

## Assessment in CLIL: Video interview with Phil Ball and Inma Munoa

### Assessment terminology and overview

#### Purpose of Assessment:

- To collect evidence – Use tests, exams and projects
- Make judgements – Analyse student results across the board and make decisions on how to change in the future (teaching/syllabus)
- Provide feedback – Give feedback on work to develop students

#### Formative Assessment – Throughout the year

#### Types of Formative Assessment are:

- Dialogue between student and teacher, e.g. How was it? What did you do well/need to work on?
- Self-assessment, i.e. the students reflects on their own performance against a set of criteria
- Peer-assessment – Talk to their peers about how they've done (feedback)
- Portfolio assessment – A collection of students work that helps them reflect on their own journey/development

#### Supporting Formative Assessment:

#### Ways in class:

- Elicit student's opinions about certain activities, e.g. How did making a flow chart help your understanding?
- Self-assessment (Asking learners to assess their own learning, e.g. Write down two things you did well today. What would you like to do better?)
- Encouragement and positive enforcement, e.g. Brilliant! You picked that up really quickly.
- Synthesis and constructive criticism, e.g. You got 3/5 here. You needed to provide reasons why in your answers to get a higher score.

#### Summative Assessment – At the end of the year (tests/exams)

#### Assessment Criteria:

- Learning objective (Known to learners)
- Scaled (Excellent/very good/good/needs improvement)
- Weighted (Criteria given a %)

<https://www.youtube.com/watch?v=swBS2U18o10>

Watch the interview and take notes for each of Inma's questions.

Does assessment in CLIL differ from standard assessment?

What is the difference? What aspects should a teacher in CLIL consider when assessing their students? (Summative Assessment)

Are the three dimensions of CLIL important when considering assessment? (Conceptual content/Procedural content/Linguistic content)

Is CLIL a more natural habitat for Formative assessment?

Types of Formative Assessment are:

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Can CLIL bring deep changes to how we assess students?

## TEACHERS ANSWERS/NOTES

Watch the interview and take notes for each of Inma's questions.

### Does assessment in CLIL differ from standard assessment?

- Yes. Assessment still takes place as it conforms to a standard education system, but it is different.

### What is the difference? What aspects should a teacher in CLIL consider when assessing their students? (Summative Assessment)

- You can't design a test as you would for an L1 speaker. This is because there is the language demand/risk in CLIL. Are the students doing badly because of the language or the content? We must consider the *design* of assessments that are scaffolded, e.g. don't have too open questions, do have matching activities, ask students to write shorter sentences, suggest to them what to put in an essay within the question etc.

### Are the three dimensions of CLIL important when considering assessment? (Conceptual content/Procedural content/Linguistic content)

- Yes. All three must be considered and adjusted to support/scaffold assessment for students.

### Is CLIL a more natural habitat for Formative assessment?

- Yes. In education we have been moving from a more product focussed education system to a procedural one. In the past end of term and year exams were all students did (summative assessment) and the bits in between were overlooked and underutilised. As CLIL is developing subject and language throughout the year we need to use that time to develop our students as well – hence formative assessment.

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### Can CLIL bring deep changes to how we assess students?

- Yes. Talking at students doesn't work, they have to **do** it to learn. Learning has become far more student-centred. Any teacher coming into CLIL should review their assessment practises, i.e. The design of their summative tests must consider the 3 dimensions and teachers must consider the frequency of their formative assessment.