



Creative Teaching: CLIL in the Secondary Classroom

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Assessment in CLIL

Some terminology...

Formative assessment

Self-assessment

Peer-assessment

Portfolio assessment

Summative assessment

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Assessment in CLIL

Watch the interview between Inma Munoa and Phil Ball (CLIL Experts 😊) and take notes on the handout.

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

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Assessment in CLIL

Types of assessment: Some examples

Assessment Questions (Box 6.1a)

Discuss:
Which of these ideas would assess the subject you teach most effectively?
Do you have any more ideas?

Box 6.1a: Assessment questions

Spoken product	Visual product (with spoken or written explanation, modification or report)	Written product
<ul style="list-style-type: none"> an individual, pair or group presentation a debate an explanatory video a description of a picture instructions an explanation of a problem a role play a radio show a podcast an election show a podcast interview an interview a short film scenes from a play 	<ul style="list-style-type: none"> a drawing a graph a short film a cartoon a model (e.g. a hovercraft, a molecule) a painting a freeze frame an emblem an illustration for a book or CD cover a map a game a picture a technical design a diagram an experiment 	<ul style="list-style-type: none"> an essay a lab report a summary a speech a handout (leaflet) a letter a booklet a short story an analysis of an experiment a musical composition such as a song or a rap a play script a manual instructions an email a questionnaire a survey

Assessment taken from resource CD: Dale and Tanner, CLIL Activities, CUP, 2012

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Assessment in CLIL

Types of assessment: Some examples

Self Assessment (Box 6.1e)

Discuss:

1. What is the content of these two specific examples?
2. How is the assessment divided and what does it assess overall?
3. How could you adapt it for a lesson in your class?

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Box 6.1e: Assessment questions

PE: cartwheel

Your task

Design an assessment sheet for learners performing a cartwheel.

Content checklist

1. Does the assessment sheet include assessment of balance, poise, placement, alignment and control?
2. Can anyone use the assessment sheet to give a fair grade for a cartwheel?
3. Does the assessment sheet make it clear what the characteristics of a good cartwheel are?

Language checklist

4. Is the correct terminology used to describe characteristics of a good cartwheel?
5. Is the assessment sheet clearly laid out?
6. Is the language grammatically accurate?
7. Is the spelling on the assessment sheet correct?

Box 6.1d: Assessment questions

Geography: redevelopment of the rainforest

Your role

You and your group are representatives of the Rapogo Indians, the Government or the World Wildlife Fund (WWF). You are going to make suggestions to landowners of the rainforest about how the rainforest should be redeveloped. Choose who you want to be.

Your task

1. Produce a poster which will explain how you think the rainforest should be developed and which will persuade the landowners that this is what they should do. Remember that you have been asked to present the viewpoint of a particular group. In your poster you need to include:
 - a) an explanation of why the natural forest environment is under threat
 - b) possible alternative solutions
 - c) detail about the method which you are suggesting and why this would be the best solution
 - d) pictures and written information.
2. Make a group presentation explaining your ideas. Every member of your group is expected to contribute to this presentation. After you have given your presentation, other pupils will have the opportunity to ask questions. You will be expected to provide answers to these questions.

Content and group work checklist

1. Does the poster make an effective visual impact on the reader?

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Assessment in CLIL

Types of assessment: Some examples

Group/Peer Evaluation (Box 6.6)

Discuss:

Which tasks could you use this form of evaluation after?

presentations, debates, pitches, role play, radio show, podcast, TV show, vodcast, interviews, films, play scenes, illustrations, models, physical exercise, posters, brochures, essays, experiments, diagrams...

Every assessment question discussed in Box 6.1

Do you find children are generally good at evaluating themselves and one another?

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Assessment in CLIL

Types of assessment: Some examples

Formal Assessment (GCSE Sample Tests)

Discuss:

These are examples of GCSE exams for pupils in England and Wales

Look at the exams. Which is more and less challenging?

How do examiners adapt exams to help weaker and stronger students? (i.e. What scaffolding techniques do they use?)



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Assessment in CLIL

Alternative types of assessment for different learning styles and multiple intelligences



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Assessment in CLIL

Box 6.7c: Jigsaw rubric – assessing speaking

Complete rubric: oral presentation

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Understands a bit of the topic.
Comprehension	Able to answer all or almost all questions posed by classmates about the topic.	Able to answer most questions posed by classmates about the topic.	Able to answer a few questions posed by classmates about the topic.	Unable to answer questions posed by classmates about the topic.
Vocabulary	Uses vocabulary that is appropriate for the audience and related to the subject. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary that is appropriate for the audience. Includes one or two words that might be new to most of the audience, but does not define them.	Uses vocabulary that is appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses simple words that everyone understands or over-complicated specialised words which no-one can follow.
Speaks clearly	Speaks clearly and distinctly all (95%-100%) the time, and does not mispronounce any words.	Speaks clearly and distinctly all (95-100%) the time; mispronounces fewer than five words.	Speaks clearly and distinctly most (85-94%) of the time. Mispronounces more than five words.	Often mumbles or cannot be understood AND/OR mispronounces words.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat forced.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

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