



# ASSESSMENT IN CLIL

Petra Vallin

# SCHOOL ASSESSMENT: WHAT IS IT FOR?

Think about your own perception of assessment. What does it serve to? Why do we have to do it? What are the main objectives of assessment? Write at least 3 reasons.

Now share it in pairs.

# WHAT IS ASSESSMENT?

**Feedback** to students (and their parents) about the quality of their work at school

**Motivation** for further work

**Process of collecting various information** about a child in order to help the teacher to improve his teaching

**Teacher's competence** to diagnose the child's problems and needs

**Students' competence** which enforces their own independence on teacher and adults in general

# TWO DIFFERENT KINDS OF ASSESSMENT

SUMMATIVE

FORMATIVE

# SUMMATIVE ASSESSMENT

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a concert

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in courses.

# FORMATIVE ASSESSMENT

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

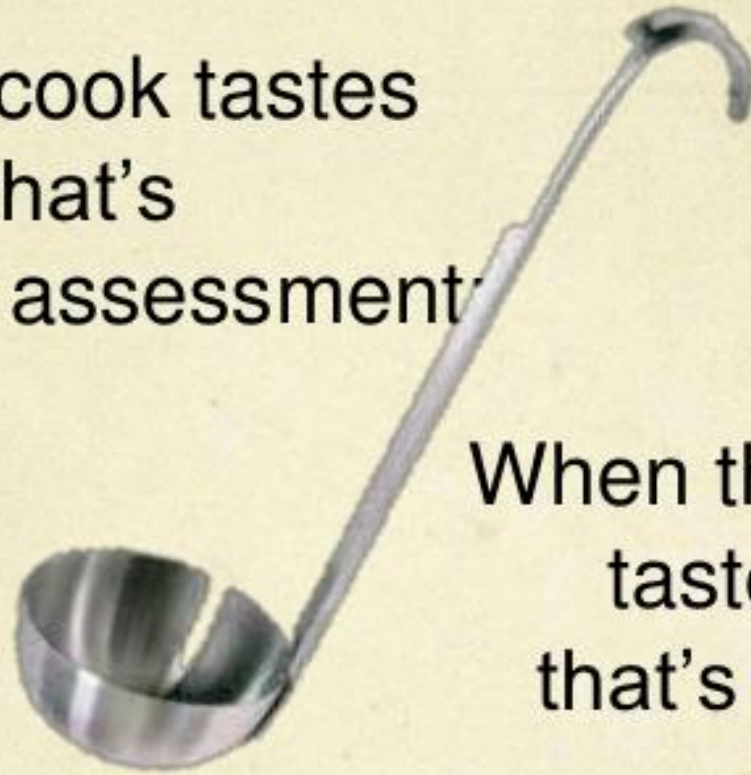
formative assessments help students identify their strengths and weaknesses and areas that need more work

help teacher recognize where students are struggling and address problems immediately

Examples of formative assessments include asking students to:

- draw a mind map in class to represent their understanding of a topic
- write one or two sentences identifying the main point of a lecture

When the cook tastes  
the soup, that's  
**formative** assessment



When the customer  
tastes the soup,  
that's **summative**  
assessment

---Paul Black

frequently cited as a forefather of formative assessment  
research

# GENERAL RECOMMENDATIONS

Be positive (Everybody needs a positive feedback.)

Use self-assessment.

Try to compare the results within one individual child (progress), not only within the group.

Evaluate the process, not only the product.

Use some kind of assessment every lesson.



# VARIOUS FORMS OF ASSESSMENT

self-assessment

portfolios

rubrics

checklists

▶ All these forms should motivate learners to take an active role in their learning.

# PORTFOLIOS

Collection of students' work

Can involve essays, papers, photos (of a poster), pictures, self-assessment, recorded presentations etc.

Serve mostly for setting learning objectives for one particular student

# CHECKLISTS

Checklists are an extremely useful tool for developing awareness of your aims and the child's aims, and helping you work towards achieving these. They can help you to:

Systematically work through areas of difficulty and areas that need support

Measure progress and record outcomes

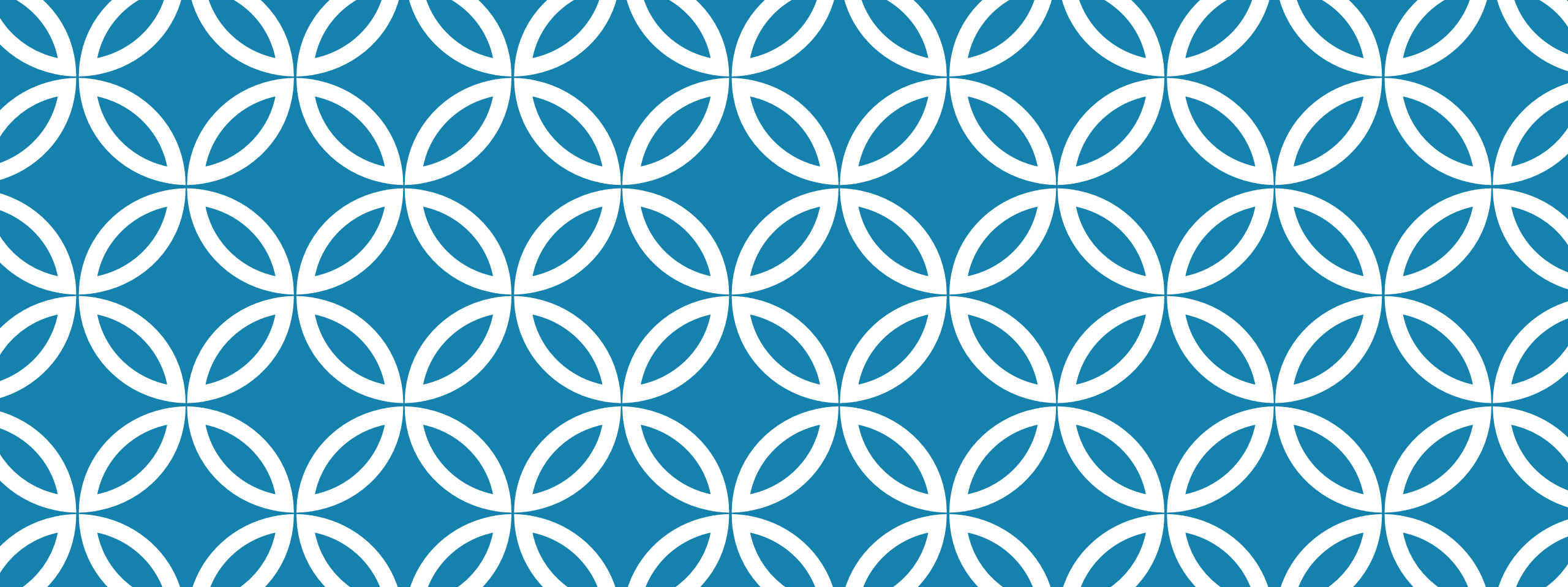
Involve the child, by making the work you are doing a joint venture between the adult and the child.

# RUBRICS

Useful when traditional pen-and-paper tests are replaced (or supplemented) by the more varied forms of assessment (posters, presentations, role-plays, essays, papers etc.)

Rubrics have 2 features: measurable criteria (ex.: accurate biological classification, punctuation) and descriptors to rate the quality of performance (ex.: poor, average, good, excellent)

Rubrics can be developed by teachers, team of teachers but also in cooperation with learners! Learners know then exactly what it is expected from them.



# RWCT IN CLIL

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# RWCT (READING AND WRITING FOR CRITICAL THINKING)

## **Methods are designed:**

- to help students think reflectively
- to take ownership for their personal learning
- to understand the logic of arguments
- to listen attentively
- to find solutions creatively
- to debate confidently and become independent, life-long learners

The program can be used in all grades and subjects. Learn more on:  
<http://www.criticalthinkinginternational.org/>

# RWCT METHODS ARE ADAPTED FOR CLASSROOMS IN ORDER TO PROMOTE:

- ▶ Student-Initiated Learning
- ▶ Problem-Solving
- ▶ Critical Thinking
- ▶ Cooperative Learning
- ▶ Writing and Reading Processes
- ▶ Alternative Assessments

# EXAMPLES OF RWCT METHODS

free writing

pairwork - discussion

pairwork - reading

peer teaching

keywords

guided reading with prediction

discussion web

brainstorming, mind maps

double diary

**different kinds of charts and diagrams**

**cinquains**

**I.N.S.E.R.T**

**jigsaw reading**





# KWL CHART

**I know**

...

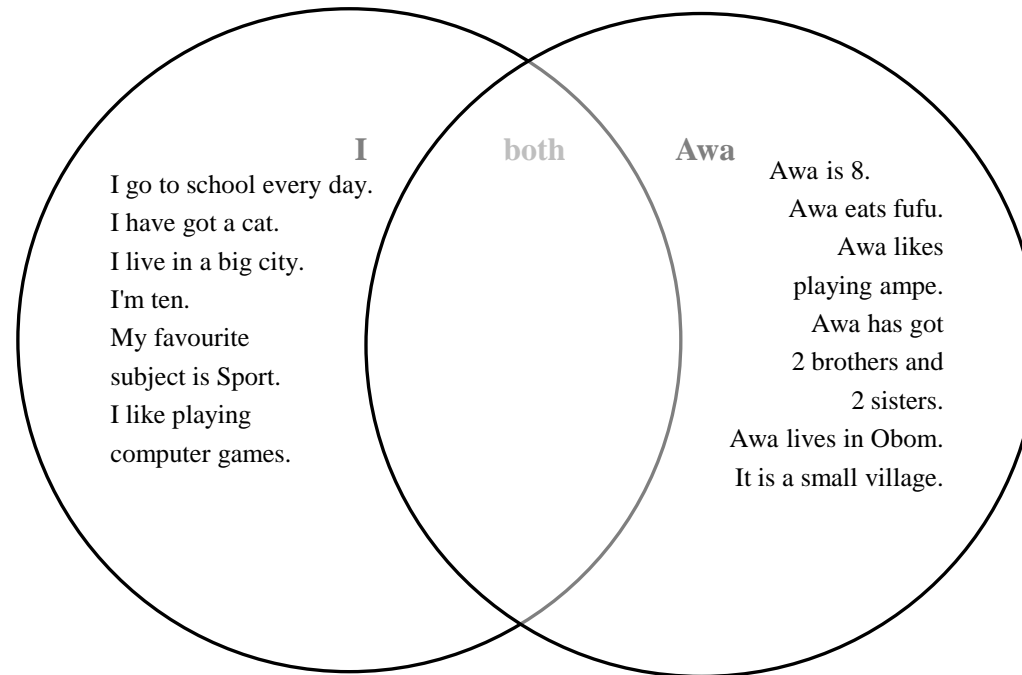
**I would like to know**

...

**I learnt**

...

# VENN'S DIAGRAM FOR DEVELOPING WRITING SKILLS



# CINQUAINS

## What is the layout?

Line 1: A one-word line, should be a noun. This is your subject.

Line 2: Two adjectives about the subject.

Line 3: Three verbs that end in -ing that are about the subject.

Line 4: Four words about a feeling of the subject.

Line 5: One word synonym about subject.



# EXAMPLES OF CINQUAINS



Ms. Shapiro  
Writing

January 14, 2012  
Room 109

**Snowflakes**  
**Crystalline beauties**  
**Dancing, twirling, floating**  
**Softly into a white blanket**  
**Winter**

# I.N.S.E.R.T. (INTERACTIVE NOTING SYSTEM FOR EFFECTIVE READING AND THINKING)

## INSTRUCTIONS DURING THE READING:

✓	Write this symbol into the text if you have already known the information you are just reading about.
—	Write a „minus“ into the text if the information does NOT match with your knowledge.
+	Write a „plus“ if the information is new to you.
?	Write a „question mark“ if you do NOT understand the information or you would like to know more.

# I.N.S.E.R.T.

After the reading:

✓ (What I have known before)	+ (What is new to me)	- (What does not match with what I know)	? (I would like to know more about...)