








































## Canadian Language Benchmarks Distribution Grid – ELSA 6 (CLB 7)

Each of the CLBs appears as a Target Outcome once within Units 1-5 and again in Units 6-10. **Target Outcomes** are denoted by the symbol . Some of the CLBs and their associated Core or Project Tasks are featured in ELSA Net's *Formative Assessment Toolkit (FATK)* and as such are denoted by the symbol .

Listening Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
 <b>CLB 7-I:</b> Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval.)										
 <b>CLB 7-II:</b> Understand moderately complex directions and instructions for technical or non-technical tasks.	 									
 <b>CLB 7-III:</b> Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.			 							
 <b>CLB 7-IV:</b> Understand short group interactions, discussions and meetings on generally familiar topics.										
 <b>CLB 7-IV:</b> Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.										

Speaking Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
 <b>CLB 7-I:</b> Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope.)		 								
 <b>CLB 7-I:</b> Participate in routine phone calls.										
 <b>CLB 7-II:</b> Give instructions and directions for technical and non-technical tasks, procedures and processes.										
 <b>CLB 7-III:</b> Give extended warnings, suggestions, recommendations or advice.										
 <b>CLB 7-IV:</b> Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.										
 <b>CLB 7-IV:</b> Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail two events, jobs, or procedures.	 									

Reading Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
<b>CLB 7-I:</b> Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction.)		⊙								⊙ ✕
<b>CLB 7-II:</b> Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.					⊙			⊙		
<b>CLB 7-III:</b> Locate and use three or four pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus.)					⊙				⊙	
<b>CLB 7-III:</b> Get information from moderately complex business/service texts containing assessments, evaluations, and advice.		⊙ ✕							⊙	
<b>CLB 7-IV:</b> Understand moderately complex extended descriptions, reports and narrations on familiar topics.			⊙				⊙			
<b>CLB 7-IV:</b> Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigations menus.)				⊙			⊙			
<b>CLB 7-IV:</b> Access, locate and integrate information from online reference sources.	⊙					⊙				

Writing Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
<b>CLB 7-I:</b> Convey personal messages in formal or informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope.)				⊙						⊙
<b>CLB 7-II:</b> Reduce a short oral discourse (such as live or recoded phone messages, pre-recorded public information, podcasts or short presentations) to notes.					⊙			⊙		
<b>CLB 7-II:</b> Reduce a text of up to about 2 pages to an outline or summary.		⊙					⊙			
<b>CLB 7-III:</b> Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings.)					⊙					⊙
<b>CLB 7-III:</b> Complete extended forms requiring detailed personal information.	⊙ ✕					⊙				
<b>CLB 7-IV:</b> Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison or provide a detailed description of a person, system, routine or procedure.			⊙						⊙	

## Canadian Language Benchmarks Distribution Grid – ELSA 7 (CLB 8)

Each of the CLBs appears as a Target Outcome once within Units 1-5 and again in Units 6-10. **Target Outcomes** are denoted by the symbol ☉. Some of the CLBs and their associated Core or Project Tasks are featured in ELSA Net’s *Formative Assessment Toolkit (FATK)* and as such are denoted by the symbol ✂.

Listening Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
☞ <b>CLB 8-I:</b> Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval, disapproval, formal welcomes and farewells, condolences and congratulations).				☉ ✂			☉			
☞ <b>CLB 8-II:</b> Understand extended multistep directions or instructions for technical or non-technical tasks.					☉				☉	
☞ <b>CLB 8-III:</b> Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.			☉ ✂					☉		
☞ <b>CLB 8-IV:</b> Understand group interactions about abstract and complex ideas on familiar topics.		☉				☉				
☞ <b>CLB 8-IV:</b> Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.	☉ ✂									☉

Speaking Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
☞ <b>CLB 8-I:</b> Participate in less routine social conversations for most everyday purposes (such as expressing and responding to empathy, clarifying conflicts, and providing reassurance).		☉								☉
☞ <b>CLB 8-I:</b> Participate in brief professional phone calls.		☉						☉		
☞ <b>CLB 8-II:</b> Give instructions and directions for a broad range of technical and non-technical tasks, procedures and processes.					☉ ✂					☉
☞ <b>CLB 8-III:</b> Propose or recommend solutions to problems in a familiar area.			☉ ✂				☉			
☞ <b>CLB 8-IV:</b> Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.	☉								☉	
☞ <b>CLB 8-IV:</b> Give presentations to describe and explain structures, systems or processes based on research.				☉		☉				

Reading Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
<b>CLB 8-I:</b> Understand moderately complex social messages (such as those conveying general opinions, assessments of current events or situations, and responses to complaints or sympathy).					⊙			⊙		
<b>CLB 8-II:</b> Understand extended, moderately complex, multistep instructions and instructional texts for established (set) procedures related to specialized tasks.		⊙ ✕								⊙
<b>CLB 8-III:</b> Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.			⊙			⊙				
<b>CLB 8-III:</b> Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.			⊙						⊙	
<b>CLB 8-IV:</b> Understand moderately complex extended descriptions, feature articles, reports and narrations.	⊙ ✕						⊙			
<b>CLB 8-IV:</b> Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus.)	⊙						⊙			
<b>CLB 8-IV:</b> Access, locate and integrate several pieces of information from relevant online reference sources.				⊙		⊙				

Writing Benchmarks	Unit					Unit				
	1	2	3	4	5	6	7	8	9	10
<b>CLB 8-I:</b> Convey personal messages in formal and informal correspondence for an expanded range of social purposes (such as expressing and responding to sympathy, clarifying a conflict, or giving reassurance).					⊙ ✕	⊙				
<b>CLB 8-II:</b> Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.				⊙					⊙	
<b>CLB 8-II:</b> Reduce a text of up to about 2 pages to an outline or summary.					⊙ ✕			⊙		
<b>CLB 8-III:</b> Write business or service correspondence for an expanding range of purposes (such as giving information in memoranda, documenting work done, indicating a problem, requesting a change, or requesting information).				⊙						⊙
<b>CLB 8-III:</b> Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.		⊙							⊙	
<b>CLB 8-IV:</b> Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.			⊙					⊙		
<b>CLB 8-IV:</b> Write a paragraph to explain information in a table, graph, flow chart or diagram.	⊙						⊙			

