

## Toward an Enhanced Language Assessment System

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Metropolis Seminar on Language Acquisition and Newcomer Integration
October 22, 2009



#### **CIC Assessment Practices**

- At present, CIC conducts language assessment in the following manner:
- Placement: Before entering training at one of LINC's eight levels (pre-LINC Literacy to LINC 7) or ELT, students receive a placement assessment. Most placement occurs at centralized assessment centres, where trained language assessors deliver one of several standardized placement tests (e.g. CLBA, CLBPT, ELTPA).
- **Progress**: Once training has begun, teachers conduct ongoing assessments of their students using a variety of tools, some of their own making.
- Outcomes: To date, placement and progress assessment tools have been used as indicators of program results.

### LINC: Current Situation

Outcomes **Placement Progress** LINC No No standardized standardized **Assessment** Centres system for outcomes deliver performance test standardized, measurement **CLB-based** data (teachers use a placement variety of tools, tests some of their own making) 





## Vision for a Two-part Assessment System

## Part 1: Progress Assessment Language Portfolios

#### **Purposes**

- Measuring program performance
- Motivating and empowering students
- Contributing to a standard curriculum
- Supporting professional development of teachers







## Part 1: Progress Assessment Language Portfolios

#### **Description**

- Teachers and students work together to set goals and compile evidence of student progress
- Rooted in the Canadian Language Benchmarks 2000 and based on Manitoba's Collaborative Language Portfolio Assessment (CLPA) model
- Results facilitate promotion of students from one training level to the next
- Unlike a language test, a portfolio takes a broad, cumulative approach to assessment, enabling measurement of a student's increasing grasp nonlanguage program content (e.g. Essential Skills, Canadian civics, values, job search skills, etc.)

## Part 2: Outcomes Assessment CLB-Based Language Milestone Test

#### **Purposes**

- Providing reliable data to support outcomes analysis
- Motivating students
- Over time, providing proof of language proficiency required for postsecondary study, employment, professional certification, etc. ("credentializing")





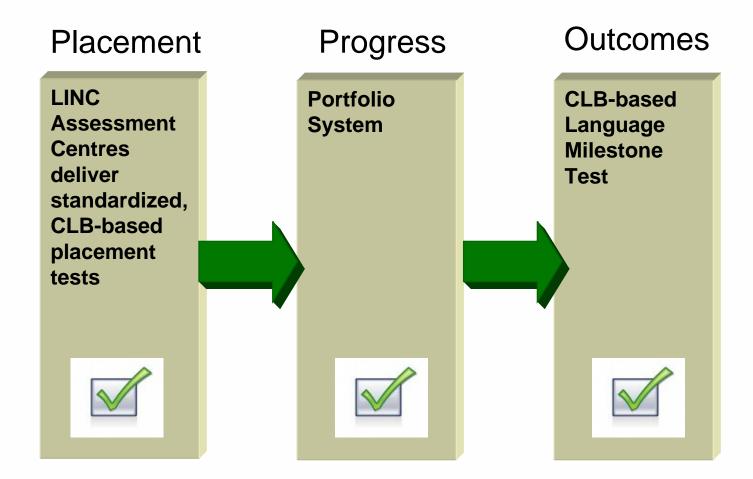
### Part 2: Outcomes Assessment CLB-Based Language Milestone Test

#### **Description**

- Standardized, made-in-Canada test(s) based on the CLB
- Voluntary in nature open to newcomers (enrolled in CIC training or not) wishing to demonstrate their achievement
- Ultimately, language credential intended to facilitate the flow of newcomers into education/training and the labour market by providing a recognized, portable credential
- Testing to focus on two important transition points, or language learning milestones:
- 1. Completion of basic stage of learning (mastery of CLB 4)
- Readiness for enrolment in post-secondary study and higher-level bridge training programs, or for seeking employment and/or professional certification. (CLB levels 7-9, depending on what is required for a newcomer's chosen pathway)



## Summary



## Challenges in implementing a portfolio system

- Instructor training: Portfolio system dependent upon highly competent instructors with an expanded assessment role
- Standardization for reliability: How to ensure portfolio "scores" are consistent across a diverse program? How to ensure validity against the CLB framework?
- Capturing results: How will program performance data be collected and analyzed?







# Challenges in implementing a CLB-based Language Milestone Test

- > **Assessor training:** Like any test, assessors will require specific training to administer the final product.
- "Wash-back": Need to mitigate against temptation for teachers to "teach to the test," thereby giving short shrift to non-language program content.
- ➤ **Test security:** Because the test could be used as a high-stakes test under certain conditions, there could be a higher risk that test content could be compromised. Security measures, such as multiple versions and an "evergreen" bank of test questions would be required of any institution "holding" the test.

### **Next Steps**

- Continue work with Canadian expert to develop prototype for language portfolio and plan for rolling it out.
- Develop a prototype for CLB-based Language Milestone Test and plan for validation and implementation.
- In both cases, it is expected that prototypes will be completed by end of this fiscal year, with pilot projects beginning next fiscal year.







## A Request

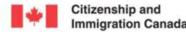
We are eager to receive your comments and suggestions about our proposal.

Please feel free to contact us:

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## Thank You • Merci

