanding the requirements of PBLA and ensuring they are implemented as intended.

If you ever have a question about PBLA implementation that your Lead Teacher(s) cannot answer, contact the PBLA team at the CCLB:

pbla@language.ca

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Key Terms and Abbreviations

Action-oriented feedback – Specific comments to a learner about what they have done well and what they need to improve, with resources and/or strategies for how to improve

Artefacts – Evidence of ability kept in a learner portfolio (i.e. assessment tools and task sheets with CLB criteria); Assessment Tasks (ATs) and Skill-Using Tasks (SUs) are both artefacts to be used in portfolio evaluation

Assessment of learning – Assessment that provides a final summary of knowledge or performance (sometimes only a mark or grade)

Key Terms and Abbreviations

Assessment for learning – Assessment that provides feedback so learners understand what they can do now and what they need to work on, and provides resources and strategies to improve

“...where the learners are

...where they need to go



...and how best to get there”

Key Terms and Abbreviations

Real-world tasks (RWTs) – Tasks that anyone, not just EAL learners, need to accomplish in the community, at work or in post-secondary classes to get their settlement needs met; Assessment approximates real-world tasks as much as possible

Skill-building (SB) – Activities that allow learners to learn and practice the knowledge, skills and strategies needed to complete real world tasks; skill-building is what is done during lessons to build skills for the real world and assessment

What is PBLA?



- Portfolio Based Language Assessment (PBLA) is a **classroom-based approach** to assessment that is integrated throughout the teaching and learning cycle.
- PBLA builds and assesses **language skills for real life use** in community, work and academic settings.
- In PBLA, learners set language-learning goals, compile examples of language learning and ability in a variety of real-world contexts, reflect on progress, and use resources and strategies to improve.

Why Portfolio Based Assessment?



The assessment practices evident in a learner's portfolio reflect **current principles of assessment for learning and CLB standards**. Outside of LINC, portfolios are used in many academic and vocational programs as well as Kindergarten-to-Grade 12.

With PBLA, learners receive

- practical language instruction that reflects Canadian cultural understanding as well as grammar, vocabulary and pronunciation
- more frequent and individualized feedback on their progress to help them become more autonomous and personally responsible for their learning

Why Portfolio Based Assessment?

PBLA provides **an alternative to traditional standardized testing.**



Some learners, especially learners with limited education, struggle to show what they can do on high-stakes tests. End-of-term tests can be very stressful. Because standardized tests can include items not addressed by the Classroom Teacher, academic research suggests high-stakes standardized tests are not fair for some learners and do not promote learning.

By contrast, trained Classroom Teachers following the standards and requirements of PBLA can use professional knowledge and judgement to assess learners throughout a term only on what has been taught, which is fairer and less stressful for learners.

Benefits of PBLA

- Assessment is ongoing so learners have multiple opportunities to demonstrate language abilities over time.
- Artefacts are tangible evidence of learner performance for final benchmark decision-making.
- Assessment *for* learning allows teachers to adapt their teaching to the changing needs of learners.
- PBLA's standardized CLB-based approach to measuring learner progress means learners can move easily between classes and programs.





Learn More

PBLA Practice Guidelines

<https://pblapg.language.ca/part-a-pbla-foundations/pbla-and-current-assessment-theory/>

Incorporating CLB Assessment into Your Classroom

<https://iclba.language.ca/>

Assessment *for* Learning expert

Dylan William: What do we Mean by Assessment *for* Learning?

https://www.youtube.com/watch?v=q-myBw36_DA



Reflection

Thinking of what you have learned about PBLA so far, reflect on these questions:

- What kind of assessment do you have experience of in your own life – assessment *of* learning or assessment *for* learning?
- How do you think assessment *for* learning benefits newcomer clients?

Responsibilities of Key Players

Administrators, Lead Teachers and Classroom Teachers work together to implement PBLA.

Administrators are responsible to IRCC for overall PBLA implementation. They support the Lead Teachers and Classroom Teachers.

The **Lead Teacher** is responsible to the administrator for assisting teachers in PBLA implementation. They support Classroom Teachers.

The **Classroom Teacher** is responsible for planning instruction and assessment in the classroom. They support learners to improve their English skills and demonstrate their ability.



Responsibilities of Key Players

Administrator responsibilities include:

- Work with your IRCC Officer to **set or change program policies and practices** to facilitate PBLA implementation.
- Coordinate with IRCC to ensure that appropriate resources and supports are in place.
- **Monitor PBLA implementation** in the program including appropriate placement and progression of learners through CLB levels.
- Supervise teachers.
- Provide support for Lead Teachers and Classroom Teachers completing their self-determined action plans.
- Complete an annual program self-assessment using the PBLA Practice Review Framework and identify and complete a program action plan.

Responsibilities of Key Players

Lead Teacher responsibilities include:

- Provide PBLA orientation and support to new teachers.
- Advise administrators on optimal program setup for PBLA and on needed supports such as PD or resources.
- Support colleagues using strategies that might include:
 - Facilitate informal small-group discussions or learning groups to address common concerns in order to utilize classroom teachers as resources for one other.
 - Offer workshops related to PBLA implementation, such as the *CCLB Professional Learning Sessions*.
- Complete an annual self assessment using the PBLA Practice Review framework and identify and complete an action plan.

Responsibilities of Key Players

Classroom Teacher responsibilities include:

- Work with learners to identify language needs and goals.
- **Plan and teach using appropriate CLB-aligned materials.**
- **Develop CLB-aligned skill-using and assessment tasks** that learners include in their portfolios to provide evidence of growth and achievement.
- Provide action-oriented feedback that learners can use to improve.
- Use a variety of strategies to engage learners in the assessment process and encourage learner reflection and self-assessment.
- **Review learner portfolios at the end of a reporting period and assign benchmarks based on sufficient evidence.**
- Complete an annual self-assessment using the PBLA Practice Review Framework and identify and complete an action plan.



Working with Your IRCC Officer

From experience, IRCC is open to innovation and ideas to meet the challenges of PBLA in different programs while maintaining standards.

Perhaps you have heard of a promising practice being implemented by other service providers. If, after consulting with your Lead Teacher(s) to ensure the practice would be a good fit for your program, you want to change some aspect of your program (e.g. length of terms, frequency of portfolio evaluation, etc.), you can always make a request for the change to your IRCC officer. They can let you know what is possible and allowable and how the change will impact your budget.

Working with Lead Teachers

As an Administrator, collaborating with your Lead Teacher is extremely important for the effective implementation of PBLA in your program, and for keeping up-to-date with developments in the field and support from the CCLB.

Schedule regular check-ins with your PBLA Lead Teacher(s) to

- discuss PBLA requirements and confirm or modify optimum program set-up (length of terms, expectations for the number of artefacts per term, frequency of portfolio evaluation, reasonable requirements for teaching and assessment in multilevel classes, etc.)
- support appropriate student placement and progression
- be proactive in addressing concerns of your team
- brainstorm ways for Classroom Teachers to collaborate
- plan for CLB-level calibration opportunities and other professional development



Working with Lead Teachers

**Note that Lead Teachers have an important supportive role with Classroom Teachers. Lead Teachers should not be supervising or evaluating colleagues or screening portfolios or artefacts from colleagues' classrooms. It is the Administrator's responsibility to conduct teacher performance appraisals and determine they are fulfilling their roles, including PBLA implementation, appropriately and well.

To support PBLA-aligned teaching practices, Lead Teachers can

- Observe Classroom Teachers and provide feedback and/or suggestions as a peer and colleague.
- Team teach or team plan on occasion.
- Give demonstration lessons.

Working with Lead Teachers

If you no longer have a Lead Teacher, a Prior Learning Assessment Review (PLAR) process has been designed. PLAR is a fast track certification for Classroom Teachers who have:

- a. Completed prior PBLA training AND
- b. Have a minimum of 32 weeks of using PBLA in their classroom

For more information about PLAR view the PBLA Practice Guidelines:

<https://pblapg.language.ca/part-d-pbla-accountability-sharing-responsibility-for-success/supplement-4-certifying-new-lt-plar/>

And contact: Rana Ashkar rashkar@language.ca



Learn More

The PBLA Practice Review Framework provides self-assessment for Administrators, Lead Teachers and Classroom Teachers to support better understanding of roles and requirements. Reading through all the checklists, not just the Administrator checklist, and checking with your Lead Teacher(s) about anything that is unclear, is a great way to understand expectations.

The PBLA Practice Review Framework with all the self-assessment checklists can be accessed here:

<https://pblapg.language.ca/wp-content/uploads/2019/10/PBLA-Practice-Review-Framework.pdf>

For additional suggestions for supporting PBLA in your program, see the document, *Administrator Tips for Supporting PBLA*, found here:

<https://pblapg.language.ca/part-d-pbla-accountability-sharing-responsibility-for-success/supplement-3-administrator-tips-for-supporting-pbla/>



Reflection

Thinking of what you have learned about PBLA so far, reflect on these questions:

- Do your Lead Teachers have a clear job description that does not include supervision of colleagues?
- How often do you meet to collaborate with your Lead Teacher?



Understanding What Classroom Teachers Need to Do

All new instructors must 1. complete the free, online, self-enrolling and self-paced CLB Bootcamp and 2. receive training to implement PBLA.

Information on the CLB Bootcamp:

<https://www.language.ca/workshopstraining/clb-bootcamp/>

Access the CLB Bootcamp:

<https://learning.language.ca/>

For enrollment in the 5-week PBLA Coach facilitated Introduction to PBLA online course, contact Rana Ashkar at rashkar@language.ca or pbla@language.ca

Understanding What Classroom Teachers Need to Do

Understanding what Classroom Teachers need to do with PBLA can help you understand and plan for the needs of your program.



Some videos of Classroom Teachers can be found here:

<https://www.language.ca/resourcesexpertise/for-literacy/#1524670718262-5ac5ae47-479d>

Understanding What Classroom Teachers Need to Do

#1: Classroom Teachers must determine what the learners' language goals are as well as what they need to do in the real world. Classroom Teachers must help learners understand the steps to reach their language goals and how to be successful in the real world.

Needs and goals can be determined through class conversations, paper and pictorial surveys, and through language use in the class where learners may reveal gaps in their learning.

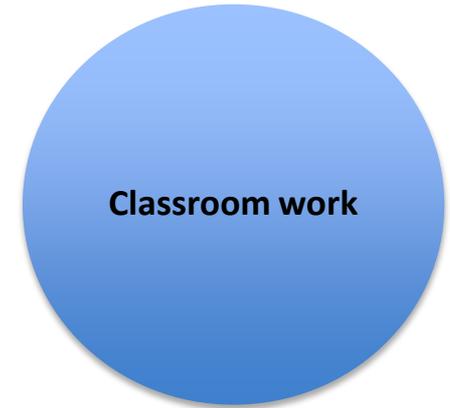


**Needs
Assessments/
Goals**

Understanding What Classroom Teachers Need to Do

#2: Classroom Teachers must develop module plans that address the needs and goals of their learners through real-world tasks (RWTs). The RWTs must reflect the appropriate CLB level to be learned and assessed.

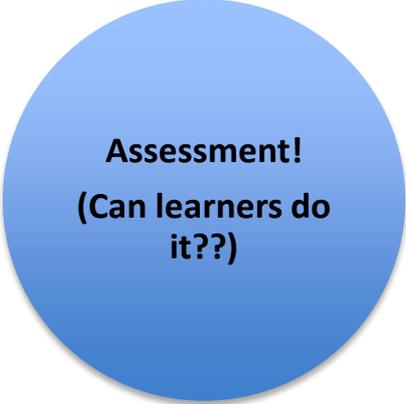
Classroom Teachers must break RWTs down into parts and offer practice on the parts through skill-building activities. Individual learners who are struggling during skill-building should be identified by the Classroom Teacher and receive additional support.



Understanding What Classroom Teachers Need to Do

#3: Classroom Teachers must ensure their learners are always aware of what knowledge and skills they are being assessed on and what constitutes success on assessment.

In addition to explaining the criteria for assessment to learners, Classroom Teachers must offer some self-assessment and peer assessment opportunities. Developing self-assessment and peer assessment skills helps learners better understand success criteria to improve their own performance.



Assessment!
(Can learners do it??)

Understanding What Classroom Teachers Need to Do

#4: In PBLA, assessment results tell learners about their performance – what they did well and what they still need to work on. Classroom Teachers must offer action-oriented feedback on assessment to help learners improve.

Action-oriented feedback offers specific resources and strategies for learners to gain autonomy and take responsibility for their learning and progress.



**Learners'
recognition of
own progress**

Understanding What Classroom Teachers Need to Do

#5: All artefacts are kept as records of performance in learner portfolios. Learners and Classroom Teachers use the portfolios as guides for future learning, identifying areas for improvement, gaps that need addressing and how to continue to set additional and/or modified goals.

Classroom Teachers must assist learners with the creation of new or modified goals for the next learning cycle, based on action-oriented feedback recorded in the portfolio.



**Discuss with
instructor....
Goals!**

Understanding What Classroom Teachers Need to Do

At the end of the term or as determined by the program, Classroom Teachers must review learner portfolios with sufficient artefacts to determine if learners have met the standard for their CLB level and can be assigned new benchmarks. Classroom Teachers must complete a standardized one-page progress report supplied by the CCLB for each learner portfolio reviewed.



Following the review, Classroom Teachers must meet with learners to discuss their portfolios, their progress and recommendations for next steps (i.e. staying in the current level or moving to another level).



Supporting Classroom Teachers

Part of Administrators' responsibilities is to support Classroom Teachers. In feedback on forums and in workshops, Classroom Teachers have commented that they feel supported when Administrators:

- Keep up on developments in PBLA and strategize solutions to implementation challenges.
- Organize classes to minimize multilevel classes.
- Manage intake of and orientation for new learners, using processes that minimize disruption to teachers and learners.
- Develop program-wide policies for things like attendance and making up of missed assessment tasks, to provide consistency for learners and support for teachers.
- Provide opportunities for teachers to collaborate, plan and work together – such as peer support sessions for reviewing learner portfolios.



Supporting Classroom Teachers

In feedback on forums and in workshops, Classroom Teachers have commented that they feel supported when Administrators:

- Encourage the sharing of classroom resources and set up mechanisms for teachers to easily access these resources.
- Provide professional learning support (professional development sessions) based on teacher-identified needs and priorities.

CCLB Professional Learning Sessions are short (1 hour) workshops that Lead Teachers can introduce to Classroom Teachers. Topics:

- address challenging aspects of assessment
- support calibration related to CLB standards

Find a list of Professional Learning Session Topics here:

<https://pblapg.language.ca/part-e-classroom-and-professional-learning/professional-learning-sessions-list/>



Supporting Classroom Teachers

In PBLA, the responsibility for instruction and assessment, including making judgments about portfolios and assigning benchmark levels, rests with Classroom Teachers.

Administrators do not monitor learner portfolios. However, at reporting time, when completing the Program Practice Review, you will want to review selected portfolios at different CLB levels to better understand Classroom Teachers' assessment practices and to plan for professional development.

You might also need to facilitate support for a teacher who is new or is having difficulty with assessment by providing time to connect with the Lead Teacher and other teachers at the same CLB level.





Supporting Classroom Teachers

Other ideas for supporting Classroom Teachers

- Consider developing a volunteer program (including recruitment and training of volunteers) to provide classroom support to learners.
- For Classroom Teachers adapting to program changes or changes in teaching and assessment practice when implementing PBLA, allow time for getting used to new requirements, celebrating successes along the way.





Learn More

For more information about reporting periods and how Classroom Teachers evaluate portfolios, check the PBLA Practice Guidelines

<https://pblapg.language.ca/part-c-pbla-reporting-learner-progress-reports-and-conferences/reporting-periods/>

The CCLB elearning portal for the CLB Bootcamp and Introduction to PBLA training for Classroom Teachers can be found here: <https://learning.language.ca/>

-Contact the PBLA Team at pbla@language.ca for access



Reflection

Thinking of what you have learned about PBLA so far, reflect on these questions:

- How is your program set up to support Classroom Teachers with implementing PBLA?

Understanding Portfolios

Understanding what portfolios contain and how they are built can help during your annual Program Practice Review as you plan for the needs of the program. It can also help you communicate with learners if there is ever a dispute about a portfolio evaluation.



The best way to understand learner portfolios for PBLA is to have a Lead Teacher show you one and walk you through the contents.

The following slides provide some basic information about how the Canadian Language Benchmarks are used in PBLA and what is in learner portfolios.

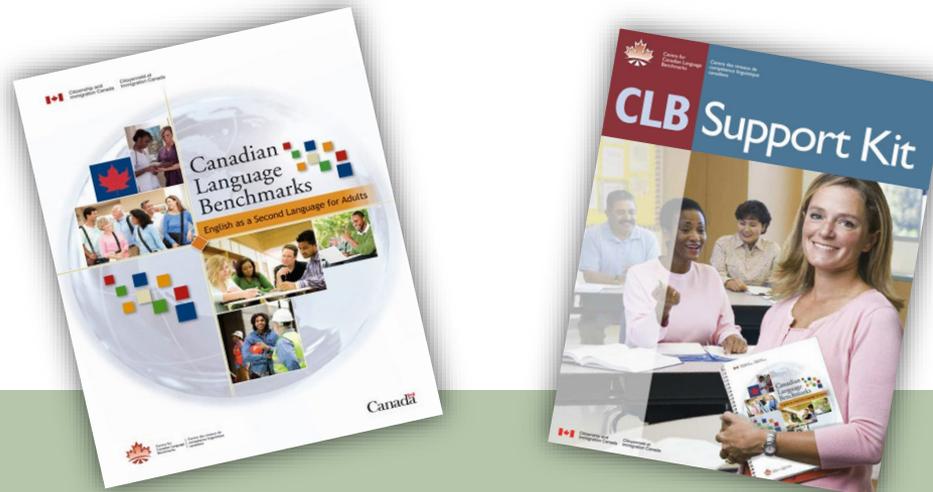
Understanding Portfolios

The **Canadian Language Benchmarks (CLBs)** are the standard used in **PBLA**. Teachers use the CLB document to understand the level(s) they teach and choose criteria for assessment.

Here is a video to help with understanding the CLBs:

<https://www.youtube.com/watch?v=dswbbWj-PtE>

The CLB Support Kit provides an orientation to the CLBs, suggestions for using the CLBs for Classroom planning, and a bank of exemplars to help understanding of each level.



Understanding Portfolios

There are 4 competency areas in each skill. **Teachers need to plan and assess tasks from all 4 competency areas in each skill.**

- I. **Interacting with Others:** Communication to maintain or change interpersonal relationships and to foster social cohesion
- II. **Comprehending/Giving Instructions (in Speaking, Listening, and Reading):** communication to understand and convey instructions and directions
- II. **Reproducing Information (in Writing only):** communication to reduce or reproduce information to summarize, learn, record, or remember it
- III. **Getting Things Done:** communication to get things done, to obtain services, to inform decisions, to persuade, or to find out about what others want us to do
- IV. **Comprehending/Sharing Information:** communication to inform others, to learn, to share, or to present information and ideas

Understanding Portfolios

The CLB Profiles of Ability are useful references to help you get an overall sense of a learner's ability at a particular benchmark.

STAGE I			
Profiles of Ability across Stage I Listening			
CLB 1 Initial basic ability	CLB 2 Developing basic ability	CLB 3 Adequate basic ability	CLB 4 Fluent basic ability
<p>The listener can: Understand a very limited number of common individual words, simple phrases and short, simple sentences related to immediate personal needs.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a slow rate Strongly supported by visuals or non-verbal communication (pictures, gestures) Face-to-face with a highly supportive speaker or digital (usually one-on-one) Related to immediate personal needs Very short In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands simple phrases and a few factual details Begins to recognize some very basic meaning created by very simple grammar structures and syntax Relies heavily on gestures and other visual clues for comprehension Needs extensive assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation) Cannot comprehend on the phone 	<p>The listener can: Understand a limited number of individual words, simple phrases and short, simple sentences related to immediate personal needs.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a slow rate Strongly supported by visuals or non-verbal communication (pictures, gestures) Face-to-face with a highly supportive speaker or digital (usually one-on-one) Related to immediate personal needs Short In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands simple phrases, short, simple sentences and a few factual details Recognizes some meaning created by simple grammar structures and syntax Relies on contextual and other visual clues for comprehension Needs considerable assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or occasional translation) Cannot comprehend on the phone 	<p>The listener can: Understand key words, formulaic phrases and most short sentences on topics of personal relevance.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a slow to normal rate Face-to-face with a supportive speaker or digital (usually one-on-one or in small groups) Often supported by visual or contextual clues Related to topics of personal relevance Relatively short In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands the gist and an expanding range of factual details Recognizes meaning created by simple grammar structures and syntax Often relies on contextual clues for comprehension Needs some assistance (such as repetition and paraphrasing, speech modification, explanation, demonstration or occasional translation) Comprehension on the phone is very difficult 	<p>The listener can: Understand, with considerable effort, simple formal and informal communication on topics of personal relevance.</p> <p>When the communication is:</p> <ul style="list-style-type: none"> Spoken clearly at a slow to normal rate Sometimes supported by visual or contextual clues Face-to-face or digital (usually one-on-one or in small groups) Related to topics of personal relevance Relatively short In non-demanding contexts <p>Demonstrating these strengths and limitations:</p> <ul style="list-style-type: none"> Understands an expanded range of factual details and some implied meanings Recognizes meaning created by simple and some moderately complex grammar structures and syntax Sometimes relies on contextual clues for comprehension May need some assistance (such as repetition, paraphrasing, speech modification or explanation) Comprehension on the phone is difficult

STAGE I			
Some Features of Communication Across Stage I Listening			
CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
<ul style="list-style-type: none"> Communication is face-to-face (usually one-on-one) or via digital media (video, online) Speech is clear and at a slow rate Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures) Listening texts can be short, informal monologues, dialogues or short, simple instructions Monologues are very short (a few phrases or a simple sentence) Dialogues are very short (2 turns, often a simple question and answer) Instructions are short and simple (just a few words) Language is limited to simple phrases and simple, short sentences Topics are related to familiar, everyday situations of immediate personal needs Context is non-demanding (i.e., routine, predictable) and personally relevant Response to task does not require much speaking or writing 	<ul style="list-style-type: none"> Communication is face-to-face (usually one-on-one) or via digital media (video, online) Speech is clear and at a slow to normal rate Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures) Listening texts can be very short, informal monologues, dialogues or simple instructions Monologues are short (up to a few phrases or sentences) Dialogues are short (no more than 4 turns) Instructions are a few simple sentences Language is limited to simple phrases and simple, short sentences Topics are related to familiar, everyday situations of immediate personal needs Context is non-demanding (i.e., routine, predictable) and personally relevant Response to task does not require much speaking or writing 	<ul style="list-style-type: none"> Communication is face-to-face (usually one-on-one or in small groups) or via digital media (video, online) Speech is clear and at a slow to normal rate Visual clues and setting support the meaning (i.e., audio is accompanied by video, speech is accompanied by pictures or gestures) Listening texts can be short, informal monologues, dialogues or simple instructions Monologues are relatively short (a few short sentences) Dialogues are relatively short (up to about 6 turns) Instructions are simple and may contain simple and compound structures Language is limited to formulaic phrases, questions, commands and requests of immediate personal relevance Topics are related to familiar, everyday situations of personal relevance Context is non-demanding (i.e., routine, predictable) and personally relevant Response to task does not require much speaking or writing 	<ul style="list-style-type: none"> Communication is face-to-face (usually one-on-one or in small groups), very briefly on the phone or via digital media (video, online) Speech is clear and at a slow to normal rate Visual clues and setting support the meaning when the topic or situation is less routine or familiar Listening texts can be short, informal monologues, presentations, dialogues or instructions Monologues and presentations are relatively short (up to about 10 sentences) Dialogues are relatively short (up to about 8 turns) Instructions contain simple and compound structures, and longer phrases or location, movement and manner Language is simple and related to everyday topics and situations Topics are related to familiar, everyday situations of personal relevance Context is non-demanding (i.e., routine, predictable) and personally relevant Response to task does not require much speaking or writing

Note: Length of text and speed of delivery are often beyond the listener's control and are determiners of degrees of simplicity across Listening Stage I.

The CLB Features of Communication provides information on task/text length, complexity level, etc. to ensure it is level appropriate.

Understanding Portfolios

An example of how the CLBs are used to develop classroom tasks for assessment:

CLB 1 Listening Competency: Understand very simple information about highly familiar, concrete topics. [Dialogues are very short: 2 turns, often a simple question and answer]



Related Assessment Task: Listen to a request for a date and a time and the response.



Criteria for Assessment (from the Indicators of Ability and Profile of Ability)

- Identifies a few factual details, such as numbers, times and dates.
- Understands simple phrases.



Understanding Portfolios

Throughout the term learners add entries to their portfolios on an ongoing basis.

These include:

- Artefacts **(aiming towards 8-10 artefacts per skill):**
 - assessment tasks with action-oriented feedback from the Classroom Teacher
 - skill-using tasks with peer or self-assessment **(based on CLB criteria)**
- Learning reflections



Understanding Portfolios

A sample artefact for writing:

Competency: Sharing Information CLB 4		
Name: _____		Date: _____
TASK: Write a short email to a friend telling about the activity you would like to do (or what you did) at your local recreational facility.		
	Meets Criteria	Not Yet
1. You state which activity you like/prefer.		
2. You give some details about the activity and why you like it.		
3. You use recreational vocabulary correctly		
4. You mostly use clear simple sentences. You may try some sentences with (and, or, so, but).		
Continue:	Next Time:	
Task Success: 3/4 Your score ___/4		

Task: Because this is an AT, a tool is required, and the task is written on the tool.

Criteria: Criteria is clearly stated on the tool and reviewed with the class before they begin the task.

Assessment approach: What constitutes success is clearly stated on tool; space is provided for action-oriented feedback.

Understanding Portfolios

Portfolio artefacts include assessment tasks (ATs) and Skill-Using tasks (SUs). *Both are needed.*



Assessment Tasks

- Are real-world language tasks, aligned to the CLB, that provide opportunities for learners to demonstrate what they have learned.
- Have a greater degree of formality; Speaking and Writing tasks require a formal assessment tool with CLB-related criteria. No separate assessment tool is needed for Listening and Reading tasks but a measure of success is required (percentage and key criteria required to be considered successful in the real world).
- Must be done independently by the learner.
- Include action-oriented feedback from the instructor.

Understanding Portfolios

Portfolio artefacts include Assessment tasks (ATs) and Skill-Using tasks (SUs). *Both are needed.*



Skill-Using Tasks

- Are real-world language tasks that give learners a chance to practise what they are learning.
- Are less formal than assessment tasks and focus on assessment *for* the purpose of learning.
- The instructor may intervene to clarify, scaffold or provide support.
- Require criteria but don't require a formal assessment tool.

Understanding Portfolios



The federal government provides all students with a language companion based on their CLB level.

There are three versions: CLB 1-4, CLB 5-8 and Literacy.

The Language Companion includes supplementary classroom materials as well as a place where learners can store their portfolio artefacts.

Learners are responsible for the organization, upkeep and safekeeping of their Language Companions.



Learn More

All CLB documents are available from the CCLB at www.language.ca on the Publications tab. You must set up an account but the PDF downloads are free.

There is also training available on the CLBs, the CLB Support Kit, Literacy training through ESL for All and the ESL for ALL Support Kit (and others) and a new pilot for a self-directed Introduction to PBLA course.

For learners, videos to understand learning with PBLA can be found here:

<https://www.language.ca/resources/expertise/my-pbla/#1522088069356-ca4201e7-9bd5>



Reflection

Thinking of what you have learned about PBLA so far, reflect on these questions:

- What would you look for when reviewing selected portfolios at different CLB levels, to understand Classroom Teachers' assessment practices and plan for PD?



Learn More

There are many questions that you and/or your Lead Teacher(s) may have regarding PBLA implementation. Many of these topics are covered in the FAQ section of the PBLA Practice Guidelines found here:

<https://pblapg.language.ca/frequently-asked-questions/>

Any other questions can be directed to the PBLA Team, at the CCLB:

pbla@language.ca