



# Prior Learning Assessment & Recognition

 [PBLA@language.ca](https://PBLA@language.ca)

Funded by:



Immigration, Refugees  
and Citizenship Canada

Financé par :

Immigration, Réfugiés  
et Citoyenneté Canada



Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens

# Building Capacity : ISANS experience through PLAR

## PBLA at ISANS...facts and figures



- Over 75 instructors
- Literacy- CLB 8
- 1 full time PBLA Lead- Head Instructor
- 3 part-time PBLA Lead-Head Instructors
- 2 PBLA Leads- Classroom Instructors freed up for 5 hours per week for lead duties
- 2 Administrators-previous PBLA Leads Part of initial Cohort 1 training
- 6 PLAR Recognized and Certified
- Monthly PBLA Prep Sessions, divided by levels
- Ongoing PD and CLB calibration sessions

**The effective implementation of PBLA  
is complex  
and engages teachers/instructors  
in a process of change over time.**

**Lead Teachers/Instructors  
are key to supporting colleagues  
throughout that process.**



# Process of Prior Learning Assessment & Recognition

*Send us your own portfolio*



✓ *Recommendation for Certification as a PBLA Lead Teacher*

# ELIGIBILITY FOR PLAR

Requirement	Evidence
<b>1. A TESL certificate from a TESL program recognized by TESL Canada or TESL Ontario.</b>	<b>Copy of TESL certificate or equivalent</b>
2. Introduction to PBLA through <b>ONE</b> of the following: <ul style="list-style-type: none"> <li>• Participation in all the CCLB developed PBLA Implementation Package workshops</li> <li>• Successful completion of the CCLB's six-week online course, <i>Intro to PBLA</i></li> <li>• Successful completion of a post-secondary credit course that addresses CLB-based planning, teaching and/or assessment, including a focus on PBLA</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate of Participation, or Written confirmation by Administrator</li> <li>• CCLB confirmation</li> <li>• Course description from calendar and copy of transcript</li> </ul>
3. Minimum of 32 weeks of using PBLA in the classroom	Written confirmation by Administrator
4. Recommendation for PBLA Lead Instructor certification. The letter should address: The program's intention to assign the individual as a LI on certification The applicant's qualities as a classroom teacher The applicant's experience using PBLA in the classroom The applicant's leadership qualities The applicant's openness to new ideas and change	<p>Letter of recommendation from the program administrator/coordinator</p> <p>N.B. this letter must be received by the CCLB prior to adjudication of the candidate's application.</p>

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# Course: PBLA PLAR Library (Revised 2019)

 News forum

Hidden from students





## PRIOR LEARNING ASSESSMENT REVIEW (PLAR) - INTRODUCTION

### Welcome!

The PBLA PLAR for Lead Teacher/ Instructor certification is an alternative to the PBLA Foundation Course for Lead Teacher/ Instructor certification. It is an expedited process intended for class experienced in implementing PBLA. Applicants submit documentation to show their readiness to support their colleagues in PBLA implementation aligned to the CLB by demonstrating understanding of features, and protocols. It is a rigorous review. Adjudicators do provide feedback on gaps or omissions; however, this is not an instructional process. This library provides essential information to prepare your PLAR application package.

Below are the PLAR forms and checklists you will need to submit your application.

### PLAR Forms

-  [PLAR ELIGIBILITY CHECKLIST](#)
-  [PLAR PROCESS & APPLICATION FORM](#)
-  [APPLICATION MATERIALS CHECKLIST](#)
-  [PLAR APPLICATION - ESL LIT MODULE PLAN](#)
-  [PLAR APPLICATION - CLB STAGE 1 MODULE PLAN](#)
-  [PLAR APPLICATION - CLB 2 MODULE PLAN](#)

### PBLA and Communicative Competence - Review Resources

Here are some resources if you want a general review of PBLA and Communicative Competence before assembling your PLAR application.



Application



Understanding of  
**Principles** of PBLA

Understanding of  
**Process** of PBLA

Understanding of  
**Practice** of PBLA



# Portfolio-Based Language Assessment (PBLA)

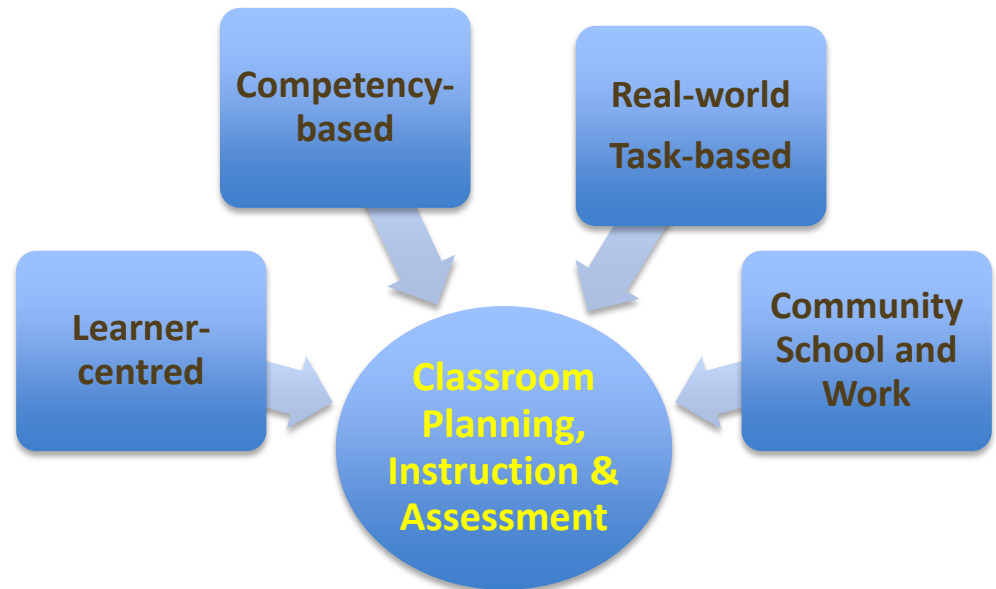


**A classroom-based  
approach  
to assessment**

# Portfolio-Based Language Assessment (PBLA)

Portfolio-Based Language Assessment (PBLA) is

- A classroom-based approach to assessment
- **Aligned to the Canadian Language Benchmarks** that is intended to enhance learning and result in reliable CLB outcomes.



# Portfolio-Based Language Assessment (PBLA)

- a classroom-based approach to assessment
- aligned to the CLB that is intended to enhance learning and result in reliable CLB outcomes.
- *To that end, knowledge of the CLB and the ability to use it in learner centred, task-based (RWT)*
  1. planning,
  2. instruction,
  3. and assessment*is fundamental.*

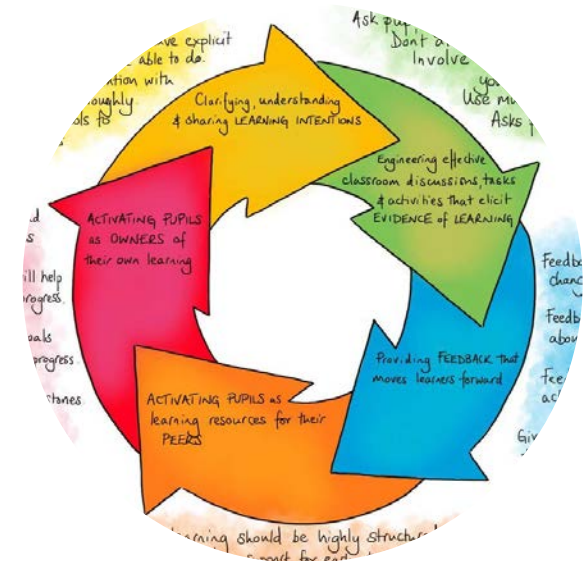


**Classroom  
Planning,  
Instruction &  
Assessment**

# Portfolio-Based Language Assessment (PBLA)

- a classroom-based approach to assessment
- aligned to the CLB that is intended to enhance learning and result in reliable CLB outcomes.
- To that end, knowledge of the CLB and ability to use it in learner-centred, task-based planning, instruction, and assessment is fundamental.

▪ Also integral to PBLA is the effective use of Assessment for Learning (AfL) strategies as part of the instructional and assessment cycle, And, therefore, the development of a learning portfolio.



# **The effective implementation of PBLA is complex**

**Lead Teachers/Instructors  
are key to supporting colleagues  
throughout that process.**





# Understanding of Principles

**Role of Lead  
Teacher**

**Assessment for  
Learning Strategies**

**Reliability of PBLA**



# Principles

## Role of Lead Teacher



**The role of Lead Teachers/Instructors is to be a champion of PBLA and to work in collaboration with their administrator to support their colleagues as they implement PBLA.**

# Principles



- **Role of Lead Teacher**

## **Write a statement**

**(Min 300, Max 500 words)**

**How do you see yourself being a champion of PBLA?**

**What are some strategies or activities you might use to support colleagues, especially colleagues who may be resistant to or anxious about PBLA implementation?**

# Principles

## Assessment for Learning

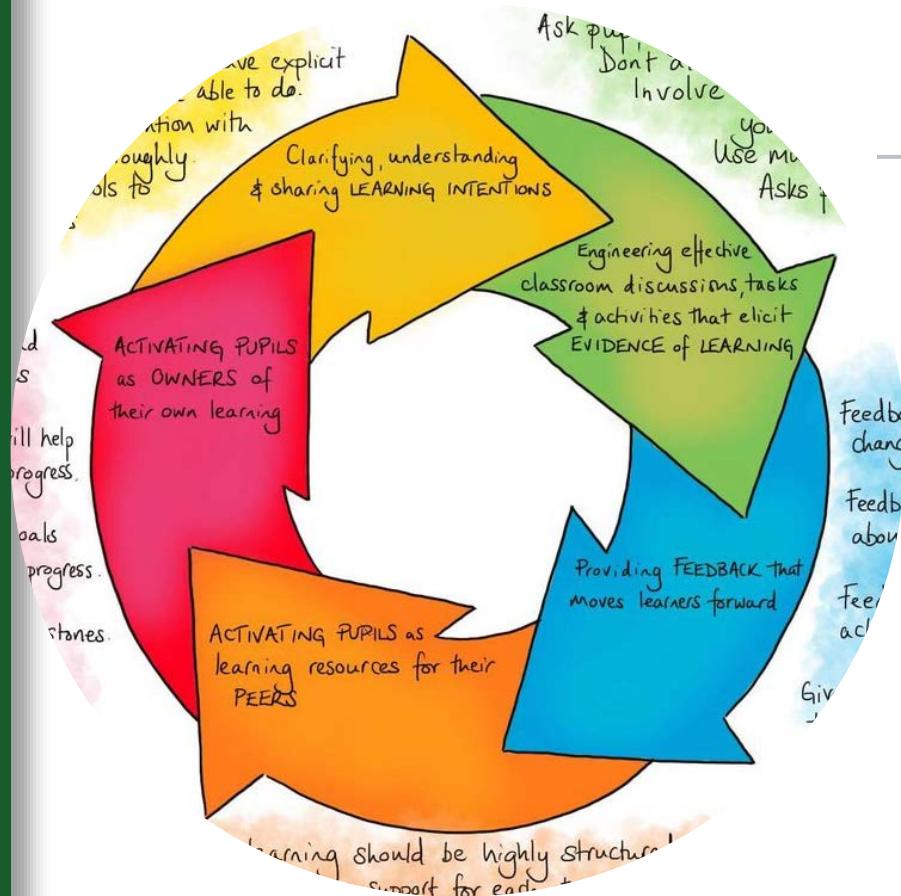


Assessment for Learning (AfL) strategies are fundamental in the PBLA process.

1. Clarify learning intents and criteria for success
2. Incorporate classroom activities that elicit evidence of learning
3. Provide feedback that moves learners forward
4. Activate learners to become instructional resources for one another
5. Activate learners to become owners of their learning

# Principles

- Assessment for Learning



Select two of the *Assessment for Learning* strategies and describe how you have implemented them in your class.

(Min 300, Max 500 words)

# Principles

## Reliability of Portfolio Based Language Assessment



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PBLA is intended to enhance **language learning** and contribute CLB assessment outcomes that are reliable – teachers, learners, program administrators and funders can rely on the accuracy of the **outcomes.**

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# Principles

## Reliability of Portfolio Based Language Assessment



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**Reliability in assessment refers to the consistency with which the assessment task gives similar results aligned to the specific CLB level being assessed, i.e. the task, criteria and performance conditions.**

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# Principles

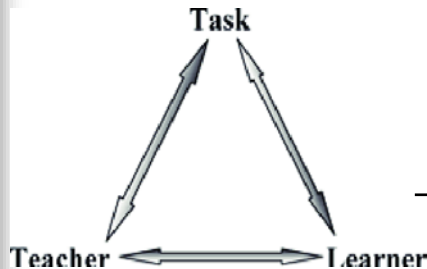
- Reliability of Portfolio Based Language Assessment




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**Discuss this statement about the reliability of PBLA with specific reference to your classroom experience and your learners'.  
(Min 100, Max 300 words)**

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# Understanding of Process

## **Needs Assessment:**

**Real World Tasks**

## **Module Planning:**

**Competencies**

**Language Focus**

**Strategies Focus**

## **Assessment Tasks:**

**Receptive Task Design**



# Process

## 1. Needs Assessment

The image shows two orange 'Needs Assessment' forms. The top form is partially filled out with handwritten answers. The bottom form is also filled out with handwritten answers. The forms are titled 'Needs Assessment' and 'Needs Assessment (cont.)'. The top form has a yellow box for the name and a date of 'Sept. 07, 2017'. The bottom form has a date of 'Sept. 07, 2017'. The forms contain various questions about the learner's needs and goals, with handwritten answers in blue ink.

The needs assessment (NA) in the portfolio is suitable for the CLB level of the class and was completed by the applicant's learner.

# Process

## Needs Assessment

- There is a 3-5 sentence description of how the Needs Assessment was used to inform instructional planning and assessment.



# Process

## 2. Module Planning



- A sample of a completed module plan **using ONE of the following PBLA templates**
- ESL Literacy
- Stage 1 – CLB 3
- Stage 2 – CLB 7

# MODULE PLANNING FRAMEWORK



THEME: Education and Learning				
Module: Applying to a Post-Secondary Program				
Skills	Listening CLB 7	Speaking CLB 7	Reading CLB 7	Writing CLB 7
Real World Task Goals				Complete an application form for a post-secondary educational institution that includes a brief written response to a question
Content Information Focus				
CLB Competency/ies <i>Competency Area, Competency Statements, Indicators of Ability</i>				<u>III. Getting Things Done</u> <ul style="list-style-type: none"> <li>Fill out extended forms requiring detailed personal information (about 40 items) and may require brief written responses to questions</li> <li>Identifies purpose of form</li> <li>Completes it with all required information</li> <li>Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly</li> <li>Displays a good range of vocabulary for moderately complex texts</li> </ul>

## THEME: Education and Learning

### Module: Applying to a Post-Secondary Program

Skills	Listening CLB 7	Speaking CLB 7	Reading CLB 7	Writing CLB 7
Language Focus				<u>Genre's and Features</u> Purpose of text and audience Application form format/features <u>Vocabulary</u> Common abbreviations on admissions forms Admission requirements Program Academic History Secondary, Post-secondary <u>Transactions</u> Documentation, Pre- <del>course</del> etc. <u>Sociolinguistics/Pragmatics</u> Canadian conventions related to numbers, abbreviations, purpose and audience. E.g. linearity, directness, formality
Language and Learning Strategies				Drafting and proof-reading strategies Addressing questions directly and avoiding circumlocution Check for omissions
Assessment Task				Fill out an application for a post-secondary program using information provided by the teacher in a scenario card. Application includes the question, <u>Why</u> do you wish to study in this program? <u>What</u> influenced your decision to apply to the program?



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# Process


## Module Planning: – Real World Tasks



THEME: Education		Topic: Parent-Teacher Interviews		
Skills	Listening	Speaking	Reading	Writing
CLB Level	5	5	5	5
Real-World Task Goal (s)	<u>Understand</u> a short description of child's progress in class.	<u>Ask for and give information</u> about their child to a teacher.	<u>Understand comments</u> about child's progress on a report card.	<u>Write a note</u> requesting a meeting with the teacher.

THEME: Education and Learning

Module: Applying to a Post-Secondary Program

Skills	Listening CLB 7	Speaking CLB 7	Reading CLB 7	Writing CLB 7
Real World Task Goals				Complete an application form for a post-secondary educational institution that includes a brief written response to a question
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# Process

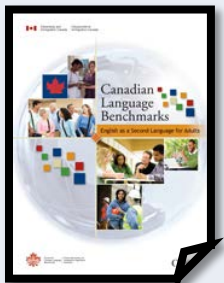


## Module Planning:

- **CLB Competencies**
- **Criteria**



# CLB Competency :



Competency Area,

Competency  
Statements,

Indicators of  
Ability

## Comprehending Information

### P.17 CLB

- Understand information about familiar or relevant topics.
- Understand descriptive or narrative monologues related to everyday, personally relevant topics or situations.
  - Gets the gist.
  - Identifies key words and phrases.
  - Identifies factual details and some implied meanings.
  - Identifies opinions.
  - Interprets descriptions and explanations.

## Sharing Information

### P. 53 CLB

- Ask for and give information related to routine daily activities in one-on-one interactions.
- Agree, disagree and give opinions in meetings.
  - Provides necessary information.
  - Asks relevant questions.
  - Repeats information and ideas to confirm understanding.
  - Expresses opinions and feelings.
  - Agrees and disagrees appropriately.
  - Thanks others for information.
  - Participates adequately in interactions with some degree of support from others.

## Getting Things Done

- Give and respond to informal requests, permission, suggestions and advice.
  - Uses modals with the appropriate level of politeness.

## Getting Things Done

### P. 89 CLB

- Locate and use 1 or 2 pieces of information from moderately complex formatted texts.
  - Identifies layout and organization of text to find the information needed.
  - Identifies key information and finds specific details.

## Comprehending Information

- Understand simple to moderately complex descriptive or narrative texts on familiar topics.
  - Identifies organization of text and links between paragraphs.

## Getting Things Done

### P. 125 CLB

- Write short business or service correspondence for routine personal needs.
  - Conveys a sense of audience in language and format.
  - Conveys the message clearly.

# Process



## Module Planning:

**Language Focuses-** *appropriate for RWT*

- **Vocabulary**
- **Grammar: Functional & Discourse based (*RWT*)**
- **Pronunciation**

**Content of lessons**

THEME: Education and Learning

Module: Applying to a Post-Secondary Program

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Language Focus				<p><u>Genre &amp; Text Features</u></p> <p>Purpose of text and audience</p> <p>Application form format features</p> <p><u>Vocabulary</u></p> <p>Common abbreviations on admissions forms</p> <p>Admission requirements</p> <p>Program</p> <p>Academic History</p> <p>Secondary, Post-secondary</p> <p><del>Transcripts</del></p> <p>Documentation,</p> <p><del>Pre-requisite</del>, etc.</p> <p><u>Sociolinguistics/Pragmatics</u></p> <p>Canadian conventions related to numbers, abbreviations, <u>purpose</u>, and audience. E.g. linearity, directness, formality</p>
<u>Language and Learning Strategies</u>				<p>Drafting and proof-reading strategies</p> <p>Addressing questions directly and avoiding circumlocution</p> <p>Check for omissions</p>
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# Process



Module Planning:

## Strategies

- Receptive (Skim, Scan, Intensive)
- Productive (asking for repetition: pronunciation)

*Content of lessons*

# Process



## Module Planning:

- **Assessment Tasks**

THEME: Education and Learning

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# Process



## 3. Receptive Task Design

- For ONE of the receptive tasks in the sample portfolio (either a listening or reading task):
  - include the reading text or listening transcript
  - indicate the CLB competency/ies and indicators of ability being addressed



# Process



## Receptive Task Design

**Show, in a brief explanation, how the comprehension questions or prompts address CLB criteria.**

**For example, *question 1 – main idea...***



# Practice

**Learner Portfolio**

**Receptive Task  
Artefacts**

**Productive Task  
Artefacts**

# Practice



## Learner Portfolio

A sample of ONE learner's portfolio.

# Practice

- **Learner Portfolio**



The portfolio must include the following:

- ✓ complete ABOUT ME section, i.e. needs assessment, goal statement, CLB levels on entry,
- ✓ completed inventories
- ✓ **4-6 artefacts per skill** (*assessment tasks and skill-using activities*), including action-oriented feedback
- ✓ self-assessments
- ✓ learning reflections

# Practice



- **Inventories**

**Learner's entries**

**Well constructed: competencies/SU or ASS/ success**

**Appropriate to Needs Assessment.**

# Practices



- **Artefacts**

**4-6 artefacts per skill**

**No more than 20% skill-using tasks**

**No skill building tasks.**

*Assessment tasks in the submitted portfolio may be developed by the PLAR applicant or adapted from a published resource to meet requirements.*

# Practice

## Learner Portfolio

### Artefacts: Receptive (Listening & Reading)

- ✓ Format- consistency
  - practicality
- ✓ Competencies- accurate
  - balanced
- ✓ Criteria-level appropriate
  - holistic/ analytic
  - strategic
  - not heavily productive
  - ranking/success
- ✓ Action-oriented Feedback



# Practice

## Learner Portfolio

### Artefacts: Productive (Speaking & Writing)

- ✓ **Format- consistency**  
- practicality
- ✓ **Competencies- accurate**  
- balanced
- ✓ **Criteria- holistic/ analytic**  
-strategic  
-ranking/success
- ✓ **Action-oriented Feedback**





# Recommendation

☐ **Recommend for PBLA Lead Teacher/Instructor certification**

☐ **Submit missing items**

☐ **Address recommendations and re-submit**

☐ **Refer to Guided PLAR Submission course.**

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Centre for Canadian Language Benchmarks 2020