

INTRODUCTION

Overview

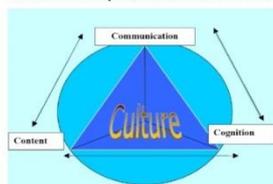
- Design a better assessment for CLIL.
- European countries should share a consolidated assessment framework.
- Assessment needs to be redirected to ensure CLIL's essence.

WHAT CLIL IS

Definition

- Europe, 1996.
- Generic 'umbrella' term to refer to diverse methodologies which lead to dual-focused education. (Marsh, 2005)
- 4Cs Framework (1999).
- Different types and models:
 - Aim, context and outcomes
 - Subjects, exposure, target languages and objectives.

The 4Cs conceptual framework for CLIL



Coyle (1999, 2005)

CLIL IN CATALONIA

Overview

- Catalan Education Law of 2009.
- In 2012, 441 Catalan schools were developing a CLIL project.

SCHOOL CONTEXT

The School

- Private school.
- Undergoing a transformation.
- The CLIL project (2010-2011).
- Context and level: Science in 3rd ESO.



Problems Encountered

- Only content objectives.
- Content translated or delivered in students' L1.
- Final test (multiple choice + T/F questions):
 - Just one piece of evidence of students' performance.
 - Only content is assessed.
 - Does not assess HOTS.
 - Diversity and students' multiple intelligences.
 - Key competences for lifelong learning.

INNOVATION PROPOSAL

Main Aspects

- Replacing the final test with alternative assessment methods:
 - 'Valid' and 'reliable' (Escobar, 2001: 337-339).
 - Student-centred.
 - 4Cs framework.
 - Feedback from more than one piece of evidence.
 - Formative assessment.
- A test may not be necessary.
- Individual, peer and group activities that entail high-order thinking and problem solving.

How to Start

- Clear objectives organised around the 4Cs.
- Content → dominant role.

Assessing Content

- Challenging.
- Make a distinction between content and language.
- The most direct method which uses least language.
- Consider which aspect of the content is being assessed.
 - E.g.: yes/no questions, drawing diagrams and pictures, completing grids, T/F statements, correcting facts, etc.

Assessing Language

- To improve the communication of content.
- Accuracy should not be completely neglected → create specific opportunities. e.g. language clinics.
 - E.g.: teacher observation, self-assessment, checklists, portfolios, writings, oral reports, presentations, interviews, etc.

Assessing Culture and Cognition

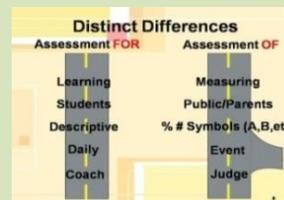
- Culture: peer-assessment → cognition development.
- Cognition: through content assessment.

Using Rubrics in CLIL Assessment

- Distinction between exercise and task.
- Assessing tasks is complex and requires specific tools.
- Rubrics make assessment objective and consistent.

Who Should Assess

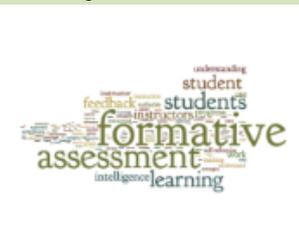
- Teacher, peer and self-assessment.
- Establish clear assessment criteria.
- Are students able to assess from a linguistic perspective?



CONCLUSIONS

Summing up

- CLIL requires specific assessment methods.
- Alternative assessment methods → most appropriate to evaluate CLIL.
- The school must re-evaluate the way CLIL is implemented and planned.
- Learning objectives must consider CLIL's 4Cs.
- More than one piece of evidence to assess learners' performance
- Adequate tools to make assessment reliable and valid.
- Assessment activities should not assess only what students know, but what they are able to do with this knowledge.



Strengths

- Could be implemented in other schools with a similar context.
- Framed within the educational laws, development of key competences, promotes assessment for learning.

Weaknesses

- Has not been implemented.
- Takes time and dedication, requires team-work.

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