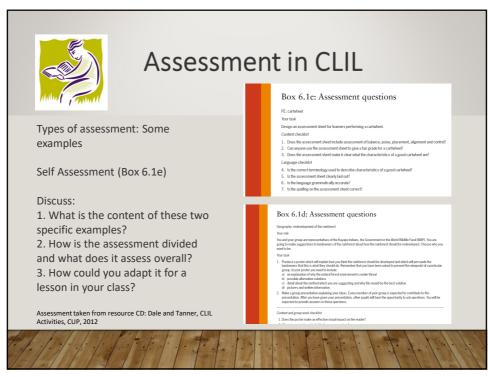
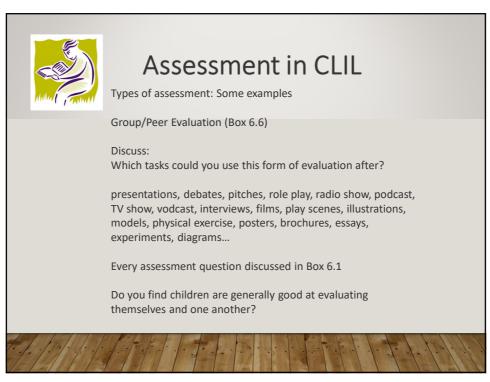
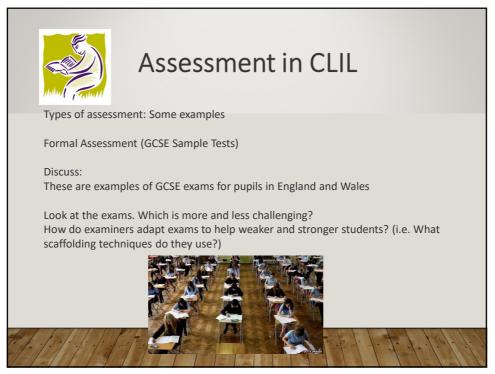


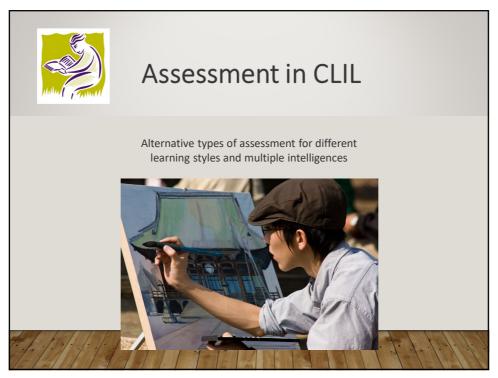
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Assessment in CLIL						
	Box 6.7c: Jigsaw rubric – assessing speaking					
	CATEGORY	4 Shows a full understanding of the topic.	3 Shows a good understanding of the	2 Shows a good understanding of parts of	1 Understands a bit of the topic.	
		Able to answer all or almost all questions posed by classmates about the topic.	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 me audence and related to me subject. Extends audence vocabulary by defining words that might be new to most of the audience.	Uses vocabulary that is appropriate for me autence, incluees 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. Loes not include any vocabulary that might be new to the audience.	Uses simple words that everyone understands or over-comparated 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 mispronsunces 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 faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	
From CLE Activities & Cambridge University Press 2012 PHOTOCOPHIBLE						
Assessment taken from resource CD: Dale and Tanner, CLIL Activities, CUP, 2012						