

# PBLA Practice Guidelines FAQ

## Reporting – Evaluating and Assigning Benchmarks

QUESTION	ANSWER
<p>How much evidence is needed to validate a CLBPT score as a completed benchmark? (from 2019-2020 FAQ)</p>	<p>Designation of a CLB/NCLC level is directed by the funder in Operational Bulletin 472A Modified. From this, the evidence needed to validate a CLBPT score in a skill-area as a completed benchmark is the same as that needed to determine a completed benchmark in a skill-area when the learner is potentially progressing to a higher completed CLB level: aiming at 8 to 10 artefacts (balance of skill-using and assessment tasks).</p> <p>i.e. 8 to 10 artefacts (balance of skill-using and assessment tasks) at CLB 3 are required to validate a CLBPT score of CLB 3.</p> <p><u>Links</u></p> <p>Operation Bulleting 472A Modified -the designation of a CLB/NCLC level <a href="https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/bulletins-2017/472-modified-february-28-2017.html">https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/bulletins-2017/472-modified-february-28-2017.html</a></p>
<p>How many hours of instruction does a learner need to complete in each level before they can be evaluated? (from 2020-2021 FAQ)</p>	<p>The number of hours of instruction before evaluation of a skill area or a full portfolio are not mandated by PBLA. However, the number of hours must be reasonable for learners to gain sufficient artefacts (aiming at 8 to 10 artefacts per skill area including a balance of skill-using and assessment tasks) and to make progress toward completing a benchmark level. Evidence from 2004 suggests 250 hours is the <i>minimum for partial progress</i> toward completing a benchmark level. This information on the number of hours is provided to encourage programs not to rush learners through learning. It is a recognition that it takes time to learn, and that adequate time must be given to teachers for skill-building and to learners for learning. Programs should consider that learners may need more than the minimum 250 hours to complete a full benchmark.</p> <p>Note also that PBLA does not mandate evaluation schedules. Providers decide if a portfolio evaluation can only be done when there is a full portfolio (all four skill areas have sufficient evidence) or if an evaluation can be done on a partial portfolio (only one, two or three skill areas have sufficient evidence).</p> <p><u>Links</u></p> <p>PBLA Practice Guidelines -progress report and conference schedules <a href="https://pblapg.language.ca/part-c-pbla-reporting-learner-progress-reports-and-conferences/reporting-periods/">https://pblapg.language.ca/part-c-pbla-reporting-learner-progress-reports-and-conferences/reporting-periods/</a></p>

<p>Can a learner skip a benchmark?</p> <p>E.g. If they have a placement of CLB 3 in listening and are in a LINC 5 class, can they be assigned CLB 5 in listening, or do they have to first complete CLB 4?</p> <p>(from 2019-2020 FAQ)</p>	<p>A learner does not need to progress in sequential order through the CLB levels, nor always have completed benchmarks/a LINC certificate in a lower level before being placed in the next higher level to begin learning.</p> <p>A learner from a lower CLB level without sufficient evidence for a portfolio evaluation can be placed in a higher CLB level as the best level for learning without changing benchmarks in iCARE and without issuing a LINC certificate.</p> <p>If there is sufficient evidence that a learner can consistently demonstrate success in a higher level than is usually indicated by the placement benchmark, that CLB level can be assigned regardless of the placement benchmark.</p> <p>i.e. If the learner in the example with CLB 3 in listening from a CLBPT is placed in a CLB 5 class and is able with sufficient evidence to consistently demonstrate CLB 5 ability in listening, a completed CLB 5 in listening can be assigned.</p> <p><u>Reference</u>  <a href="#">Untangling Placement vs Progression in PBLA</a> webinar on Tutela</p>
<p>How long are artefacts valid for assigning benchmarks?</p> <p>E.g. If a learner returns to a class after a 9-month absence, do the artefacts in the portfolio from before their absence count toward the 8 to 10 needed for an evaluation?</p> <p>(from 2020-2021 FAQ)</p>	<p>Currently, assessment and skill-using tasks do not have expiry dates. Artefacts are valid and can be considered for evaluation as long as the recorded indications of success reflect the learner's current abilities.</p> <p>If artefacts are "old" because the learner has been in the class for a very long time or if the learner has taken a leave of absence and returned with prior assessments and skill-using tasks, the teacher will need to determine if the recorded indications of success on the old tasks still represent the learner's current skills.</p> <p>For example, if a learner returns from a period of absence, the teacher can compare current work and artefacts gained after a couple of weeks in the new class, with artefacts from before the absence, to determine if the indications of success on the old artefacts reflect the learner's current demonstrated abilities. If the old artefacts reflect current ability, they can be considered valid and counted toward the sufficient evidence needed for an evaluation of a skill area.</p> <p>Note that if a learner returns to LINC from a lengthy leave of absence, confirm with IRCC if they should be sent back to the assessment centre for reassessment, and then programs must place and assess a learner according to this most recent assessment result. Artefacts obtained in a different CLB level than a previous placement cannot be considered for evaluation at the new higher or lower CLB level.</p> <p>Programs can assist teachers by developing a clear, step-by-step protocol for addressing these situations when they occur.</p>

	<p><u>Links</u></p> <p>Operation Bulleting 472A Modified -the designation of a CLB/NCLC level <a href="https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/bulletins-2017/472-modified-february-28-2017.html">https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/bulletins-2017/472-modified-february-28-2017.html</a></p>
<p><b>What is the process for evaluating a learner portfolio?</b> <b>(from 2019-2020 FAQ)</b></p>	<p>The process for evaluating a portfolio is outlined in the PBLA Practice Guidelines. The process is also reviewed in the Professional Learning Session <u>Evaluating Portfolios</u> (available to PBLA Lead Teachers).</p> <p><u>Links</u></p> <p>PBLA Practice Review Guidelines –making judgements about portfolio contents <a href="https://pblapg.language.ca/part-c-pbla-reporting-learner-progress-reports-and-conferences/making-judgements-about-portfolio-contents/">https://pblapg.language.ca/part-c-pbla-reporting-learner-progress-reports-and-conferences/making-judgements-about-portfolio-contents/</a></p>
<p><b>How is a skill-using task counted during a portfolio evaluation if there are no criteria or measure of success on the task sheet?</b> <b>(from 2019-2020 FAQ)</b></p>	<p>Skill-using tasks must reference CLB criteria. If the criteria for the task has not been included on the task sheet or copied by the learner, the teacher should refer to their own record of the criteria for that skill-using task. Teachers should consider the comments about what was successful and what to be improved to contribute to a picture of the learner’s progress when reviewing skill-using tasks during an evaluation.</p> <p><u>Links</u></p> <p>PBLA Practice Guidelines -sharing criteria with learners for skill-using tasks <a href="https://pblapg.language.ca/part-b-pbla-portfolios-key-elements/feedback-and-assessment/">https://pblapg.language.ca/part-b-pbla-portfolios-key-elements/feedback-and-assessment/</a></p>
<p><b>If a learner has enough evidence (aiming at 8 to 10 skill-using and assessment tasks) but is not successful in a skill area, do we give them a progress report?</b> <b>(from 2019-2020 FAQ)</b></p>	<p>A progress report and learner conference are always given following an evaluation, regardless of the results of the evaluation. If the learner is not successful in a skill area, what will be recorded as the result on the progress report depends on whether the learner is new with benchmarks from assessment centre, or continuing with benchmarks assigned by a previous teacher.</p> <p><u>Links</u></p> <p>PBLA Practice Guidelines -Reporting Progress in iCARE and PBLA <a href="https://pblapg.language.ca/part-c-pbla-reporting-learner-progress-reports-and-conferences/supplement-5-reporting-progress-in-icare-and-pbla/">https://pblapg.language.ca/part-c-pbla-reporting-learner-progress-reports-and-conferences/supplement-5-reporting-progress-in-icare-and-pbla/</a></p>
<p><b>Can Learner Progress Reports and LINC Certificates be emailed to learners?</b> <b>(from 2020-2021 FAQ)</b></p>	<p>Learner Progress Reports (LPRs) are considered Protected A documents and therefore IRCC protocols for Protected A documents as stated in clauses 7.3 and 7.4 of Contribution Agreements should be followed. As long as these protocols are followed, the LPRs can be locked and emailed.</p>

**LINC certificates can not be emailed. They must be printed as per Operational Bulletin 472-A on LINC/CLIC certificate issuance.**

**If administrators have any further questions, they are advised to contact their IRCC Settlement Officer.**