



TKT: CLIL Part 2: Types of assessment – teacher’s notes

Description

The aim of the activities is to describe and identify different types of assessment used in CLIL contexts. Participants discuss differences between summative and formative assessment and classify descriptions of them. They then match ‘can do’ statements with learning outcomes and do a sample task from TKT: CLIL Part 2.

Time required: 50 minutes

Materials required:

- *Participant’s Worksheet 1 (one for each group of participants)*
- *Participant’s Worksheet 2 (one for each pair of participants)*
- *Sample Task (one for each participant)*

Aims:

- *To know about types of assessment in CLIL contexts*
- *To be able to describe and identify different types of assessment*
- *To be able to match can do statements with learning outcomes*

Procedure

1. Write on the board

Assessment of learning

Assessment for learning

Give participants 3 minutes to talk to a partner about what they think the difference is between these two types of assessment. Feed back ideas (**see Key below**).

2. Hand out **Participant’s Worksheet 1** to each pair of participants. Tell participants that the aim of this activity is to understand the difference between summative and formative assessment. They match the descriptions with the two different assessment types then compare with another pair. Check answers (**see Key below**).
3. Explain that ‘can do’ statements are often used in assessment in CLIL programmes. They provide criteria to help teachers and learners focus on learning outcomes. Hand out **Participant’s Worksheet 2** to small groups of participants. Explain they have to match the ‘can do’ statements’ with the learning outcomes from different subjects by writing the appropriate letter in the column on the right. When finished, they should compare with another group. Check answers with the whole group (**see Key below**).
4. Write three further examples of ‘can do’ statements on the board:
 - *Can describe the main features of world climates*
 - *Can measure their fitness level in each physical ability test*
 - *Can classify plants into three different groups*

Tell participants that the verbs used in ‘can do’ statements are often the same as those used to describe communicative and cognitive skills (see Teaching Resources activities for TKT: CLIL Part 1: Communication skills and Cognitive skills).



5. Establish that these statements can be used for self assessment, e.g.

I can explain how I made the database.

and also for peer assessment, e.g.

My partner can record the dates and key information about three inventions on a time line.

Participants in small groups discuss how they could use 'can do' statements in their assessment of learners' work and give two examples from their subject areas.

6. Give out **the Sample Task**. Ask participants to complete the sample task on their own then compare their answers with a partner. Check answers with the whole group (see **Key below**).
7. Plenary to summarise points covered. Ask participants:
- **What is the TKT: CLIL Module syllabus area for this session?** (*Types of assessment*)
 - **Which types of assessment could you try with your learners?** (*Participants discuss which types of assessment they could use to assess their learners that they have not used before.*)
 - **How can candidates prepare for this area of the syllabus?** (*Candidates can note when, how and why they assess their learners during a school year. They can also look at examples of types of assessment in the **TKT: CLIL Handbook** which is on the Cambridge ESOL website.*)

Additional information

- See **TKT: CLIL handbook** for a further example of a test from Part 2: Types of assessment.
- See **TKT: CLIL glossary** for the definition of performance and portfolio assessment <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>
The terms used in TKT: CLIL can also be found in the TKT: CLIL glossary.
- See also link to further TKT: CLIL materials at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>



TKT: CLIL Part 2: Types of assessment – answer keys

Key to Procedure steps

Step 1:

Assessment of learning: This describes summative assessment.

Assessment for learning: This describes formative assessment.

Key to Participant's Worksheet 1

What?	Summative Assessment <u>of</u> learning	Formative Assessment <u>for</u> learning
When?	3. end of a lesson, unit, term, course	6. on-going, continuous throughout the academic year
How?	1. answers written on paper or on-line 9. by teacher or external examiners	4. by teacher or peers 12. by observing task performance, presentations 14. by looking for evidence of learning
Why?	5. to give a qualification 8. to find out what learners know at a specific time 10. to find out strengths and weaknesses	2. to understand how much and how well learners are progressing 13. to give feedback on learning and progression 16. to identify support strategies needed 18. to find out what motivates learners
Examples	11. diagnostic tests 17. standardised tests	7. portfolio assessment 15. performance assessment

Key to Participant's Worksheet 2

1 H 2 G 3 I 4 A 5 B 6 C 7 F 8 E 9 D

Key to Sample Task

1 D 2 F 3 B 4 A 5 E



TKT: CLIL Part 2: Types of assessment – Participant’s Worksheet 1

Read the 18 descriptions below and then place them appropriately in the matrix.

What?	Summative Assessment <u>of</u> learning	Formative Assessment <u>for</u> learning
When?		
How?		
Why?		
Examples		

- | | |
|--|---|
| 1. answers written on paper or on-line | 2. to understand how much and how well learners are progressing |
| 3. end of a lesson, unit, term, course | 4. by teacher or peers |
| 5. to give a qualification | 6. on-going, continuous throughout the academic year |
| 7. portfolio assessment | 8. to find out what learners know at a specific time |
| 9. by teacher or external examiners | 10. to find out strengths and weaknesses |
| 11. diagnostic test | 12. by observing task performance, presentations |
| 13. to give feedback on learning and progression | 14. by looking for evidence of learning |
| 15. performance assessment | 16. to identify support strategies needed |
| 17. standardised tests | 18. to find out what motivates learners |



TKT: CLIL Part 2: Types of assessment – Participant’s Worksheet 2

Match the ‘can do’ statements’ with the learning outcomes from different subjects.

Subject	Can do statements	LO
1. Art and Design	<ul style="list-style-type: none"> ▪ can observe and draw natural objects ▪ can discuss work in progress 	
2. Economics	<ul style="list-style-type: none"> ▪ can interpret business data ▪ can predict what might happen to a business 	
3. Geography	<ul style="list-style-type: none"> ▪ can identify changes in different coastlines ▪ can describe the landscape near coasts 	
4. History	<ul style="list-style-type: none"> ▪ can use historical texts to interpret events ▪ can justify interpretations of objects from the past 	
5. ICT	<ul style="list-style-type: none"> ▪ can describe parts and their links using a diagram ▪ can list parts and their purposes 	
6. Maths	<ul style="list-style-type: none"> ▪ can draw accurate quadrilaterals ▪ can show diagonals 	
7. Music	<ul style="list-style-type: none"> ▪ can read how to play musical notes together ▪ can read how to play notes separately 	
8. PE	<ul style="list-style-type: none"> ▪ can award points in a match accurately ▪ can justify how points were given 	
9. Science	<ul style="list-style-type: none"> ▪ can describe different places where plants and animals live ▪ can explain the stages in a food chain 	▪

Learning outcomes

- A** to know how to use sources from the past to explain past events
- B** to be able to explain the components and functions of a computer system
- C** to know how to indicate parallel lines and lines of equal length
- D** to know what a habitat is
- E** to be able to give scores in a range of games
- F** to be able to write chords in different ways
- G** to know how to describe a cash flow chart
- H** to know how to look at, record, and explain work done for a still life
- I** to know how to interpret photographic evidence about the impact of human activity on the environment



TKT: CLIL Part 2: Types of assessment – Sample Task

For questions 1– 5, match the definitions of assessment with the assessment types listed A – F.

Mark the correct letter (A – F) on your answer sheet.

There is one extra option which you do not need to use.

Assessment types

A	formative
B	summative
C	self
D	peer
E	portfolio
F	performance

Definitions of assessment

1. Assessment of curricular content that can be done at any time. It benefits learners as they evaluate another's work using sets of criteria.
2. Assessment of task-based learning which shows how well learners can demonstrate specific, often practical skills.
3. Assessment carried out at the end of a course, sometimes by external examiners and which is given a grade.
4. Assessment which is continuous and which identifies strengths as well as areas of curricular content that need improvement. Feedback is given on what has been learned.
5. Assessment which involves selecting and organising samples of work as evidence of progress over a course of study. It involves teachers and learners.