



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

Description

This activity helps participants identify the focus of assessment and the criteria used to assess learners in CLIL contexts. Participants discuss a range of different types of focus of assessment and identify the focus of different activities including in their own subject area. There is a TKT: CLIL sample task.

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)*
- *Dice (one for each group)*

Aims:

- *to know about the focus of assessment in CLIL contexts*
- *to be able to identify the focus of assessment in examples of curricular activities*

Procedure

1. Write on the board *Focus of assessment* and brainstorm ideas. Then write the following headings and examples on the board:

Content	Language	Content and language
<i>write fractions as percentages</i>	<i>highlight cause and effect connectives in a science report</i>	<i>write notes on the causes and effects of an experiment in a diagram.</i>

Participants discuss in pairs examples of each focus of assessment from their curricular subjects, then feed back a selection with the whole group.

2. Hand out **Participants’ Worksheet 1** and a dice to each group of three participants. One group member is responsible for recording answers. In turns, they throw the dice once each, add the three numbers (e.g. 2, 5 and 1) then look at the box corresponding to this sum (e.g. 8) on **Participant’s Worksheet 1**. They then decide the focus of assessment of the activity in that box and write it on the worksheet (i.e. content, language or content and language). Continue until most groups are finished then check answers. (**see Key below**)
3. Explain that in addition to assessment of content and language, the focus of assessment can also be on communicative, cognitive, practical and study skills. Hand out copies of **Participant’s Worksheet 2** to pairs. Participants look at **Exercise 1** and match the example activities with the main focus of assessment. They check with another pair then check answers with the whole group (**see Key below**).



5. Make sure participants are clear about what is covered by the different focuses of assessment by eliciting and/or writing on the board some further examples of the different focuses of assessment from another subject area, e.g. PE

Content	Language	Content and language
<i>point to the muscles we use when doing sit ups</i>	<i>repeat after me: 'biceps, triceps, pectoral'</i>	<i>match the names of the muscles to the drawings of them.</i>

6. In pairs or small groups, if possible according to their subject areas, participants look at **Exercise 2** and write examples of each focus of assessment from their curricular subjects below the table on the worksheet. (Some groups may not manage to cover each focus, e.g. practical skills.) Feed back some examples with the whole group.
7. 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**).
8. Plenary to summarise points covered. Ask participants:
- **What is the TKT: CLIL Module syllabus area for this lesson?** (*focus of assessment*)
 - **Which assessment focus is most commonly used with your learners?** (*Participants state the main focus of assessment they use and state one from Participant's Worksheet 2 which they could use in the future.*)
 - **How can candidates prepare for this area of the syllabus?** (*Candidates can note the focus of assessment in their testing of learners. They can also look at examples of the focus of assessment in the TKT: CLIL Handbook which is on the Cambridge ESOL website.*)

Additional information

- The terms used in TKT:CLIL can be found in the TKT: CLIL glossary: <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>
- See also link to further TKT:CLIL materials at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>



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

Key to Participant's Worksheet 1

3 content	4 content and language	5 language	6 content and language
7 content	8 content	9 content and language	10 content
11 content	12 language	13 content and language	14 language
15 content and language	16 content and language	17 language	18 content and language

Key to Participant's Worksheet 2

1 C 2 E 3 D 4 A 5 F 6 B

Key to Sample Task

1 C 2 B 3 A 4 B 5 B



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

In groups of three, take turns to throw the dice once each. Add the numbers, then look at the number corresponding to the total on the board. Decide together if the focus of assessment is on:

- a) content
- b) language
- c) content and language.

3 _____ Look at the water levels in the diagrams. How many cm ³ are there?	4 _____ Write a fact file about an endangered species. Think carefully about the layout and presentation.	5 _____ Read the text about Jamaica. Is it written in the first, or third person?	6 _____ Look at the paintings of figures from different centuries and then complete the table using notes.
7 _____ Write the rhythm of the drum at the start of the jazz piece on the top line of the music.	8 _____ Colour the map to show countries with post-industrial societies and those with rural societies.	9 _____ Look at the line graph and describe the general trend in sales between 2000 and 2010.	10 _____ Circle the properties of metals which need to be considered when using them for medical instruments.
11 _____ Look at the photographs of different types of simple machines. Tick those which use levers.	12 _____ Read the explanation of ocean movement. Find three examples of passive forms.	13 _____ Complete the tree diagram showing the organisation of society in the 12 th century.	14 _____ Complete the sentences about the results of the experiment by using different connectives.
15 _____ Listen to the engineer’s interview then write down the approximate figures reported.	16 _____ <i>True or false?</i> Correct the false information about the explorers’ sea routes.	17 _____ Listen to the description of the island then underline the adjectives you heard.	18 _____ Which actions do we do with different parts of our face? Complete the chart with actions.



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

Exercise 1

Match the examples of tasks with the main focus of assessment (A–F).

<i>examples of tasks</i>	<i>main focus of assessment</i>
1 Look at the diagram of a relationship web. Where do refugees fit into the web? Do they have the same relationship links as local people?	A communication skills
2 Decide which texts you will read and which websites you will look at before you start your project on solar energy.	B cognitive skills
3 Show your partner how their footwork and timing could be improved for the next match	C cultural awareness
4 In your group, agree which roles you will play in the historical drama and how you will represent the characters.	D practical skills
5 Write the data about flowering plants shown in the pie chart in sentences.	E study skills
6 Imagine what could happen if the leaders don’t agree to lower the limits on carbon emissions?	F language accuracy

Exercise 2

Write an example of each main focus of assessment for your curricular subject.

communication skills	
cognitive skills	
cultural awareness	
practical skills	
study skills	
language accuracy	



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

For questions 1–5, look at the focus of assessment and the three activities listed **A**, **B** and **C**.

Two of the activities are appropriate for the focus of assessment. One is **NOT**.

Mark the letter (**A**, **B** or **C**) which is **NOT** appropriate for the focus of assessment.

1. knowledge of subject content

- A** Write a definition for the following two ways of varying the beat: *offbeat*, *syncopated*.
- B** Sketch a plan of a standard symphony orchestra. Label the different sections.
- C** Underline the connectors which indicate the order of the performance.

2. knowledge of language structures

- A** Highlight the indirect questions the geologist used in his interview.
- B** Circle the words which give examples of plants and animals living in the Sahara Desert.
- C** Copy any comparatives used to describe different features of deserts and write them in the table.

3. knowledge of both subject content and language

- A** Circle the prefixes or suffixes of ten words used in the text on plastics.
- B** Read about the uses of different natural materials in industry and then give the text a title using only three words.
- C** Write a description of a natural plastic.

4. communication skills

- A** Imagine you lived in Ancient Egypt. Think of three questions you would have liked to ask the pharaoh.
- B** Find out about the social structure of Ancient Egypt using one book and one internet site.
- C** Using the computer, create a presentation about the life of a scribe in Ancient Egypt.

5. practical skills

- A** Make an electrical circuit using two lamps, two batteries and one switch.
- B** Suggest a change to the circuit which will make the light brighter.
- C** Draw a circuit diagram to represent the circuit then another to show the change that was made.