

# ASSESSMENT IN CLIL

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# ASSESSMENT IN CLIL

Objectives of this unit:

- To identify the conditions for assessment
- To be able to identify the focus of an assessment task
- To be able to use different tools for assessment in a CLIL unit
- To design a sample assessment task that reflects the objectives of a unit

## Key Concepts

### Evaluation

- The process of collecting evidence about programmes, systems, procedures and processes.
- The interpretation of evidence with respect to stated or desired objectives.

### Assessment

- A process of collecting and interpreting evidence for some purpose.
- It supports learning and helps measure progress being made towards planned outcomes.

### Testing

- Using an evaluative device or procedure in which a sample of an examinee's behaviour in a specified domain is obtained and subsequently evaluated and scored using a standardized process. -
- "a snapshot in time"

Assessment implies more than Evaluation.

We have to create evaluation materials with educational materials.

We must design activities in order to help students to get the final objective or objectives.

## Why do you assess students' learning?



Write a list of the types of tests (not just foreign languages) given in your school. Why are they given? Which group is each one primarily aimed at? Who are the results for?

TO COMPARE STUDENTS WITH EACH OTHER

TO SEE IF STUDENTS MEET A PARTICULAR STANDARD

TO HELP THE STUDENTS' LEARNING

TO CHECK EFFICIENCY OF TEACHING PROGRAMME

Pupils (and their parents) are depending on progress reports to monitor learning, and assessment can be a motivating factor in the best case.

## Types of assessment



DIAGNOSTIC

FORMATIVE

SUMMATIVE

Designing and carrying out CLIL assessment is a demanding and complex endeavor whether the purpose is formative, summative or purely diagnostic. It seems clear that teachers and schools require support from the community of applied sciences and materials developers if they are to consolidate existing CLIL implementation calls for continuity across levels and assessment principles.

# Principles of Assessment



## VALIDITY

A valid test...

- measures exactly what it proposes to measure
- does not measure irrelevant variables
- relies as much as possible on empirical evidence (performance)
- involves performance that samples the test's criterion (objective)
- offers useful, meaningful information about a test-taker's ability
- is supported by a theoretical rationale or argument

## RELIABILITY

A reliable test...

- is consistent in its conditions across two or more administrations
- gives clear directions for scoring/evaluation
- has uniform rubrics for scoring/evaluation
- contains items/tasks that are unambiguous to the test-taker

## AUTHENTICITY

An authentic test..

- contains language that is as natural as possible
- has items that are contextualised rather than isolated
- includes meaningful, relevant, interesting topics
- provides some thematic organisation to items
- offers tasks that replicate real-world tasks

Is adaptable to a varied range of CLIL contexts.

It has to correspond with existing reference frames such as CEFR

It should reflect good practice as well as materials used in various types of CLIL projects.

# Oh no! A test!!

## Exams

- What do they test?
  - Language risks!



My first reaction when I see the question paper

Let's CLIL: Assessment

While subject and language are not always separately analyzable, it is generally possible to place the emphasis on either content or language and communication in a particular assessment activity so that a single test item might for instance place a focus on understanding and reproducing content.

## Main Issues for Assessment in CLIL



- **In groups, think about these questions:**
  - What do we mean by assessment in CLIL?
  - What do we assess, content or language?
  - What about coanition and culture?
  - What tools can we use for assessment?
  - Who assesses?
  - How do we assess?
  - What is the role of standard examination systems?
  - Is there a role for the CEFR?

*What do we mean by assessment in CLIL?*

CLIL assessment needs to account for the goal and objectives of two different subjects, including knowledge, competences, skills, attitudes and discourse practices, for both language and content.

*What do we assess, content or language?*

Both, but language in context.

*What tools can we use for assessment?*

Portfolios, Diaries, Rubrics, Tasks, Exams...

*Who assesses?*

Learners should be involved into self and peer-assessment.

*How do we assess?*

Informal, formal and self assessment.

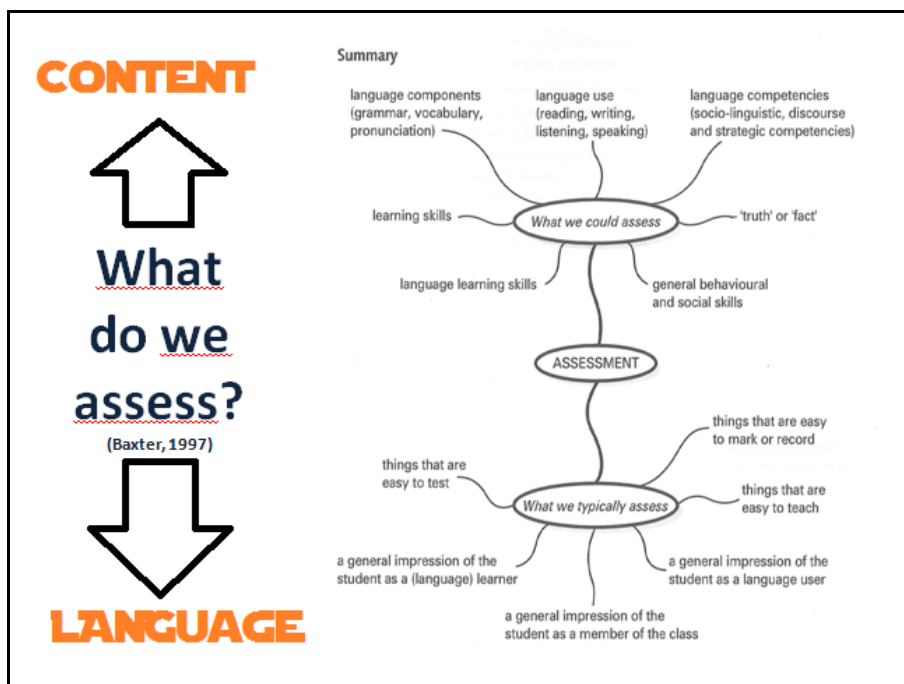
*What is the role of standard examination systems?*

They give us these benefits:

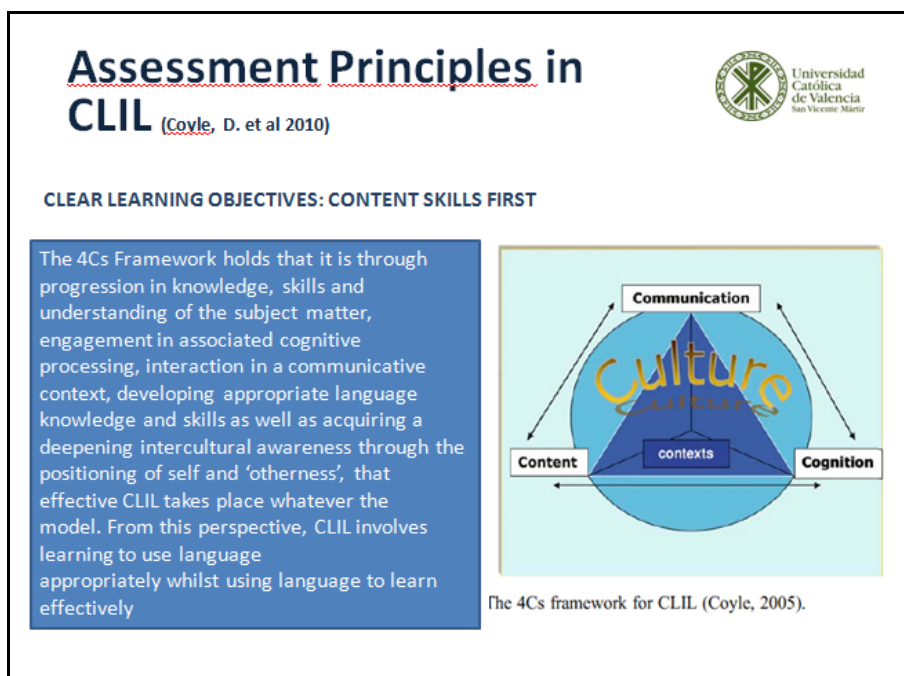
Standard of comparision.  
A degree of quality  
A principle of honesty and integrity.

*Is there a role for the CEFR?*

CEFR makes easier for practitioners to tell each other and their clientele what they wish to help learners to achieve, and how they attempt to do so.



Assessment in general can be defined as the process of deciding, collecting and interpreting information about children's learning and skills and use it for some purposes.



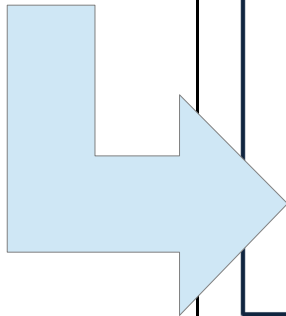
The 4C's framework for CLIL starts with content and focuses on the interrelationship between content, communication, cognition and culture to build synergies of integrating learning and language learning.

## Assessment Principles in CLIL

(Coyle, D. et al 2010)

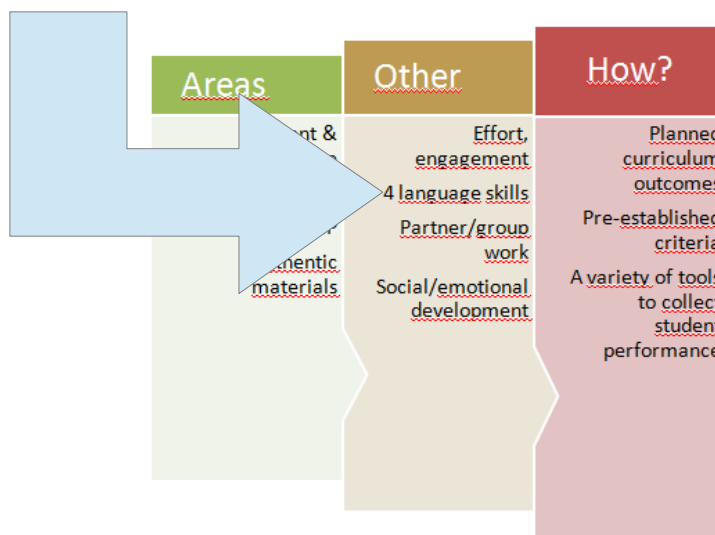


- Use a mixture of formal and informal assessment (e.g. tasks, assignments, tests, class work sampling)
- Familiarise the learners with the assessment measures and success criteria, expressed in a student-friendly format
- Content language should be assessed using the simplest format of language which is appropriate for that purpose
- Language should be assessed for a real purpose in a real context – sometimes this will be for form/accuracy, sometimes for communicative competence and/or fluency
- If the assessment is orally based, thinking time is crucial
- Scaffolding is a way of checking what students can do
- Students should learn to take some responsibility for their own assessment too




*Scaffolding* is a process in which the teacher supports the learners by breaking down a task or activity into manageable steps and demonstrating skills and strategies how to complete each step successfully.

## Distinguishing characteristics in CLIL



The 4 language skills are

1. Listening
2. Speaking
3. Reading
4. Writing




## AREAS OF ASSESSMENT




	CONTENT	
HOW?	WHAT?	LANGUAGE
<p>Methods that use the language</p> <ul style="list-style-type: none"> <li>• Grid</li> <li>• Draw</li> <li>• Picture</li> <li>• T/F</li> <li>• Complete</li> </ul> <p>wrong facts</p> <ul style="list-style-type: none"> <li>• Simple answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Factual Knowledge</li> <li>• General understanding</li> <li>• Higher-level thinking skills: interpretation, analysis, synthesis, application</li> <li>• Independent research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Recall subject-specific vocabulary</li> <li>• Operate functionally, using appropriate language structures and forms to discuss and disagree, ask effective questions, report, etc.</li> <li>• Listen or read for meaning</li> <li>• Present or discuss effectively</li> <li>• Demonstrate thinking/reasoning</li> <li>• Show awareness of grammatical features of the language</li> </ul>

*HOT's:*

They are based on learning taxonomies (Bloom's Taxonomy). He said that some types of learning require more cognitive process than others.

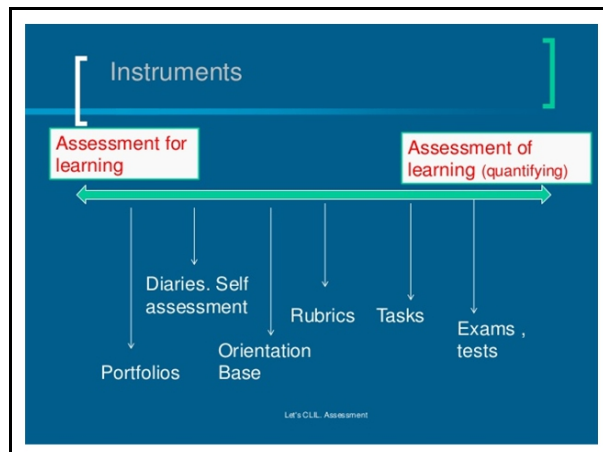


## How? Assessment techniques and criteria


WRITTEN TECHNIQUES	ORAL TECHNIQUES	PERFORMANCE TECHNIQUES
		
<p>CONSTRUCTED RESPONSE PORTFOLIO, PROBLEM SOLVING FORMATIVE ASSESSMENT SELECTED AND LIMITED RESPONSE:</p> <ul style="list-style-type: none"> <li>• Matching</li> <li>• Ordering</li> <li>• Location</li> <li>• Completion</li> <li>• Binary choice</li> <li>• Multiple choice</li> </ul>	<p>STRUCTURED ORAL TEST</p> <p>ONE-TO-ONE INTERVIEW</p> <p>PANEL INTERVIEW</p>	<p>PRESENTATION SIMULATION ROLE PLAY SKILLS DEMONSTRATION OBSERVATION SELF AND PEER ASSESSMENT</p>

The assessments techniques help us to foster good working relationships with students and encourage them to understand that teaching and learning are on-going processes that require full participation.





## Self and Peer assessment



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- Why?
  - To increase student responsibility and autonomy
  - To strive for a more advanced and deeper understanding of the subject matter, skills and processes
  - To lift the role and status of the student from passive learner to active learner and assessor
  - To involve students in critical reflection
  - To develop in students a better understanding of their own subjectivity and judgement

THINK ABOUT YOUR OWN TEACHING SITUATION:

- IS IT POSSIBLE TO INTRODUCE THIS KIND OF ASSESSMENT?
  - WHAT ARE ITS ADVANTAGES?
  - AND ITS DISADVANTAGES?

It is possible and It would be very easy. Let us show you a musical example of peer assessment:

We ask two students to play with the flute a song the next week, and we tell them that at the end they'll assess each other.

The autonomy we are given these students and the new status they've acquired (as is said above) will increase a better understanding and a more virtuous performance.

The advantages are:

1. Helps students become autonomous learners
2. Helps students develop their judgmental skills
3. Encourages students to be more responsible for their own learning

The disadvantages are:

1. They could not be sincere, even over-evaluate themselves.
2. Friendship can influence the reliability of grades given by students.
3. Students may have a tendency to give everyone the same mark.

## Development of rubrics



- [Rubrics video 1](#)
- [Rubrics video 2](#)

What are the main features of rubrics?

Do you normally use rubrics in your teaching practice? How do you score students' work?

*What are the main features of rubrics?*

Rubrics have two major aspects:

1. Coherent sets of criteria
2. Descriptions of levels of performance for these criteria

They are descriptive and not evaluative.

The operating principle is you match the performance to the description rather than "judge" it.

Effective rubrics have appropriate criteria and well-written descriptions of performance.

*Do you normally use rubrics in your teaching practice?*

We use rubrics in our teaching process, we use *rubistar* and our own rubrics.

*How do you score students' work?*

The first step in developing a scoring rubric is to clearly identify the qualities that need to be displayed in a student's work to demonstrate proficient performance.

The identified qualities will form the top level or levels of scoring criteria for the scoring rubric.

After defining the criteria for the top level of performance, our attention turns to define the criteria for lowest level of performance

The contrast between the criteria for top level performance and bottom level performance is likely to suggest appropriate criteria for middle level of performance. This approach would result in three score levels.

# YOUR TURN!



- Activity 1: revision paper
- Activity 2:
  - Help with rubrics: [rubistar](#)
  - Can you put together a rubric for a unit? *Islands 3* example

Here is a Rubric for a Musical Lesson called *The Singasong Lesson*

Direction: Each composition will be graded according to this lesson

<b>COMPOSITION GRADING RUBRIC</b>	<b>NEEDS EXPERIENCE 1 POINT</b>	<b>FAIR COMPOSER 2 POINTS</b>	<b>GOOD COMPOSER 3 POINTS</b>	<b>GREAT COMPOSER 4 POINTS</b>	<b>EXPERT COMPOSER 5 POINTS</b>
Notation used in the song	Quarter notes	+ Half notes	+ Doted notes	+ Semibreve	+ Eight notes
Notes Used	C	C, D	C, D, E	C, D, E, F	C, D, E, F & G
Length of the song	4 measures	5 measures	6 measures	7 measures	8 measures
4 beats in a measure	4 mistakes	3 mistakes	2 mistakes	1 mistake	No mistakes
Creativity of composition	No patterns	1 Repeating Rhythm pattern	2 Repeating Rhythm pattern	3 Repeating Rhythm pattern	4 Repeating Rhythm pattern