BRITISH COUNCIL

TeachingEnglish webinars for teachers

—

Right on target:
Assessment *for* learning, *as*
learning and *of* learning in the
CLIL primary classroom

Claudia Rey

NILE
PART OF THE **INTO** GROUP

Supporting English teaching and learning

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What are your feelings about assessment?

Photo by Ludovic Migneault on Unsplash
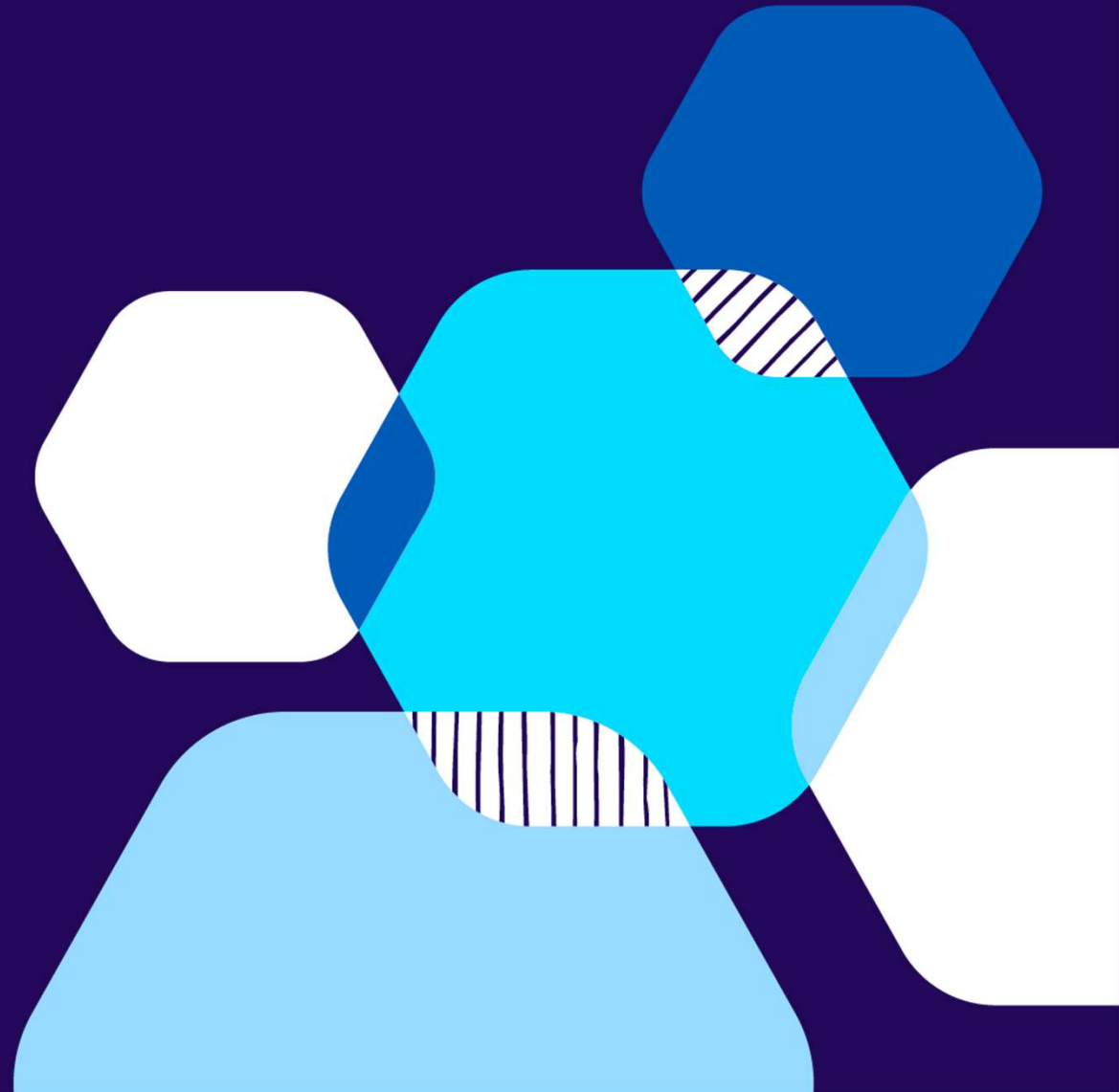
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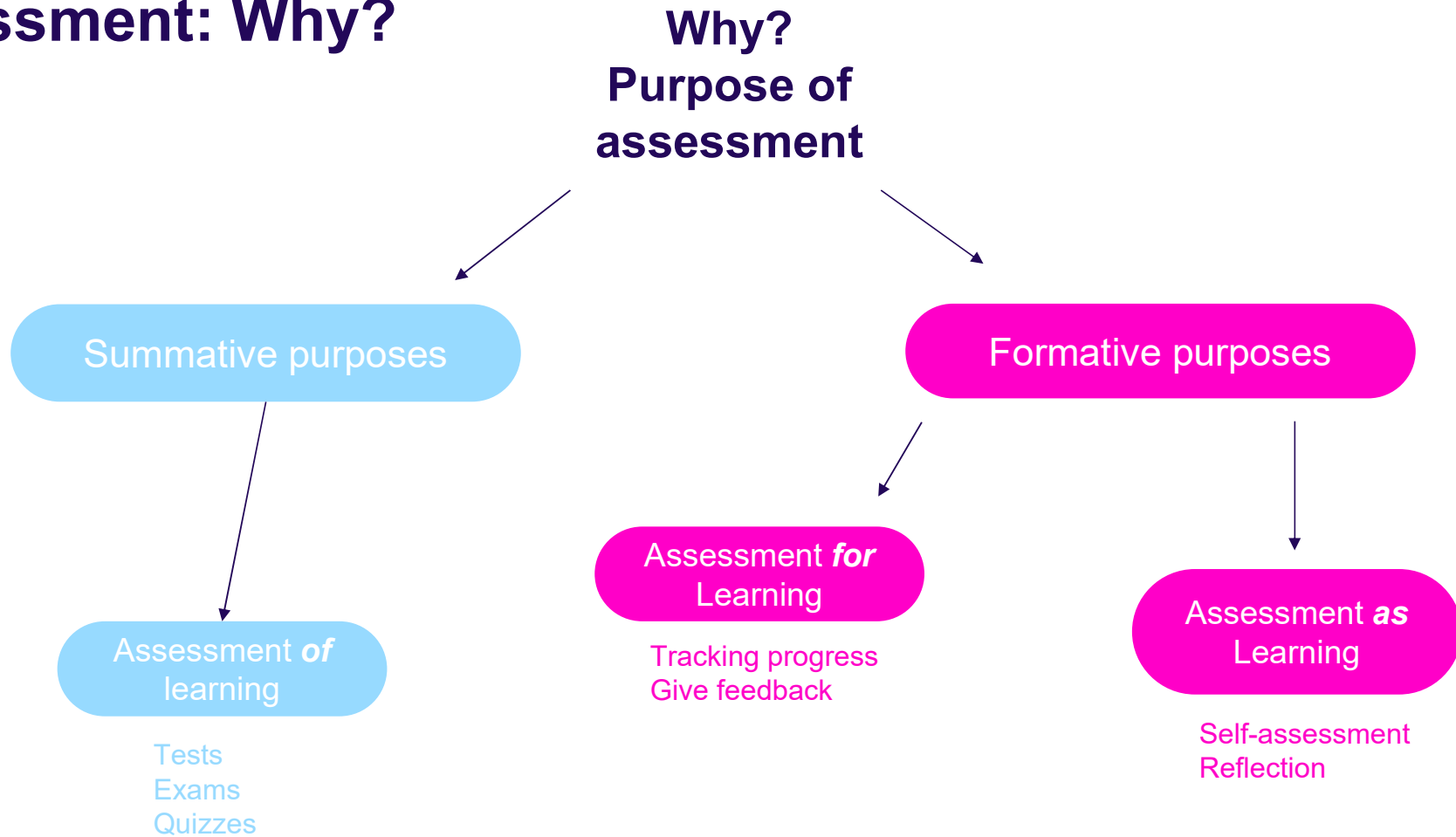
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Assessment:

- Why?
- What?
- How?

Assessment: Why?

**Why?
Purpose of
assessment**

Summative purposes
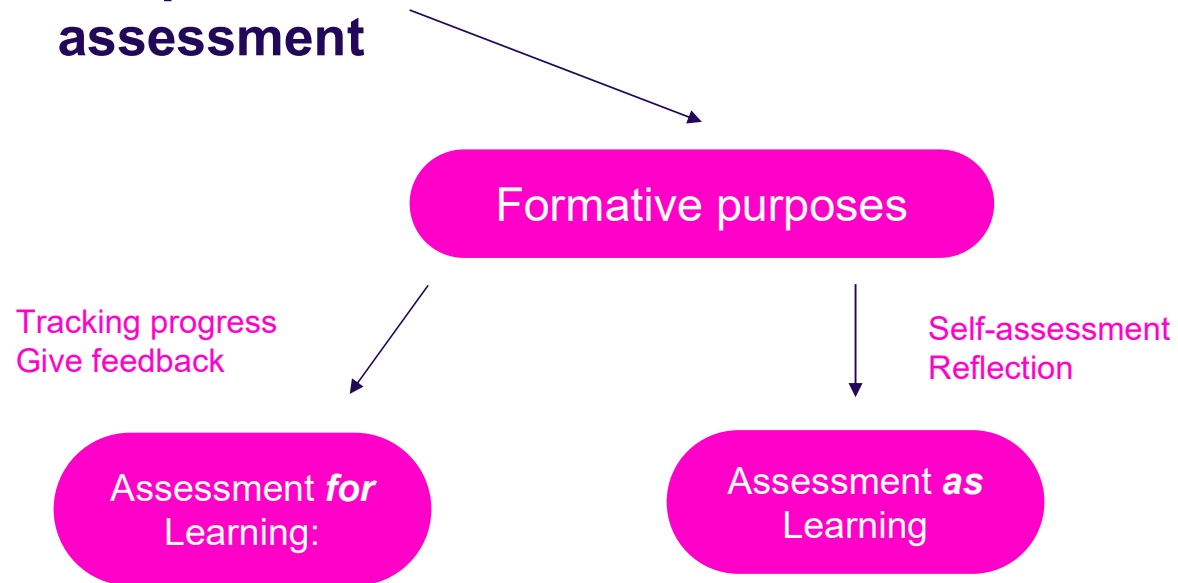
Formative purposes

Assessment *of*
learning

Tests
Exams
Quizzes

Assessment *for*
Learning

Tracking progress
Give feedback

Assessment *as*
Learning

Self-assessment
Reflection

**Why?
Purpose of
assessment**

Summative purposes

Assessment *of* learning

Tests
Exams
Quizzes

- **To evaluate mastery**
- **For certification**
- **To report**
- **For statistics and ranking**

**Why?
Purpose of
assessment**

Formative purposes

Tracking progress
Give feedback

Self-assessment
Reflection

**Assessment *for*
Learning:**

**Assessment *as*
Learning**

- To adapt teaching
- To provide feedback for improvement
- To help learners develop skills

- To involve children in the learning process
- To encourage self-monitoring
- To promote learner autonomy

Assessment *for* learning: during the lesson or unit

"It's a process by which assessment information is used by teachers to adjust their teaching strategies and by students to adjust their learning strategies."
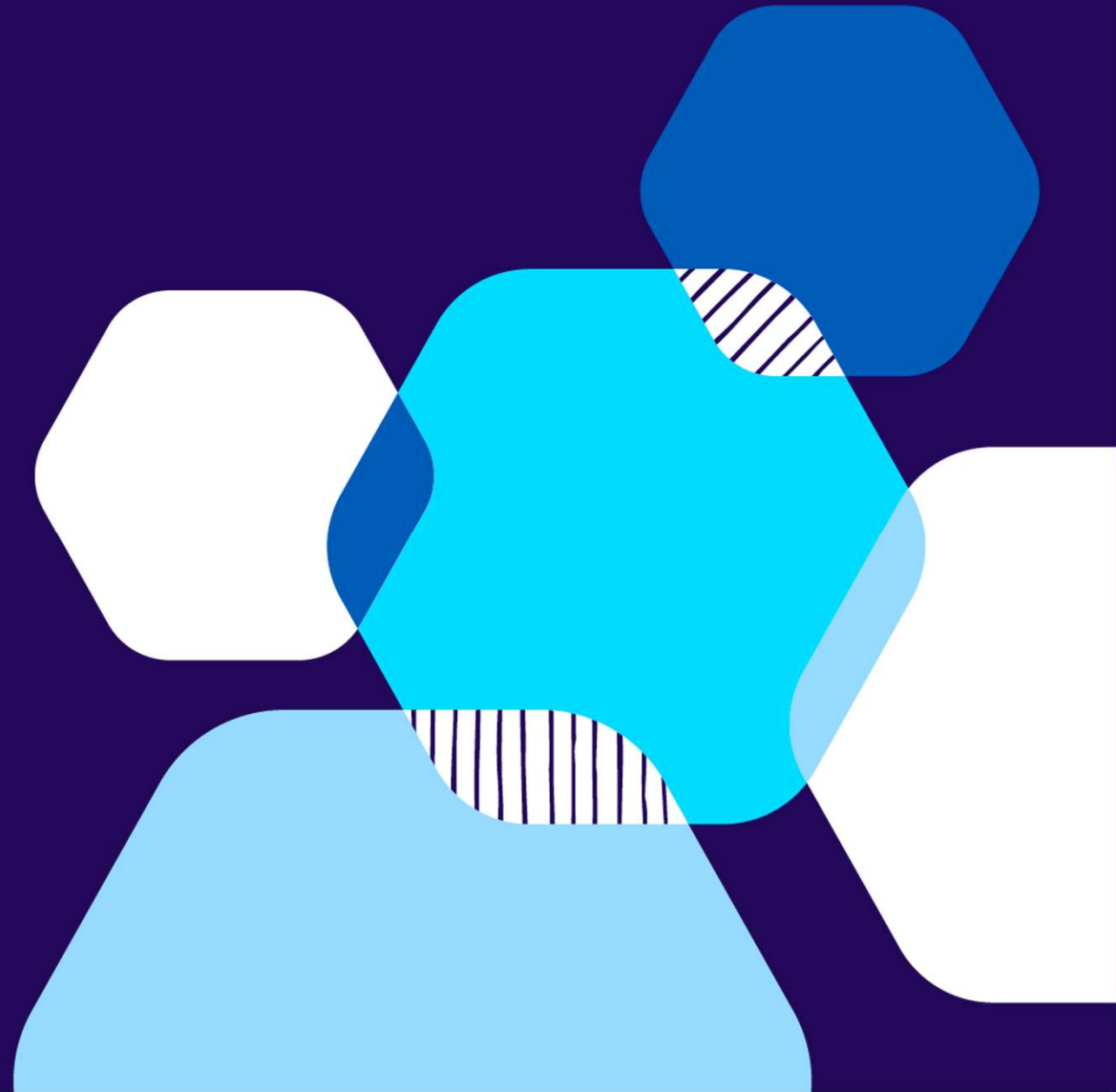
Deborah Bullock

https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning/articles/assessment-learning

To adapt teaching strategies

To provide feedback to learners to help them improve

To help learners develop skills

Assessment: What?

Assessment: What?
Outcomes, objectives, aims

Teaching sequence on small animals from Griselda Beacon's webinar
(1st in the series)

By the end of the lesson, learners will be able to:

➢ draw, name and describe small animals

➢ classify small animals using different criteria

➢ …..

© Griselda.Beacon

Assessment: What?

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CLIL Lesson Plan

By the end of the lesson, learners will have …	
Content outcome:	Identify and describe small animals
Language outcome:	Name small animals and describe them using …
Thinking (cognitive) outcome:	Classify small animals using different criteria

Stage Name and Aim	Procedure	Time	Materials

Assessment: How?
Assessment tools
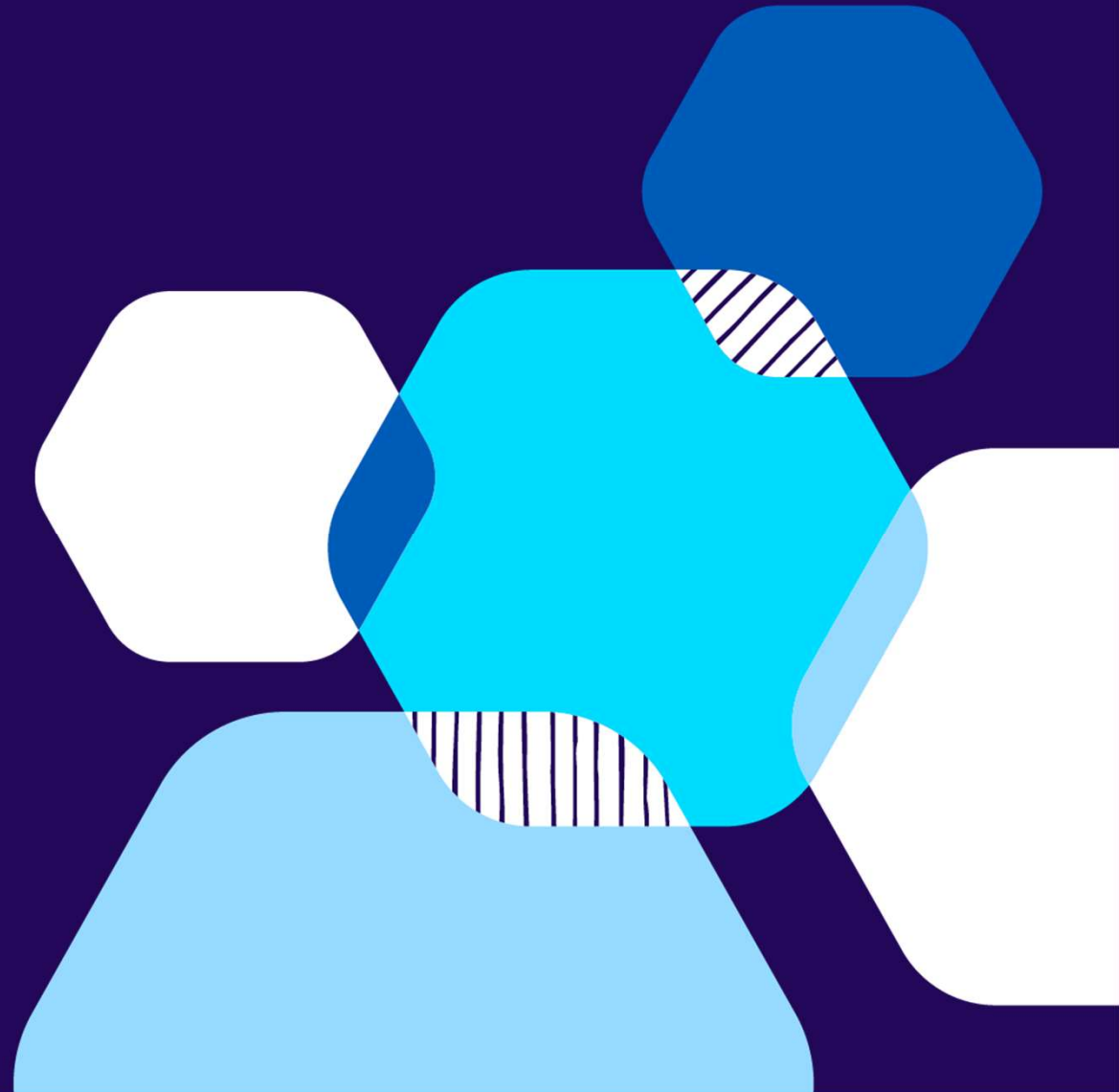
Assessment *for* learning: Exit tickets

★ Quick formative assessment tool.

★ Used at the end of the lesson.

★ Designed by the teacher to see if learners understand and can apply new knowledge.

★ Results are compiled by the teacher to adjust lesson plans or differentiate instruction.

Exit tickets

Plants

Draw a plant and label these parts:

root

leaf

stem

flower

Photo by Michael C on Unsplash

Small animals

Are these statements true or false?

1. Spiders are arachnids
2. Bees are arachnids
3. Centipedes have 6 legs

Photo by Christoph on Unsplash

Exit tickets (Examples for 6 / 7-year-olds at pre-literacy stage in English)

Plants

Oral instructions:

Draw a plant

Colour the leaves purple

Circle the root

Photo by Michael C on Unsplash

Small animals

Are these statements true or false?

Oral instructions:

1. Spiders are arachnids
2. Bees are arachnids
3. Centipedes have 6 legs

Photo by Christoph on Unsplash

1. ☺
2. X
3. ….

Exit tickets

Matching activity

Planets

1. Uranus	A. Biggest planet
2. Saturn	B. Coldest planet
3. Jupiter	C. Closest to the sun
4. Mercury	D. Planet with the most satellites

@ Claudia Rey

Geographical features

Peninsula

Bay

Photo by Rod Long on Unsplash

Photo by Maël BALLAND on Unsplash

Exit tickets

Matching activity

| Portrait | Still life | Landscape |

Photo by Hamide Jafari on Unsplash

Photo by The Cleveland Museum of Art on Unsplash

Photo by Art Institute of Chicago on Unsplash

Exit tickets

Gap-filling

Photosynthesis is a process.

(1)_____ plants use (2)_____, (3)_____ and (4)_____ _____ to create their food and (5)_____.

1…

2…

3…

4…

5…

Photo by Gaelle Marcel on Unsplash

Exit tickets

Multiple Choice

- Traditional
- Circle the correct word/number
- Digital

Number patterns

Mathematics: Patterns

I)

1, 3, 5……
A) 7, 8, 9
B) 6, 7, 8
C) 7, 9, 11

II)

1, 4, 25…..
A) 30
B) 36
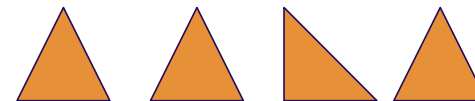C) 40

III)

21, 18, 15…
A) 12, 6
B) 12, 9
C) 10, 5

Exit tickets

Variation:

- Write, draw the next element

IV) 50, 40, 30 ….
8, 12, 16 ….
1, 1, 2, 3, 5 ….

V) Patterns with blocks / shapes

Exit tickets

Multiple Choice

- Traditional
- Digital

Mathematics: Statistics and logical thinking

In a survey on favourite ice cream flavours, 10 children chose strawberry

14 children chose chocolate

5 children chose vanilla

5 children chose strawberry and chocolate

How many children voted for chocolate?

A) 14
B) 10
C) 15

Assessment *for* learning: Checklists

Name	Identifies the states of matter	Describes properties (heavy, hard)	Understands that matter can change states
Jean			
Alain			
Lorraine			

Physical science: matter

Name	Asks scientific questions and sets hypotheses	Participates in simple experiments and reports results	Records observations in words, drawings, or charts	Uses experiment results to confirm hypothesis or set new hypothesis
Raphael				
Danielle				

Scientific thinking

Assessment *as* learning: Checklists with "can do" statements

I can set a hypothesis before an experiment
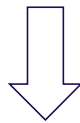
I can do an experiment

I can record the results of the experiment

I can decide if my hypothesis was right

OR

I can confirm my hypothesis or set a new hypothesis

Assessment *for* learning: Rubrics

Small animals

© Griselda.Beacon

Criteria	Exemplary	Proficient	Developing	Beginning
Name animals	Correctly names all 6 small animals with confidence.	Names 4-5 small animals correctly	Names 2-3 animals correctly	Names 1 small animal correctly
Describe small animals	Describes all 6 small animals with clear, detailed sentences	Describes 4-5 small animals with some detail	Describes 2-3 small animals briefly,	Struggles to describe 1 bug
Classify small animals	Classifies correctly all 6 small animals in at least 3 ways (e.g., by habitat, size, number of legs) using accurate language	Classifies correctly 4-5 small animals in at least 2 ways with minimal errors	Classifies 4-5 small animals in only but makes several errors	Classifies 2-3 small animals in only 1 way with errors

@ Claudia Rey

Assessment *as* learning: Using AI tools

Self-assessment rubric with visuals

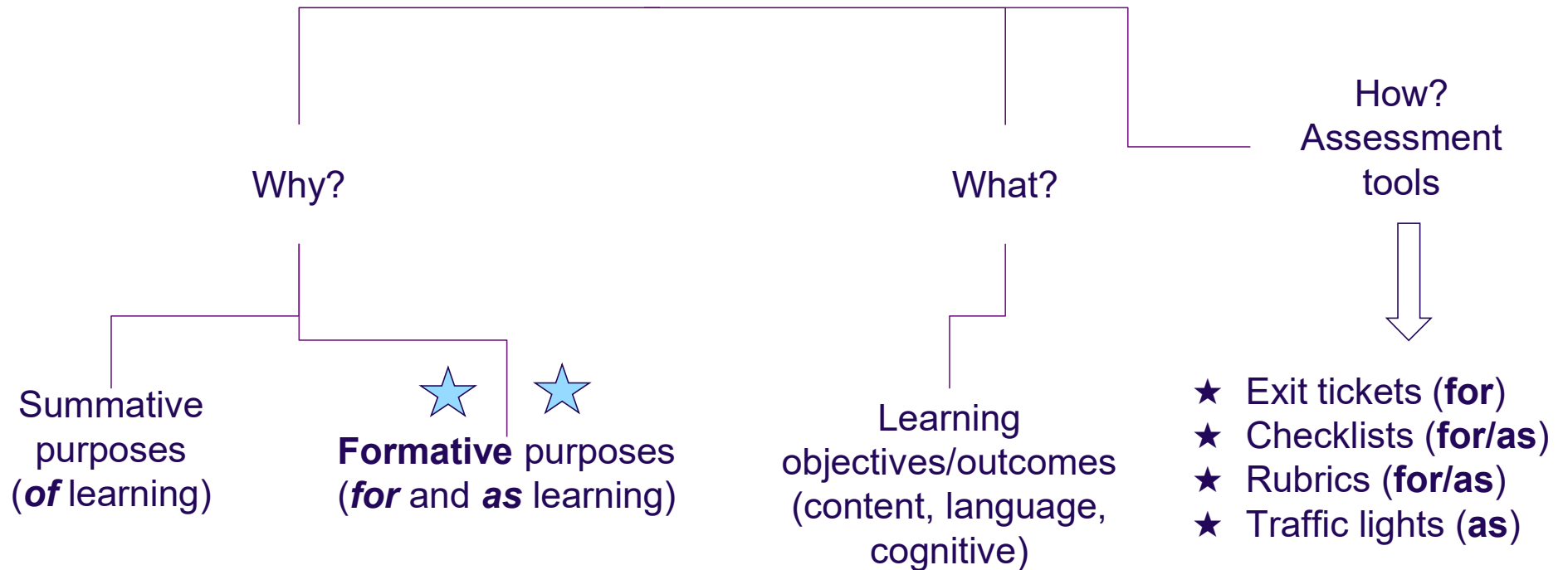| Criteria	😊 I did great!	🙂 I did well	😐 I'm learning	🙁 I need more practice
Naming small animals	I can name all 6 small animals!	I can name 4-5 small animals.	I can name 2-3 small animals.	I can name only 1 small animal.
Describing small animals	I can describe all 6 small animals with lots of details!	I can describe 4-5 small animals with some details.	I can describe 2-3 small animals, but only a little.	I have a hard time describing small animals.
Classifying small animals	I can put all 6 small animals into 3 groups (like where they live, size, or type)!	I can put 4-5 small animals into 2 groups, but made a few mistakes.	I can put 4-5 small animals into 1 group, but made some mistakes.	I can put 2-3 small animals into 1 group, but made lots of mistakes.

Assessment *as* learning: Traffic lights

During or at the end of the lesson

🔴 **I need help**

🟡 I am not sure

🟢 **I understand / can do this**

Learners monitor their learning and take responsibility

Buttons, coloured plastic, cards, cups, lego pieces, cut-out dots

Recap: Assessment of learning, for learning, as learning

Why?

Summative purposes (*of* learning)

★ ★ **Formative** purposes (*for* and *as* learning)

What?

Learning objectives/outcomes (content, language, cognitive)

How? Assessment tools

★ Exit tickets (**for**)
★ Checklists (**for/as**)
★ Rubrics (**for/as**)
★ Traffic lights (**as**)

What are your feelings about assessment?

Photo by Ludovic Migneault on Unsplash

Photo by Russell Ferrer on Unsplash

Photo by Олег Мороз on Unsplash

Exit ticket:
What are your take-aways?

Over to you ….

We strongly encourage you to complete the post-webinar task to consolidate your learning.

This task and the recordings of our webinars are available here:

https://www.britishcouncil.fr/programmes/programmes-anglais/education/developpement-professionnel/dnl/webinaires

Webinaires : Dynamiser les cours de DNL / EMILE en primaire

To receive your certificate

Please complete this feedback form:

https://bit.ly/CLIL-assessment

If you submit the form, you will see a link to download a certificate of attendance.

The form and the certificate are available until 8 December 2024.