ASSESSMENT IN CLIL

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

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.
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.

While subject and language are not always separately on 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 cognition 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 comparison.
- 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.
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.

The 4 language skills are

1. Listening
2. Speaking
3. Reading
4. Writing
**HOT's:**

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

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.
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 next week, and we tell them that at the end they'll assess each other.

The autonomy we are given to 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.
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? How do you score students’ work?

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 turn 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.
Here is a Rubric for a Musical Lesson called The Singasong Lesson

Direction: Each composition will be graded according to this lesson

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