

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Humanities		
Course:	ASSESSMENT AND EVALUATION IN CLIL.		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8369
Teaching period:	Second semester		
Area:	Planning, Teaching and Evaluating		
Module:	The Bilingual Classroom		
Teaching type:	Distance		
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 continuous evaluation in CLIL thoroughly. We will study the complexity of evaluating simultaneously linguistic and area competences. Moreover, the students will analyse, 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.

COURSE SYLLABUS

UNIT 1:

CLIL

- oWhat is CLIL?
 - oWhat are the benefits of CLIL?
 - oKey Concepts and the CLIL classroom
- Different models of CLIL

4 Cs of CLIL

BICS and CALP

- oWhy is CLIL relevant to contemporary education?
 - oWhy is CLIL relevant to the teaching profession?
 - oExamples of curricular models
- Pre-school (3-6 years)
Primary (5-12 years)
Secondary (12-19 years)

UNIT 2:

Evaluation/Assessment and its pedagogical function

- oWhat is evaluation? What is assessment?
 - oAssessment vs. evaluation
 - oStages of evaluation: initial, formative, summative
 - oFeatures of an effective assessment
 - oPrinciples of assessment
- For students
For teachers

UNIT 3:

Main issues for assessment in CLIL

- oWhy assess
 - oWhat is assessed: language or content?
 - oAssessment examples
 - oWho assesses
 - oPeer and self assessment
 - oHow to assess
- Types of assessment
Types of answers in assessment
Grading and assessment
- oSummary of assessment principles

UNIT 4:

Assessment instruments and practices

- oAssessment for learning vs. assessment of learning
 - oInstruments
- Exams and tests
- Graphs
 - Diagrams
 - Multiple choice
 - Gap fill
 - Full sentence answers
 - Charts
 - Texts
 - Match text (and visuals)
 - Mind maps
 - Maps
 - True/False
 - Correction of sentences/order
 - Images / pictures
- Rubrics
- Definition and features

- Benefits
 - Procedure and design
 - Portfolio assessment
 - Definition and features
 - Stages
 - Parts
- Technology and assessment: a perfect match

EDUCATION ACTIVITIES

Students will need to carry out two activities.

ACTIVITY 1: Knowledge and principles of CLIL

1.Choose CLIL materials from the subject you teach and compare them with ELT (English Language Teaching) books. Study, at least, two sets of materials. You can include snapshots of the materials or scanned them. Explain the following:

Which are from ELT books and which from CLIL books?
How do you know?

Explain and describe how the 4 Cs are included, as well as BICS and CALP.

2.How would you describe CLIL to a teacher who does not know what CLIL is?

3.Which model of CLIL programme do you have in your school or in any of the schools you have worked at? If there isn't/wasn't a CLIL programme, why do you think is/was that? If you have never worked at a school, talk about how the situation was when you were at school.

4.Which three of the seven aims of slide 13 do you think are the most important for CLIL?

5.Give your personal opinion on CLIL. What do you think about it? Is it possible to put it in practice in today's schools?

ACTIVITY 2: Technologies and assessment: a perfect match

1.Choose one application/software to assess your students in your subject. You may use one of the applications described in today's class or include new ones you know/use or discover new ones.

•Don't forget to include snapshots of the application.

2.Answer the following questions:

•Why have you chosen this application/software?

•Explain how it works.

•How often do you use technology when you assess your students?

•What are the advantages and disadvantages of using ICTs (Information and Communication Technologies) during the assessment process?

Length: minimum 1 page – maximum 3 pages

Format: You can do it on a PPT or a Word document (Times New Roman 12 – single spaced)

You can do the activity individually or in pairs.

Students also need to participate a total of four times in the forums.

FORUM I: How CLIL are you?

FORUM II: Reflections on CLIL assessment

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
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.

General Skills

To critically analyse CLIL methodology and the other different bilingual educational programmes, with special attention to those classified as "mainstream bilingual" Spanish-English.

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 multilinguality.

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

Design curricula according to the CLIL model, integrating linguistic and disciplinary content which develop the (Spanish-English) bilingual model.

Promote the reflection and assessment of the different teaching models and the assessment tools used in evaluating the teaching of English as a foreign language.

Create and adapt material and assessment tools that may be used in the bilingual classroom (Spanish English), bearing in mind the level of linguistic competence of our students, the different learning rates and their suitability

for being used in the subject's knowledge area.

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

- Knowledge: 50% (final exam)

- Mandatory activities: 40%. The students that don't hand in their activities would not be able to take the final exam.

- Forum participation: 10% (they have to participate at least two times)

The final mark will be based on 10 points obtained by the students according to the following scale: Fail (0-4.9) / Pass (5-6.9) / Outstanding (7-8.9) / Distinction (9-10) / With honors. This last scale implies having obtained a mark of Distinction, as well as a special distinction.

Originality and creativity will be taken into account when working on the activities of the subject, as well as on the interventions of the forums.

Plagiarism in any of its forms and on any of the activities and forum participations of the subject will directly mean the failure of the subject.

In case the minimum grade to pass the subject (5/10) is not reached, students will have a second call to prove they have acquired the required knowledge and skills. The evaluation system will remain the same and the final exam as well as the activities of the subject will be retaken in the dates established by the Department.

EXTRAORDINARY:

- Knowledge (50%)
- Activities (50%)

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

BARBERO, T. (2012). Assessment Tools and Practices in CLIL. In Quartapelle, F. (Ed.), Assessment and Evaluation in CLIL (p. 38-56). Pavia: Ibis-Como. Available at <http://www.alsdgc.ro/userfiles/2827-10627-1-PB.pdf>

BENTLEY, K. (2015). The TKT Course – CLIL Module. Cambridge: Cambridge University Press.

COUNCIL OF EUROPE. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge: CUP. Available at <http://www.coe.int/lang-CEFR>

COYLE, D., HOOD, P. & MARSH, D. (2013). CLIL. Cambridge: Cambridge University Press.

PUERTO, F. G., LACABEX, E. G., & LECUMBERRI, M. L. G. (2009). Testing the Effectiveness of Content and Language Integrated Learning in Foreign Language Contexts: The Assessment of English Pronunciation. In Ruiz de Zarobe, Y. & Catalán, R. M. J. (Eds.), Content and Language Integrated Learning Evidence from Research in Europe (p. 63-80). Bristol: Multilingual Matters.