



Teacher training course. Topic n. 7.- Assessment in CLIL

ASSESSMENT IN CLIL CLASSROOM

1.- Introduction.-

Assessment is the basis of syllabus and lesson planning. Although it takes place at the end of what can sometimes be a long process, it determines everything we do in the classroom. In language teaching and learning, **assessment** is the process through which a judgement is made about how much a learner has learned in relation to the defined objectives of a course. It helps to show what they have achieved, or how well the learner is using language as judged against defined general criteria of language performance, i.e. their language proficiency.

There are many ways to arrive at this judgement, and language assessment may include components of self-assessment, peer assessment, formal assessment through tests, informal assessment through teacher observation against criteria, and continuous assessment of classwork.

2.- The purpose of assessment

All learning is assessed in one way or another. There are three aspects of assessment:

- **collecting evidence** of learners' learning and skills
- **making judgements** about evidence of learners' learning and skills
- **providing feedback** on the basis of evidence of learners' learning and skills.

Now, please, can you fill out the following questionnaire? You have to choose one of the three aspects explained above. Press the tab and select your answer:

'I always try to include comments at the end of written work to suggest which aspects to improve.'

Answer

Providing feedback

'We give our learners major exams at the end of each term.'	<p>Answer</p> <div> Providing feedback </div>
'I sit learners together and ask them to comment on each other's work.'	<p>Answer</p> <div> Making judgements </div>
'In our subject, we often adjust our methods and the type of work the learners do, depending on their exam results.'	<p>Answer</p> <div> Collecting evidence </div>
'We prefer to give the learners production tasks at the end of each unit, like oral presentations using PowerPoint.'	<p>Answer</p> <div> Providing feedback </div>
'We give learners a numerical grade in each subject at the end of the academic year.'	<p>Answer</p> <div> Making judgements </div>
'Our learners complete self-assessment sheets after every unit, which teachers check and respond to, if necessary.'	<p>Answer</p> <div> Making judgements </div>
'I write down every activity on a chart with the learners' names, and I keep a check on their performance.'	<p>Answer</p> <div> Collecting evidence </div>

'If all learners in a subject get bad marks, we have a departmental meeting to discuss what happened.'	Answer <input type="text" value="Making judgements"/>
'We think that attitudes to learning are important, and this forms part of our learners' final mark.'	Answer <input type="text" value="Providing feedback"/>

The purpose of assessment, or why we assess, can also be divided into two broad approaches:

- **assessment of learning** (summative assessment)
- **assessment for learning** (formative assessment).

Main assessments



Formative

Helps identify what students learnt and did not learn.



Sumative

Helps identify what has been learnt during the learning process.

Formative Assessment	Summative Assessment
<p>The goal of formative assessment is to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. These are low stakes assessments for students and instructors.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Asking students to submit one or two sentences identifying the main point of a lecture • Have students submit an outline for a paper. 	<p>The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Assigning a grade to a final exam • Critique of a Senior recital • University Faculty Course Evaluations <p>The outcome of a summative assessment can be used formatively, however, when students or faculty take the results and</p>

<ul style="list-style-type: none"> • Early course evaluations <p>Types of Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observations during in-class activities; of students non-verbal feedback during lecture <input type="checkbox"/> Homework exercises as review for exams and class discussions) <input type="checkbox"/> Reflections journals that are reviewed periodically during the semester <input type="checkbox"/> Question and answer sessions, both formal—planned and informal—spontaneous <input type="checkbox"/> Conferences between the instructor and student at various points in the semester <input type="checkbox"/> In-class activities where students informally present their results <input type="checkbox"/> Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress 	<p>use them to guide their efforts and activities in subsequent courses.</p> <p>Types of Summative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examinations (major, high-stakes exams) <input type="checkbox"/> Final examination (a truly summative assessment) <input type="checkbox"/> Term papers (drafts submitted throughout the semester would be a formative assessment) <input type="checkbox"/> Projects (project phases submitted at various completion points could be formatively assessed) <input type="checkbox"/> Portfolios (could also be assessed during it's development as a formative assessment) <input type="checkbox"/> Performances <input type="checkbox"/> Student evaluation of the course (teaching effectiveness) <input type="checkbox"/> Instructor self-evaluation
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And now, please, match each term to the correct definition:

<p>Answer</p> <div>Formative assessment ▼</div>	<p>This is ongoing (continuous) and developmental, providing information about learners' understanding and helping to identify problems by giving feedback to learners on what they need to do to improve, possibly, though not necessarily, in order to perform better at the next summative event. It is not awarded a 'mark' or 'grade'.</p>
<p>Answer</p> <div>Summative assessment ▼</div>	<p>This is an end-of-year or end-of-course test which measures learners' overall achievement of course objectives. It is usually not ongoing, and therefore it is 'non-continuous'.</p>

These approaches sub-divide into further types of assessment:

- performance assessment
- peer assessment
- self assessment
- portfolio assessment.

Please, try to match each term to the correct definition:

<p>Answer</p> <p>Performance assessment ▼</p>	<p>This is the observation of a range of classroom tasks to assess how well learners perform against a set of explicit criteria.</p>
<p>Answer</p> <p>Peer assessment ▼</p>	<p>This is where learners provide feedback to their classmates on their work, often guided by explicit (and comprehensible) assessment criteria.</p>
<p>Answer</p> <p>Self assessment ▼</p>	<p>This is where learners monitor their own progress, decide how well they are doing or have done, and identify the aspects that they need to work on.</p>
<p>Answer</p> <p>Portfolio assessment ▼</p>	<p>This is where learners collect work over a year or course to show evidence of their subject knowledge, skills and development.</p>

3.- Assessment criteria.

Don't forget that assessment criteria need to be:

- **established** based on learning objectives from the unit
- **shared** with the learners
- **scaled**, e.g. *excellent, very good, good*
- **weighted**, with each criterion given a percentage to show its relative importance.

4.- Assessment for CLIL

One of the main questions that teachers ask about assessment in CLIL is whether they should focus on content or language. Look at the following guidelines for assessment in CLIL and choose the best heading for each guideline in your opinion.

Note: CALP (Cognitive Academic Language Proficiency) refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school.

1. Answer

Content should be your starting point, but CALP is important too

For CLIL teachers, content should always be the main objective, and this is also the case when it comes to assessment. However, you do also need to assess the key academic language related to the topic.

2. Answer

Reduce language risk in exams

Revise key subject vocabulary and structures with learners before the exam, and tell them that you expect to see some of it in their answers. One way to do this is to give them model answers to exam questions from past papers, demonstrating effective use of CALP.

3. Answer

Give learners incentives to use and learn CALP

In addition to giving learners support and encouragement before the exam, it is also important to explain that you will be awarding extra marks to those learners who try to reproduce CALP related to your subject or the topic. Indicate this as an assessment criterion in the rubric.

4. Answer

Give learners the support they need to use CALP during the exam

In order to make exams fair to non-native speakers in a CLIL context, take care to design exams that use a variety of question types and don't require too much written production from learners. Limit the use of open questions and instead try to use other tools and techniques such as multiple choice, gap-fills, matching, sequencing and labelling.