

PBLA Professional Learning Sessions List

The CCLB has developed a series of short professional learning sessions to support the PBLA community of practice. Session outlines and handouts are available for lead teachers and administrators from the CCLB e-learning site. Selected sessions may also be offered by the CCLB at ESL conferences.

Session Themes	Session Title	Learning intents	Session Length
Calibration (4 sessions)	CLB Calibration and Action Oriented Feedback: Writing CLB 2 - 4	<ul style="list-style-type: none"> Develop consistency in interpreting and applying the CLB standards Develop facility in providing action-oriented feedback 	1 to 1.5 hours
	CLB Calibration and Action Oriented Feedback: Writing CLB 4-6	<ul style="list-style-type: none"> Review overall expectations across Stage I and Stage II Review CLB expectations for writing at CLB levels 4, 5, and 6 and their application to assessment criteria Review writing samples to determine if they meet identified assessment criteria at CLB levels 4, 5, and 6 Draft action-oriented feedback 	1.5 hours (if completed as outlined) 2 hours (if the whole group reviews samples at both CLB levels in Activity 3 and 4)
	CLB Calibration: Making Judgements on Stage I Speaking Tasks	<ul style="list-style-type: none"> Review the Profiles of Ability for speaking stage I Confirm expectations for stage I learners in speaking Practice making judgements on stage I speaking tasks 	1.5 to 2 hours

	CLB Calibration: Making Judgements on Stage II Speaking Tasks	<ul style="list-style-type: none"> Review the Profiles of Ability for speaking stage II Confirm expectations for stage II learners in speaking Practice making judgements on stage II speaking tasks 	1.5 to 2 hours
Portfolio Review (2 sessions)	Reporting and Supporting Learners Progress Part 1 and Part 2	<ul style="list-style-type: none"> Part 1: Review IRCC reporting designations Practice using the designations when recording results of a portfolio evaluation Part 2: Explore strategies to deal with learners whose CLBs are outside the range of assessment in class in order to reduce N/A and IE designations 	Part 1: 1 hour Part 2: 1 hour
	Evaluating Portfolios	<ul style="list-style-type: none"> Review the IRCC definition of achieving a benchmark Examine the steps to evaluate a portfolio to assign a benchmark Practice evaluating a portfolio 	1.5 to 2 hours
Literacy (3 sessions)	Part 1 Literacy Series: Literacy Tasks Analysis	<ul style="list-style-type: none"> Analyze a language task using the whole – part – whole approach Use the Continuum of Literacy Skills ESL for ALL document to determine possible literacy skills and strategies needed to complete the task successfully Determine possible classroom strategies/skill building activities related to the task 	1 hour
	Part 2 Literacy Series: Literacy Portfolio Expectations	<ul style="list-style-type: none"> Review key features of a PBLA portfolio Explore what these look like in an ESL Literacy context Review key ESL literacy resources that can guide PBLA implementation 	75-80 minutes depending on the time allotted for the discussions

	Part 3 Literacy Series: Identifying Learners' ESL Literacy Needs	<ul style="list-style-type: none"> • Identify types of ESL Literacy learners • Use various sections of the ESL for ALL document to help identify learner needs • Consider classroom activities that support ESL Literacy learners in addressing needs 	70-85 minutes depending on the time allotted for the discussions
Portfolio Development (15 Sessions)	Building Portfolios	<ul style="list-style-type: none"> • Identify the artefacts for a portfolio • Introduce Planning for Assessment 	45 minutes
	Exploring Skill-using Tasks	<ul style="list-style-type: none"> • Review definition of skill-building activities and skill-using tasks • Explore the difference between skill-using and assessment tasks • Discuss the role of skill-using tasks in the teaching/learning process 	1 hour
	Engaging Learners in the Assessment Process	<ul style="list-style-type: none"> • Review Assessment for Learning strategies and how they promote learner engagement • Explore ways of using peers as instructional resources in the classroom • Supporting learners to be self-aware and reflective 	1 hour
	Developing Receptive Tasks: A Refresher	<ul style="list-style-type: none"> • Review key steps in developing a receptive task (listening and reading) • Identify Unique considerations for receptive tasks 	45 minutes
	Developing Receptive Tasks: Exploring Comprehension	<ul style="list-style-type: none"> • Review a three-level model of comprehension • Identify levels of comprehension reflected in the CLB, 2012 • Review receptive (listening and reading) tasks to ensure they: 	75 minutes

	<ul style="list-style-type: none"> • Assess the identified criteria, and • Address more than one level of comprehension 	
Developing Receptive Tasks: Selecting a Task Type	<ul style="list-style-type: none"> • Review types of comprehension questions, including tips for development and use • Explore alternative tasks for assessing listening and reading comprehension 	45 minutes
Developing Receptive Tasks: Choosing a Text	<ul style="list-style-type: none"> • Align listening and reading texts to the descriptors in the CLB 2012 document 	45 minutes
Developing Receptive Tasks: Planning Feedback	<ul style="list-style-type: none"> • Review Assessment for Learning strategies • Discuss approaches to giving feedback on receptive tasks 	45 minutes
Multilevel Assessment: The Basics	<ul style="list-style-type: none"> • Review the purpose and goal of multilevel assessment • Practice adjusting a task for two levels • Create a class profile as a planning 	1 hour

Multilevel Assessment: Developing Productive Skills Tasks Part 1 and Part 2	Part 1: <ul style="list-style-type: none"> Review assumptions of multilevel assessment Develop a multilevel productive assessment task Part 2: <ul style="list-style-type: none"> Reflect on using multilevel assessment tasks and tool 	Part 1: 1 hour Part 2: 30 minutes
How to Ensure Assessment Validity in PBLA	<ul style="list-style-type: none"> Understand the principles of PBLA that apply to assessment in any learning environment Learn or confirm strategies for ensuring assessment task validity in any learning environment Consider assessment task validity for specific learning environments 	1.5 to 2 hours
An Orientation to the Multi-level Modules	<ul style="list-style-type: none"> 3 short video orientations on the Multi-level Modules 	7 minutes each video
Module Planning: Planning with the End in Mind	<ul style="list-style-type: none"> Review backward planning as a way to plan modules Use real-world-task goals as the organizing principle of a module Use needs assessments for longer term planning Use the elements of the module for creating classroom activities 	1 hour
Effective Feedback Practices	<ul style="list-style-type: none"> Review characteristics of effective feedback in the context of Portfolio-based Language Assessment Consider implementation strategies in the classroom Practice giving effective feedback on learner writing samples 	75 minutes

	Language and Learning Strategies	<ul style="list-style-type: none"> • Look at three categories of strategies that enhance language learning • Consider these strategies within the context of teaching the four skills and PBLA practice • Discuss how to teach and have learners practice specific reading strategies • Brainstorm possible strategies for vocabulary development 	60 minutes
--	---	---	------------

EPG Supplement: Professional Learning Sessions List
©Centre for Canadian Language Benchmarks, September 2024