(see Activity 6.3: *Correction code* in Part 3) can help learners to become more able to self-correct: it is helpful if all the teachers at your school use the same one!

### Should I assess content and language separately or together?

It is unfair to mark learners down for language when you are testing content. In this case, ignore language mistakes or pass them on to the language teacher to deal with them. It is beneficial to learners if you can sometimes work with language teachers on projects or other work and provide marks for both content and language.

### How can I use rubrics?

Rubrics can be used at three stages of the assessment process: at the start of an assignment to clarify assessment criteria, during an assignment for self-assessment or peer assessment, and at the end of an assignment to award a final grade. For example, if the learners are halfway through an assignment, the teacher can coach the learners with the rubric by asking them to assess their progress so far.

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**Key idea: using rubrics for assessment, review and feedback**

A rubric is an assessment tool in the form of a matrix which is used to evaluate progress based on a range of criteria, rather than one single score. It consists of rows listing characteristics which will be assessed (criteria), and columns indicating the qualities of each characteristic. Each written description in each square in the rubric is called a descriptor. For an example of a rubric and ideas related to rubrics, see Activities 6.2: *Complete a rubric* and 6.7: *Jigsaw rubric: assessing speaking*.

Rubrics and descriptors are constructed using two features:

1. measurable criteria (e.g. accurate biological classification, punctuation, accuracy);
2. descriptors of (usually) four aspects or points to rate the quality of performance (e.g. poor, average, good and excellent; or a scale of 1–4).

**Why rubrics?**

Rubrics make the assessment of subject and language more transparent to learners, teachers, colleagues and parents. A rubric can be handed out along with the instructions for an assignment to show learners: before they start, how they are going to be judged. Rubrics also support learning by providing feedback to learners: if they know where they are on a rubric, they know in which area(s) to improve. Another advantage of using rubrics is that once they are designed, they reduce the amount of time CLIL teachers need to spend evaluating their learners' assignments.

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See Part 3, Chapter 6 for practical activities related to assessment in CLIL.

## 6.7 Jigsaw rubric: assessing speaking

|  |  |
|---|---|
| Outline | Learners put together a rubric. |
| Thinking skills | Classifying, ordering |
| Language focus | Present tenses, descriptive language |
| Language skills | Reading and speaking |
| Time | 20 minutes |
| Level | B1 and above |
| Preparation | Prepare a rubric for assessing speaking (e.g. an individual group or individual presentation, a song, a poem, a role play). A rubric consists of a number of assessment criteria to be rated and a number of descriptors (usually four), outlining the different stages of development of work. You can also use an online rubric generating site, such as Rubistar (http://rubistar.4teachers.org/). Prepare a rubric replacing some of the information with numbered gaps like the one in Box 6.7a. Make cards of the information from the gaps and give each card a letter to identify it. |

### Procedure

1 Introduce your rubric for assessing oral work. Explain what a rubric is and show them an example (see Box 6.7c) (not the one you are going to use).
2 Learners work in pairs. Give the learners a copy of your gapped rubric and a set of cards (the missing descriptors). Learners match the descriptors on cards to the gaps.
3 Check their answers with the key. Give them copies of the complete rubric to use while preparing their oral presentation.

### Variations

- To differentiate, ask more skilled learners to complete the gaps in their own words, i.e. to work without the sets of cards.
- Vary the number of gaps you use in your rubrics depending on the level of your learners: use rubrics with more gaps when teaching more skilled learners and ones with fewer gaps with less skilled learners.
- For a good group, give the learners a completely empty rubric and a set of descriptor cards to complete the rubric. Limit the total number of descriptors to no more than 20 to avoid overwhelming learners.

### Follow-up

Use the rubric for peer assessment during oral presentations. Divide the class into five groups. Give each group one category to score using the rubric.

## Box 6.7a: Jigsaw rubric – assessing speaking

Sample partial gapped oral presentation rubric (for all subjects)

| Category | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Content | Shows a full understanding of the topic. | Shows a good understanding of the topic. | 1 | Understands a bit of the topic. |
| Comprehension | 2 | 3 | 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. | 4 | Uses simple words that everyone understands or over-complicated specialised words that no-one can follow. |
| Speaks clearly | Speaks clearly and distinctly all (95–100%) the time, and does not mispronounce any words. | 5 | 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 | 6 | 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. |

This rubric was developed using Rubistar, an online rubric generator. http://rubistar.4teachers.org/

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**Box 6.7b: Jigsaw rubric – assessing speaking**

Sample cards to put into the gaps (Key: 1B, 2E, 3A, 4C, 5F, 6D)

| A<br>Able to answer most questions posed by classmates about the topic. | B.<br>Shows a good understanding of parts of the topic. | C<br>Uses vocabulary that is appropriate for the audience. Does not include any vocabulary that might be new to the audience. |
|---|---|---|
| D<br>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | E<br>Able to answer all or almost all questions posed by classmates about the topic. | F<br>Speaks clearly and distinctly all (95–100%) the time; mispronounces fewer than five words. |

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## 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 faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |

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