

INSTRUCTIONS FOR COMPLETING THE LEARNER PROGRESS REPORT (LPR)

A separate Learner Progress Report is issued for each course the learner attends. The Learner Progress Report is used for LINC and LINC literacy learners.


PURPOSE:

The Learner Progress Report is a tool to give specific feedback to learners on their language progress over a reporting period when there is enough evidence (aiming at 8 to 10 artefacts per skill area) in the learner's portfolio to complete an evaluation. A copy is given to the learner so that they can keep track of their own progress and use the information to set goals.

Remember: *If there is not enough evidence in any of the skill areas of a learner's portfolio to complete an evaluation at the scheduled benchmark reporting period (aiming at 8-10 artefacts in a skill area), the learner should not receive a Learner Progress Report.*

If there is enough evidence in the skill areas but an evaluation reveals the learner is not successful, they still receive a Learner Progress Report.

To access and use the electronic version it must be downloaded and saved on to your computer.



LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA (LINC)

PROTECTED A

Learner Progress Report

First Name: _____ Last Name: _____

Teacher: _____ Date Issued: _____

Program Name: _____

Program Address: _____

Course Name: _____

Learner Assessment Period Start Date: _____ End Date: _____

CLB Levels at the beginning of the assessment period: N.B. Complete A or B, not both.

Learner	Listening	Speaking	Reading	Writing
A New Learner (referred by assessment centre): Placement test levels	-	-	-	-
B Continuing Learner (from any CLB-based program): Previously reported levels	-	-	-	-

Completed CLB Levels at the end of the assessment period:

Listening	Speaking	Reading	Writing
-	-	-	-

Summary of Learner Conference: Comment on (a) Strengths and Progress AND (b) Suggestions for Learning

(a) Strengths and Progress

(b) Suggestions for Learning

Attendance:

Learner attended _____ classes out of a possible _____ classes at _____ hours per class (for a total of 0.00 hours out of a possible 0.00 hours)

Signatures	Teacher	Learner	Administrator

Funded by: _____ Finance per: _____

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Immigration, Refugees and Citizenship Canada
Immigration, Réfugiés et Citoyenneté Canada

1. General Information

2. CLB Levels at the Beginning of the Assessment Period

3. Completed CLB Levels at the End of the Assessment Period

4. Summary of Learner Conference

5. Strengths and Progress

6. Suggestions for Learning

7. Attendance

8. Signatures

1. GENERAL INFORMATION

NAME: Use the learner’s proper name. An English name or nickname can be included in brackets. Programs need to decide how they will identify learners who have the same name. **NOTE:** The student identification number is linked to secured personal information. For security reasons it is not included as a required item. If programs want to use an ID number, it could be added in the Learner Name box – either adding it after the name or in place of the name.

DATE ISSUED: Use the date (dd-mm-yyyy) of the learner conference.

PROGRAM NAME AND ADDRESS: Use the name and address of the service provider and any other information as directed by your program administrator.

COURSE NAME: Use the course name or code, as entered in iCARE or HARTs.

LEARNER ASSESSMENT PERIOD is based on the learner not the program.

- **Start Date** (dd-mm-yyyy) is the day the learner began in the course. If a learner transfers to your class and brings a partial portfolio that will be included in your portfolio evaluation, you will still use the day the learner began your class.
- **End Date** (dd-mm-yyyy) is the last day of instruction for your benchmark reporting period. Your program will provide the date.

2. CLB LEVELS AT THE BEGINNING OF THE ASSESSMENT PERIOD N.B.: Complete A or B, not both.

This information is provided so the learner and teacher/instructor can see the progress made during the reporting period. The information can be obtained from iCARE or HARTs.

A. If the learner is a new learner with benchmarks from an Assessment Centre or the last official benchmarks are from the Assessment Centre because the learner’s progress has never been evaluated by a teacher, record the placement assessment results (CLBPT or CLBA) in the skills sections.

B. If the learner is a continuing learner entering your course with benchmarks previously assigned by a teacher at your organization or another organization, record the last completed level assigned by a teacher in the skills sections, including I/E or N/A designations

The choices for CLB levels at the beginning of the assessment period are listed in the table below:

Listening	Speaking	Reading	Writing
Pre-CLB (from assessment centre only)	Pre-CLB (from assessment centre only)	Pre-Foundation (from assessment centre only)	Pre-Foundation (from assessment centre only)
CLB 1, 2, 3, 4, 5, 6,7, 8,9,10,11,12	CLB 1, 2, 3, 4, 5, 6,7, 8,9,10,11,12	Foundation L CLB 1L, 2L, 3L, 4L	Foundation L CLB 1L, 2L, 3L, 4L
From teacher/instructor only: N/A I/E	From teacher/instructor only: N/A I/E	Pre-CLB (from assessment centre only) CLB 1, 2, 3, 4, 5, 6, 7, 8,9,10,11,12 From teacher/instructor only: N/A I/E	Pre-CLB (from assessment centre only) CLB 1, 2, 3, 4, 5, 6, 7, 8,9,10,11,12 From teacher/instructor only: N/A I/E

Note: For Reading and Writing, “ESL Literacy learners who do not meet the requirements of CLB 1 carry a “Foundation L” designation to indicate the foundational literacy skills they need to acquire.” (ESL for ALL, p. 31). Clients who have not achieved CLB 1 at the time of their placement assessment, but who are literate in their first language, are given Pre-CLB.

3. COMPLETED CLB LEVELS AT THE END OF THE ASSESSMENT PERIOD

This information comes from the portfolio evaluation process. There are 3 options for what you assign, depending on whether the student is a new learner with CLB scores from the Assessment Centre (CLBPT or CLBA), or a continuing learner with CLB scores assigned by a teacher in another class/provider.

Option 1	A completed CLB	<ul style="list-style-type: none"> 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
Option 2	N/A – Not Addressed	<ul style="list-style-type: none"> Outside the range of course. The learner’s entry CLB level is outside the range that is assessed in this course 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
Option 3	I/E- Insufficient Evidence	<ul style="list-style-type: none"> 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 There are not enough artefacts to complete an evaluation and assign a benchmark

Sample cases:

<i>a</i>	The review of enough artefacts (aiming at 8-10 in a skill area) for a new or continuing learner shows s/he has successfully demonstrated proficiency at the CLB level being assessed. Fill in a completed CLB reflecting the level being assessed in your course.	<i>Anna is in a CLB 4 course. She is a new learner with CLB scores from an assessment centre. Her portfolio evaluation demonstrates she has successfully achieved CLB 4 for reading. Assign CLB 4 for reading.</i>
<i>b</i>	The review of enough artefacts (aiming at 8-10 in a skill area) for a new learner demonstrates s/he has not yet demonstrated proficiency at the CLB level being assessed. Fill in I/E for insufficient evidence.	<i>Anna is in a CLB 4 course. She is a new learner with CLB scores from an assessment centre. Her portfolio evaluation demonstrates she has NOT YET achieved CLB 4 for reading. Record I/E for reading.</i>
<i>c</i>	The review of enough artefacts (aiming at 8-10 in a skill area) for a continuing learner demonstrates s/he has not yet demonstrated proficiency at the CLB level being assessed. Fill in <i>the last level completed assigned by a teacher</i> .	<i>Anna is in a CLB 4 course. She is a continuing learner with CLB scores assigned by a teacher. Her portfolio review demonstrates she has NOT YET achieved CLB 4 for reading. Record the most recent CLB level assigned by a teacher for reading.</i>
<i>d</i>	The learner’s CLB skill level is outside the range that is assessed in this course.	<i>Anna is in a CLB 4 course. She is a new learner with CLB scores from an assessment centre of 3-3-5-3. Reading at CLB 5 was not assessed during the term. No artefacts were collected for reading at CLB 4. Record N/A for reading.</i>
<i>e</i>	The learner’s language skill is not addressed in this course.	<i>Anna is in a CLB 4 Listening and Speaking course. She is a new learner with CLB scores from an assessment centre of 3-3-5-3. Reading and writing were not assessed during the term. No artefacts were collected for reading or writing. Record N/A for reading and for writing.</i>

The choices for **completed levels at the end of the assessment period** are listed in the table below.

Listening	Speaking	Reading	Writing
CLB 1, 2, 3, 4, 5, 6, 7, 8, 9,10,11,12	CLB 1, 2, 3, 4, 5, 6, 7, 8, 9,10,11,12	CLB 1, 2, 3, 4, 5, 6, 7, 8, 9,10,11,12	CLB 1, 2, 3, 4, 5, 6, 7, 8, 9,10,11,12
N/A I/E	N/A I/E	Foundation L CLB 1L, 2L, 3L, 4L	Foundation L CLB 1L, 2L, 3L, 4L
		N/A I/E	N/A I/E

4. SUMMARY OF LEARNER CONFERENCE

The Learner Progress Reports does not have a drop-down menu with comments to choose from. Comments must be tailored to the learner.

Use this space to record in learner friendly language a summary of the key points related to the learner’s progress that you will discuss in the learner conference. This information is gathered from your review of the Portfolio. You may want to fill this in while you are preparing for the Learner Conference. If necessary, you may make adjustments by including any significant additional comments that come up during the conference.

The Summary of Learner Conference has a maximum character count of 2400 characters in total including spaces (approx. 200 words) to write both *Strengths and Progress* and *Suggestions for Learning*. This is to limit what can be written in these sections. Comments should be prioritized and kept succinct and specific so as to focus and not overwhelm the learner.

Remember:

- The Progress Report is for the learner so write to the learner (not about the learner in 3rd person) and use CLB level-appropriate language.
- Be succinct and specific. Limit feedback to 1 or 2 items both in *Strengths and Progress* and in *Suggestions for Learning*.
- Comments should be meaningful and objective not ego-oriented.

5. STRENGTHS AND PROGRESS

- In this section, highlight CLB criteria, real world tasks or elements of language in which the learner consistently does very well or has shown the most improvement. For example:
 - *“At the beginning of the class, you found the tasks challenging; however, you have used the feedback on your tasks and steadily improved;*
 - *Your writing has improved a lot since you started checking your spelling and proof-reading your work before handing it in”;*
 - *You have shown you can complete many tasks: you can make an appointment at the doctor, understand information at the bank, and read nutrition information on packages.*
- Avoid comments such as *“You’re a good student; You’ve done a great job; Try harder next time.”*

- Specific class recommendations should not be included as learners may move to a new program and you may assign a class that may not exist in a different program.

6. SUGGESTIONS FOR LEARNING

This is where you make comments that will move learning forward and help the learner take ownership of learning. You may want to consider tying this to future goal-setting during the Learner Conference.

- In this section, highlight CLB criteria or elements of language that most impede communication or understanding for the learner.
- Keep your points specific, brief and focused on action-oriented feedback. Do not just reiterate what learners need to work on. Provide a resource or strategy that the learner can use on their own to improve. For example:
 - *“In your Writing, you need to add more information. Think about what you would need to know if you received the message in order to respond.”*
 - *“For Speaking, remember to use- Answer, Ask, Add - as a strategy.”*
 - *“To build reading fluency, check out the level 2 Penguin readers in the library. Try to read one every week.”*

7. ATTENDANCE

The learner’s attendance is informative, as it may have had an impact on their progress. You need to enter:

- Total number of classes the learner attended
- Total number of possible classes the learner could have attended since the learner joined the class.
- The number of hours per class (e.g.. 9:00 - 11:30 = 2.5 hours)

A formula will then generate the total number of hours and possible hours. Below is an example.

Month	Jan	Feb	Mar	Apr	Total	
Total # of instructional days	20	15	25	20	80	
Anna (started on 1 st day of term) actual attendance	18	14	25	20	77	Anna attended for 77 classes out of 80
Juan (late start on Feb 1 st) actual attendance	N/A	15	20	15	50	Juan attended for 50 classes out of 60.

8. SIGNATURES

The teacher/instructor and learner should sign the Learner Progress Report following the conference, when the comments have been finalized.

- The administrator signature is required. It can be an original signature or set up as a computer-generated signature.
- The teacher/instructor signature is required. It can be an original signature or set up as a computer-generated signature.
- The learner signature is an acknowledgement that the Progress Report has been received by the learner. If the learner cannot sign the Progress Report because they do not attend the conference in person (it is held online or the learner is not present for the conference or afterward), the learner signature line may be left blank and the report mailed to the learner. A blank learner signature line does not invalidate the Progress Report.

Once received, the learner can file the Learner Progress Report in their Portfolio in the *About Me* section.