UFV
Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education

Faculty/School:	Postgraduate and Lifelong Learning School

Course:	ASSESSMENT AND EVALUATION IN CLIL.

Type:	Compulsory	ECTS credits:	4

Year:	1	Code:	8369

Teaching period:	Second semester

Subject:	Planning, Development and Evaluation in the Bilingual Classroom/Planning, Teaching and Evaluating

Module:	

Teaching type:	Virtual

Language:	English

Total number of student study hours:	100

Teaching staff	E-mail
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SUBJECT DESCRIPTION

The subject "Assessment and evaluation in CLIL" studies continues evaluation in CLIL thoroughly. We will study the complexity of evaluating simultaneously linguistic and area competences. Moreover, the students will analyze, adapt and create their own assessment tools.

GOAL

The main goal of this subject is for the student to get to know the different types of evaluation that exist and that can be taken to the classroom, as well as study the benefits of a correct evaluation. Moreover, the student will get to know the CLIL model: why and how to evaluate following this model. Finally, we will provide students with the necessary tools in order to create their own evaluation systems following this model.

PRIOR KNOWLEDGE

No specific theoretical requirements for this course. Good command of English is expected.

COURSE SYLLABUS

1. KNOWLEDGE AND PRINCIPLES
    1.1. Content-Based Instruction (CBI)
    1.2. Immersion
    1.3. Sheltered Instruction
    1.4. LAC
    1.5. WAC
    1.6. CLIL
    1.7. Mind Map

2. KNOWLEDGE AND PRINCIPLES: BICS AND CALP
    2.1. What is evaluation? What is assesment?
    2.2. Assessment vs. Evaluation
    2.3. Stages of evaluation: initial, formative, summative
    2.4. Features o fan effective assessment
    2.5. Principles os assessment

3. MAIN ISSUES REGARDING ASSESSMENT IN CLIL
    3.1 Why assess
    3.2 What is assessed: language or content?
    3.3 Assessment examples
    3.4 Who assesses
    3.5 How to assess

4. ASSESSMENT INSTRUMENTS AND PRACTICES
    4.1 Assessment for learning vs. Assessment of learning
    4.2 Intruments

EDUCATION ACTIVITIES

The subject is developed with distance methodology through the Virtual Classroom where the student will have:
•Synchronous online classes taught by the teacher in which theoretical and practical aspects will be worked on in which the student can participate during them.
•In them the contents will be reviewed and the student's doubts will be answered live. These classes will be recorded on the platform.
•Tutorials to resolve doubts.
•Study material for the required reading subject: Teaching units, presentations with the summary of the classes and other material selected by the teacher (articles, videos and audios).
•Work and activities to be carried out by the student and debate and participation forums that aim to deepen the subject.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
6 Hours	94 Hours

SKILLS

Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurarlity.

Design teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Analyse the new forms of communication developed by the new technologies and apply them in order to achieve the improvement and internationalisation of English-Spanish bilingual education.

Assess the methods. strategies and resources present in the Spanish-English bilingual system in Obligatory Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

General Skills

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurarlity.

Design teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Analyse the new forms of communication developed by the new technologies and apply them in order to achieve the improvement and internationalisation of English-Spanish bilingual education.

Assess the methods. strategies and resources present in the Spanish-English bilingual system in Obligatory Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

Specific skills

LEARNING RESULTS

Recognizes the pedagogic function of the evaluation.

Puts the different types of evaluation into practice.

Analyzes the benefits of a correct evaluation.

Values the CLIL method and its evaluation.

Distinguishes who, what and how do we evaluate using the CLIL method.

LEARNING APPRAISAL SYSTEM

ORDINARY CALL EXAM.
EXAM. Multiple choice test 50% (5 points).
- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).
•Activity 1: 2 points
•Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).
Forums: 0,5 points
•Forum 1: 0.25 points
•Forum 2: 0.25 points
-       The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Class participation: 0,5 points
Participation will be valued through proactive participation in the class sessions.
PARTICIPATION CAN NEVER BE EVALUATED BY THE CONNECTION TO THE CLASS SESSIONS, but the students must participate in them and justify it by means of a screenshot that the must upload to the platform. Those students who cannot connect to the class sessions will have the possibility to visualize the session and make a SUMMARY to obtain that participation note.
-       The summary must contain between 120 and 240 words, summarize the content of the class session and the practical activities carried out.

EXTRAORDINARY CALL

EXAM. Multiple choice test 50% (5 points).
- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).
•Activity 1: 2 points
•Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).
Forums: 0,5 points
•Forum 1: 0.25 points
•Forum 2: 0.25 points
-       The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Attendance and participation: it is necessary to carry out the attendance and participation in the class sessions in the ordinary call in order to obtain this score. It will not be possible to get the score for class attendance and participation if it is not done during the ordinary call.

SECOND AND FOLLOWING CALLS. For these students, the ordinary and extraordinary call system will remain the same.

ADDITIONAL INFORMATION DELIVERY OF ACTIVITIES.

The student must deliver the exercises on the date and channels indicated. The student is responsible for being aware of the Virtual Classroom to check these deliveries and deadlines. The work will be delivered on the date indicated by the teacher, in PDF format, in the space designated for this purpose in the Virtual Classroom of the subject, not being the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. Delivery of activities will not be accepted by email to the teacher. All those works presented out of date or by other means will count as not presented works.

EVALUATION REGULATIONS All the tests that can be evaluated will be subject to what is established in the UFV Graduate School and Permanent Training Evaluation Regulations and the University's Coexistence Regulations. Plagiarism behaviors, as well as the use of illegitimate means in the assessment tests, will be sanctioned in accordance with what is established in these regulations. Teachers have at their disposal an anti-plagiarism computer tool that they can use as they deem necessary. The student will be obliged to accept the permissions for the use of the tool in order for that activity to be qualified.

The use of artificial intelligence to perform any of the requested deliveries that are part of the evaluation system is not allowed.

SCORES The final grade will be based on a total score of 10 points obtained by the student, according to the following scale: Failure (suspenso): 0-4.99 / Pass (aprobado): 5-6.99 / Notable (notable): 7-8.99 / Excellent (sobresaliente): 9-10 and Matriculation of Honor (matrícula de honor), which will imply having obtained outstanding, in addition to a special mention.

Those absences that are due, solely, to these three cases will be justified (requesting documentation for said justification):

- Writ of summons.
- Hospitalization.
- Death of direct family member.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic