

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

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A) Goals, objectives, aims

1. Pick a lesson you are planning to teach.
2. State the content and language objectives in simple terms in your plan – you can use this lesson planning frame to help you:
https://www.britishcouncil.fr/sites/default/files/british_council_clil_lesson_plan_template_0.docx
3. Share the objectives with your learners.
4. Refer back to the objectives at the end of the lesson. Ask your learners if they have any questions about the content and language objectives and the activities that they worked on.

B) Assessment *for* learning

1. Design an exit ticket to use with one of your classes.
2. Ask your learners to complete the exit ticket at the end of the lesson.
3. Collect the exit tickets and analyse the responses.
4. Reflect on the effectiveness of the lesson.
5. Make adjustments to your next lesson plan according to the results of the exit ticket.

C) Assessment *as* learning

1. Create a checklist that your learners can use for a classroom task.
2. Ask your learners to use the checklist when they complete the task.
3. Invite your learners to reflect on how well they did on the task, what they have learned and what their next goal will be.

D) Assessment *of* learning

1. Create an assessment for summative purposes using a new assessment tool. For example, if you always use tests and quizzes, think about using a digital tool, a game or a project
2. Design a rubric to evaluate your learners' performance in the assessment you have created