

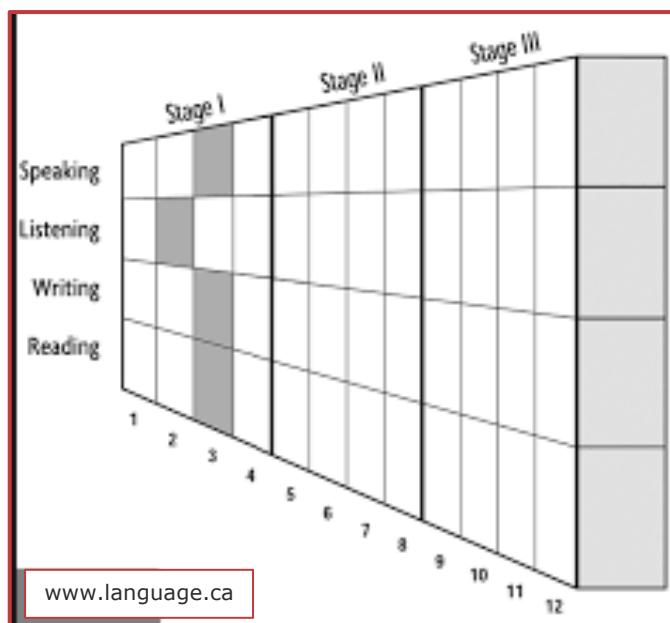
## The Canadian Language Benchmarks

### What are the CLBs?

The CLBs are a series of descriptions of language ability in English as an Additional Language (EAL). The CLBs are divided into three stages: beginner, intermediate, and advanced. There are four levels (CLBs) in each stage, for a total of 12 levels (benchmarks) in each of **four skills: Listening, Speaking, Reading, and Writing**.

#### For each skill, at each benchmark, the CLB includes:

- A profile of learner abilities that include the conditions under which the learner can perform the task (e.g., "The learner can...when the communication is...").
- Four categories of competencies, such as: interacting with others, giving (or receiving) instructions, getting things done, and understanding (or sharing) information.
- Statements of competencies and tasks that learners can do in English that are not specific to a context, but can be applied to different contexts.
- Sample tasks for each competency statement, contextualized into community, work, and study settings.
- Indicators of ability for each competency statement that are useful for identifying sub-skills to focus on and useful for assessing a learner's success when performing a task.



	Stage I				Stage II				Stage III			
Speaking	1	2	3	4	5	6	7	8	9	10	11	12
Listening	1	2	3	4	5	6	7	8	9	10	11	12
Writing	1	2	3	4	5	6	7	8	9	10	11	12
Reading	1	2	3	4	5	6	7	8	9	10	11	12

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### What can I use the CLBs for?

#### Assessing:

- Learners' language levels
- Learners' performance

#### Identifying:

- Language learning needs
- Outcomes, objectives, and goals

#### Planning:

- Programs
- Curricula
- Instruction

### What key CLB resources should I be familiar with?

<p><b>Canadian Language Benchmarks</b></p> <p>The foundational document that includes all the details about the CLBs as well as specific tasks that illustrate each CLB competency.</p>	<p><a href="https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf">https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf</a></p>
<p><b>CLB Support Kit</b></p> <p>A companion document to the CLB with sections on teaching grammar, pronunciation, and pragmatics; teaching multilevel classes, EAP, EWP, and special needs learners; and exemplars of tasks at all levels.</p>	<p><a href="https://www.language.ca/product/club-support-kit-pdf-e/">https://www.language.ca/product/club-support-kit-pdf-e/</a></p>
<p><b>Can Do Statements</b></p> <p>Lists of what learners “can do” at each benchmark level, for each skill, in languages that are accessible to learners. Good for getting an idea of a learner’s CLB level.</p>	<p><a href="https://www.language.ca/product/can-do-statements-pdf-e/">https://www.language.ca/product/can-do-statements-pdf-e/</a></p>
<p><b>Centre for Canadian Language Benchmarks</b></p> <p>The centre of expertise that supports the CLBs. Includes assessment and teaching resources, documents, and many free downloadable resources.</p>	<p><a href="http://www.language.ca/">http://www.language.ca/</a></p>
<p><b>ES / CLB Sample Lesson Plans</b></p> <p>Sample lesson plans linking the CLBs and Essential Skills</p>	<p><a href="https://www.language.ca/resourceexpertise/essential-skills/-1522072535350-d3634bd1-2344">https://www.language.ca/resourceexpertise/essential-skills/-1522072535350-d3634bd1-2344</a></p>
<p><b>Tutela.ca</b></p> <p>A national online repository that contains learning activities, worksheets, templates, and training opportunities for ESL instructors.</p>	<p><a href="https://tutela.ca/PublicHomePage">https://tutela.ca/PublicHomePage</a></p>
<p><b>Most of these resources can be accessed through the Rural Routes website!</b></p> <p><b>NOTE:</b> If the links won’t open when you click on them, copy and paste the link into your web browser.</p>	

#### What factors affect how fast learners progress through the CLBs?

These are only some of the many factors that can affect how fast learners progress through the CLB levels:

- How different their first language is from English
- How much formal education they have had
- How much English they are exposed to outside of the classroom
- What learning strategies they use
- How and what motivates them to learn
- Any learning disabilities or trauma experienced
- What they are dealing with outside of the classroom
- Their stage of cultural adjustment
- Their language level