

**Assessment for Learning in EBE/CLIL:  
a learning-oriented approach to assessing English language skills  
and curriculum content at early primary level**

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*Dedicated to my mother in whom I find all my strength  
and to the Bilingual Schools Project teachers  
who were the brave pioneers in implementing bilingual education in Portugal*

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### ***Abstract***

Assessment is usually viewed as an inevitable event in teachers' and learners' lives resulting from an imposition from education systems. However, if done well, assessment can provide learners, teachers and other stakeholders with sound information about learner performance and progress which will ultimately boost learning and feed into school success. This project work discusses ways of assessing both English language and curriculum content at early primary level and aims to provide learning-oriented guidelines and a principled framework for such assessment. It is meant for learners and teachers involved in Early Bilingual Education/Content and Language Integrated Learning at early primary level.

KEYWORDS – Assessment, formative assessment, assessment for learning, learning-oriented assessment, bilingual education, CLIL.

### ***Resumo***

A avaliação é comumente vista como um acontecimento inevitável na vida dos alunos e dos professores, resultante de uma imposição dos sistemas de ensino. No entanto, se bem conduzida, a avaliação pode, de forma eficaz, informar alunos, professores e outros atores, sobre o desempenho e o progresso do aluno, o que acabará por promover a aprendizagem e contribuir para o sucesso escolar. O presente trabalho de projeto discute formas de avaliar a língua inglesa e os conteúdos curriculares no 1.º ciclo do ensino básico e tem como objetivo fornecer recomendações orientadas para a aprendizagem, bem como um referencial para essa avaliação. Este trabalho tem como destinatários alunos e professores envolvidos num contexto de ensino bilingue precoce/aprendizagem integrada de conteúdos curriculares e língua no 1.º ciclo do ensino básico.

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## **List of Abbreviations**

AfL – Assessment *for* Learning

AoL – Assessment *of* learning

BC – British Council

BICS – Basic Interpersonal Communication Skills

BSP – Bilingual Schools Project

BSPT – Bilingual Schools Project Teachers

CALP – Cognitive Academic Language Proficiency

CELA – Cambridge English Language Assessment

CEFR – Common European Framework of Reference for Languages: Learning, Teaching, Assessment

CLIL – Content and Language Integrated Learning

DGE – Direção-Geral da Educação

EBE – Early Bilingual Education

ELT – English Language Teaching

FA – Formative Assessment

FL – Foreign Language

L2 – Second Language

LoA – Learning-oriented Assessment

MEC – Portuguese Ministry of Education and Science

NCCA – National Council for Curriculum and Assessment

OECD – Organisation for Economic Cooperation and Development

NBSPT – Non-Bilingual Schools Project Teachers

SA – Summative Assessment

SM – Self-monitoring

SRL – Self-regulated Learning

YL – Young Learner



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"If we wish to maximise student achievement (...), we must pay far greater attention to the improvement of classroom assessment. Both assessment of learning and assessment for learning are essential. But one is currently in place, and the other is not." (Stiggins, 2002:1)

"(...) It is by thinking about assessment that we really start to sharpen up our idea of what CLIL is about and the role of language within it." (Llinares *et al.*, 2012:280)

## Introduction

This project work will focus on how primary teachers of young learners (YLS) aged 6-10 in an early bilingual education (EBE) pilot project implemented at early primary education level<sup>1</sup> in Portugal can assess language and curriculum content through the medium of English so as to promote more effective learning.

Within this project content teachers (also known as generalist teachers since they teach all curriculum subjects in early primary education) teach part of the curriculum through the medium of English using a Content and Language Integrated Learning (CLIL) approach. These teachers are assisted by their English language colleagues (or specialist teachers) who also teach English as a Foreign Language.

Since this is an innovative project in the Portuguese educational context, where CLIL provisions are a drop in the ocean (*cf.* Chapter 1), there were practical challenges for the classroom, notably as to how to cope with assessment in a specific setting where content is learnt and taught in a foreign language (FL). Furthermore, as a Masters student in English Language Teaching (ELT), I have grown to understand the importance of the relationship between learning, teaching and assessment and the benefits of knowing more about assessment approaches that support learning and teaching, particularly in a national context where summative assessment is highly valued in practice, and in the light of the recent events concerning ELT in the Portuguese education system, which will be mentioned in Chapter 1.

Accordingly, my research question is: *How can language and content be assessed in a CLIL context at early primary level so as to promote effective learning?*

Drawing on this, my aims are to first carry out a review of the literature on i) the key concepts in assessment that the teachers in the context under study need to know to effectively assess language and curriculum content, and ii) related existing frameworks for assessment that could support them in this process; second, to diagnose and critically review these teachers' assessment beliefs, knowledge and practice so as to understand to what extent they are assessment literate; and

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<sup>1</sup> In this context early primary education level corresponds to ISCED 1 (International Standard Classification of Education). It is named *1.º ciclo do ensino básico* which corresponds to the first 4 years of compulsory schooling in Portugal.

simultaneously look at how experts view assessment best practice in this kind of provision; third and last, to develop a framework outline and produce a few examples for principled guidelines, methods and related techniques and tools towards a learning-oriented assessment framework that could be of assistance to any teacher working in an early primary CLIL setting so as to assess language and content more effectively and enhance learning.

As this is a project work, context-specific to early primary CLIL, it combines both empirical and non-empirical research methods and is divided into three stages.

The first stage is theoretical and based on the literature on assessment that is relevant for the context under study. A set of research questions were formulated and organised into four areas:

#### Assessment literacy

- Why is assessment literacy relevant for the context under study?
- What is the profile of the CLIL teacher as regards their ability to assess?

#### The nature of assessment

- What is the nature of assessment?
- What assessment purposes need to be developed in our context?
- What are the principles underlying CLIL assessment in early primary?

#### Learning-oriented approaches to assessment

- Which assessment approaches are relevant for our context?
- What are their key concepts?

#### EBE/CLIL assessment in early primary

- What are the key concepts underlying CLIL assessment of YLs?
- How can these be applied to our context?

The second stage is empirical as it entails data collection and analysis from several sources (teachers, experts and assessment sample material). The following research questions guide this stage:

- What are these teachers' beliefs, knowledge and practices towards assessing YLs' language ability and content knowledge?
- For what purpose, how and how often do they assess language and content?
- Is assessment an integral part of the lesson? Is it planned? Does it inform teaching practice? Does it inform learners on their progress? How is it carried out? How does it view error?

- What uses are being made of feedback? In what forms are these teachers involving learners in self- and peer assessment so as to support them in taking greater responsibility for their learning?
- Are tests built according to the general assessment criteria (validity, reliability, impact and practicality)?
- Do they reflect planning of how to assess all language ability and include a variety of test focus sub-skills and test techniques?
- What contribution can best practice from experts make?

Finally, based on the findings from the previous stages, the third stage answers the following research questions:

- What content areas should the outline of the framework for assessment contain?
- What samples for guidelines, methods, techniques and tools should be included in the framework so as to clearly model how teachers can incorporate assessment in their teaching?

## **CHAPTER 1 – Background and context**

There is a European consensus as to the benefits of educational programmes which use an additional language, in addition to the official language(s) in a given country, such as a second language (L2) or an FL, as a vehicle to acquire curriculum content knowledge and develop skills. Immersion, EBE and CLIL use these vehicular languages or languages of schooling with a dual purpose: to master language ability and content knowledge.

CLIL, for example, was considered by the Council of Europe (2008), as stated in the First European Survey on Language Competences (European Commission, 2012:78), to be an effective means of improving the learning of an FL. This is so because learners have the opportunity to use the language immediately as they are learning it, instead of waiting for an opportunity to use it later (European Commission, 2003:8). Due to its effectiveness and ability to motivate learners, CLIL has been a priority area in the European Union for the past decade, as evidenced by “Promoting Language Learning and Linguistic Diversity – An Action Plan 2004-2006” (European Commission, 2003), the funding of CLIL projects, such as the Lifelong Learning

Programme (2007-2013), replaced by Erasmus +, in 2014, or the European Framework for CLIL Teacher Education (Frigols-Martin, M.J. *et al.*, 2011).

So far, CLIL, or other similar forms of provision like the ones stated above, has not yet become widespread in the Portuguese state education system (Eurydice, 2006:13; *idem*, 2012:40). Exceptions are: higher education where CLIL is becoming more common in some universities which have started providing programmes through English-language medium (Nova School of Business & Economics; ISCTE Business School; Católica Global School of Law); lower secondary education (12-15 age range) where a CLIL national programme in French has been implemented since 2006/2007 (*Sections Européennes de Langue Française – SELF*); and early primary education<sup>2</sup> by means of a small-scale national pilot in EBE through English entitled the *Bilingual Schools Project (BSP)*, which will provide the context for this research.

My working context involves the monitoring of the BSP which was jointly implemented by the Portuguese Ministry of Education and Science (MEC) through the Directorate-General for Education (DGE) and the British Council Portugal (BC) for an experimental period of four years (2011/2015) following the findings and recommendations of a Feasibility Study<sup>3</sup> conducted by international and national researchers in 2010 and sponsored by the BC. In the school year under study (2013/2014), the project was being implemented in 9 primary schools of 6 state school clusters<sup>4</sup> in the North (Oporto and Matosinhos), Centre (Fundão and Aveiro) and South of Portugal (Lisbon and Évora).

In these schools, learners have been increasingly exposed to English – as a vehicular language and as a target language. They started at the age of 6 in year 1 learning the curricular subjects of *Estudo do Meio* (a combination of Science, Geography and History) and *Expressões* (Arts and Crafts) through the medium of English 5 hours a week (20% of their weekly school timetable of 25 hours) until they reached 8 hours a week (30%) in year 3, the school year under study, at the age of 8.

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<sup>2</sup> In 2008/2009 there was also a CLIL project in this education level entitled Support for Teaching English in Primary Schools (STEPS-UP) in the Oporto region.

<sup>3</sup> Internal document of the Ministry of Education and Science in Portugal.

<sup>4</sup> A school cluster refers to a number of state schools which have been grouped as a single organic unit having one head teacher and usually comprising kindergartens, primary and secondary schools and including 3-18 year-old children and learners.

Concurrently, and in order to support the learning of content through the target language, English as a foreign language was taught, both as an extra subject<sup>5</sup> of the curriculum (1 hour a week) and as an extracurricular activity<sup>6</sup> (1-3 hours a week).

This weekly allocation is below 50% which is not enough to consider the learners involved in the project as bilingual (Genesee, 2004:3), regardless of the diverse understandings of the term. However, in comparison to other year 3 Portuguese learners only attending English lessons at state schools and not learning the curriculum through this language, the BSP learners may be better placed to be considered as “emergent bilinguals” (García, 2008:6) as their levels of exposure to the target language are substantially higher<sup>7</sup>. The evaluation study report on the BSP carried out in 2014 positioned these year 3 learners in A1+ to A2 (CEFR<sup>8</sup> level).

Most of this exposure was assured by having these children learn curriculum content in English on a daily basis. A curriculum in both English and Portuguese (Appendix 1) was devised based on the curriculum of *Estudo do Meio*<sup>9</sup> covering a principled selection of the specific content to be taught in English each school year. It comprised the same 5-6 blocks (knowledge areas) of the Portuguese document but assured: an alternation of the content learning objectives to be taught in Portuguese and English in the various years of schooling so that children could learn (the content) in both languages; no repetition of a given content in the same year to prevent any potential loss of learner motivation; and the use of intellectually stimulating content so that there could be a balance between the acquisition of concepts and the acquisition of language on the part of the learners. For example, Content 3 – *Your Body*/Block 1 – *All about you* was taught in English in year 1, in Portuguese in year 2 and in English again in year 3. Topic webs are then created under each content block for the development of tasks and activities relating *Estudo do Meio* and *Expressões* in a cross-curricular approach.

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<sup>5</sup> Originally named *Oferta Complementar* (Decree-Law no. 139/2012, of the 5<sup>th</sup> July, altered by Decree-Law no. 91, of the 10<sup>th</sup> July and Decree-Law no. 176/2014, of the 12<sup>th</sup> December).

<sup>6</sup> Originally named *Atividade de Enriquecimento Curricular* (Ministerial Implementing Order no. 644-A/2015, of the 24<sup>th</sup> August).

<sup>7</sup> Cf. BSP evaluation study report available at <<http://www.dge.mec.pt/ensino-bilingue-precoc-no-10-ciclo-do-ensino-basico>> [Accessed 30/09/2015]

<sup>8</sup> Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, Teaching and Assessment*.

<sup>9</sup> Available at <<http://www.dge.mec.pt/estudo-do-meio>> [Accessed 01/05/2015]



Since the state school organisation in Portugal is comprised of pre-primary to upper secondary teachers and given the fact that the initial training of most content teachers in the BSP did not include English or ELT, they were assisted by English language specialist teachers in their lesson planning and delivery, who also taught the English as a Foreign Language lessons. To this end, these teachers were given time credits at central and local level (by the MEC and the schools, respectively) to collaboratively plan lessons and co-teach with their content colleagues. Both the content and the English teachers working in this project will be called the BSP teachers (BSPT).

The institutional support to the BSPTs was also provided by the MEC and the BC through teacher training and monitoring. The teacher training programme was given by BC specialists once or twice a year and focused on CLIL methodology targeting YLs. The monitoring programme, coordinated by the MEC and the BC, consisted of guidelines for project implementation and visits to schools (three times a year) to observe lessons and carry out subsequent reflection meetings with the BSPTs, EBE project coordinators and head teachers at school level.

Although assessment has been approached in the training as part of the CLIL methodology, especially fostering the regular use of assessment *for* learning tools (*cf.* Chapter 2), not all the BSPTs have yet embedded them in their teaching routine (*cf.* Chapter 3). In fact, they have asked for guidelines on how to combine language and content (i) in their main assessment technique, classroom tests (paper and pen tests generally lasting for one hour, given twice a school term and aiming at grading learners on their knowledge after a block of curriculum content has been taught); (ii) in grading learners at the end of the term; and (iii) in designing end of term reports for parents (*cf.* Chapter 3). Thus, assessment has been a recurrent issue in this project.

Having said that, and in order to be able to support the BSPTs in coping with assessment, it is important to look at the factors influencing assessment which emerge from this specific context as this is the first step towards any design of a potential framework with guidelines for assessment.

As Cameron (2001:214) says, macro level factors at the level of national educational policy can conflict with the role of assessment in such a way that they

affect learning and teaching in the classroom (micro level). In the Portuguese educational context the four main factors influencing assessment in this project are:

i) The washback of summative assessment in Portuguese and Maths at early primary level. These subjects are viewed as crucial by the system, are subject to national tests and good marks translate into extra resources for schools. Some of the BSP teachers admit restricting classroom activity in the subjects of *Estudo do Meio* and *Expressões* to test preparation for Portuguese and Maths.

ii) The changing status of English since 2012. It is now the first FL of compulsory provision for 7 years<sup>10</sup>, having changed from optional in early primary to compulsory in years 3 and 4 (as from September 2015); a new teacher recruitment group was specially created to combine YL methodology and ELT specialist knowledge; new curriculum outcomes (*Metas Curriculares*<sup>11</sup>) were devised according to the CEFR levels for primary and lower secondary; and Cambridge exams<sup>12</sup> were introduced in year 9 focusing on the assessment of language skills.

iii) The challenging aim of the EBE project. It aims to promote school success by equally fostering the development of (higher) language levels and content knowledge learning.

iv) The lack of assessment guidelines and discussion for assessing YLs in a CLIL context (also mentioned in Fuentes, 2013:54, Hönig, 2010:30, Maggi, 2012:58, and Massler & Stotz, 2013:73). A few guidelines for assessment can be found in the legislation<sup>13</sup> targeting all school levels in compulsory education with summative assessment as the main focus; and in the guidelines for teaching English in early primary<sup>14</sup> which suggest that the assessment of YLs should be mostly formative.

In sum the assessment message from these macro and micro level factors is that they need to be reflected in the design of EBE/CLIL assessment of YLs.

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<sup>10</sup> Decree-Law no. 139/2012, of the 5th July, altered by Decree-Law no. 91, of the 10th July and Decree-Law no. 176/2014, of the 12th December.

<sup>11</sup> Ministério da Educação e Ciência (2015) *Metas Curriculares de Inglês do Ensino Básico - 1.º, 2.º e 3.º Ciclos* (targeting years 3 to 9) available at <<http://www.dge.mec.pt/ingles>> [Accessed 20/08/2015].

<sup>12</sup> Cambridge English Language Assessment exams Key for Schools (KET) and Preliminary English Test (PET) were introduced, respectively, in 2013/2014 by Legislative Order no. 2929-A/2014, of the 20<sup>th</sup> February and in 2014/2015, by Legislative Order no. 2179-B/2015, of the 2<sup>nd</sup> March.

<sup>13</sup> Decree-Law no. 139/2012, of the 5th July, altered by Decree-Law no. 91, of the 10th July and Decree-Law no. 176/2014, of the 12th December and Legislative Order no. 17-A/2015, of the 22nd September.

<sup>14</sup> Ministério da Educação ed. (2005) *Ensino do Inglês 1º ciclo do ensino básico - Orientações programáticas* (targeting years 3 and 4) and Ministério da Educação ed. (2006) *Ensino do Inglês 1.º ciclo do ensino básico - Orientações programáticas- 1.º e 2.º anos* (targeting years 1 and 2) available at <<http://www.dge.mec.pt/orientacoes-programaticas>> [Accessed 20/08/2015].

First, if summative assessment is so highly valued, maybe more supportive assessment approaches ought to be re-envisioned so as to build the way from learning progress to achievement as the latter will not just happen by teaching to the test.

Second, and drawing on the new status of English in the Portuguese education system, the language teachers need to carefully combine their approach to suitably teaching YLs to the way they are going to assess their English language progress and achievement. Moreover, if the *Metas Curriculares* and the Cambridge tests rely on language skills development, according to CEFR levels, this requires understanding of how to assess language skills and their sub-skills in a balanced way that promotes learner progress towards action-oriented communication in English.

This also means that even being at this early primary level, these learners will be potential exam-takers when they reach year 9. As a result, the earlier they learn and are assessed within a language skills approach, the better prepared they will be to face the exam in the future. The assumption here is not by all means teach these learners to the (English) test but seek alignment with the curriculum outcomes and what is expected from them in a way that they can cope with like the YLs they are.

Third, if the project is set to promote higher levels of language and content knowledge, cognitive processes that help children reach these levels need to be in place in the classroom that gradually prepare them to be more reflective thinkers, and undergo positive, yet challenging, learning experiences. Likewise, and because we are dealing with children, emotional and social development needs to be fostered, which may suggest that behaviour/attitude should complement learning, teaching and assessment to develop learner self-confidence and risk-taking in a safe learning *ethos*.

A decision also needs to be taken as to assessing language and content together or separately, what weightings to give to each of these focuses and who assesses what. The BSPTs are used to assessing in English the content taught in this language. However, who assesses the language and if this is assessed at all is not clear. Content teachers are not English language teachers so should it be them or the English specialists who assess language? Furthermore, the weekly time allocation for English as a Foreign Language has been variable, which means the variability of exposure levels to the FL will have an impact on the language level that is assessed (Gathercole,

2013a). If we are dealing with (emergent) bilinguals who are learning content in a language that is new for them, assessment should support learners in a balanced learning of both.

Finally, the factors impacting on the context also suggest a framework with guidelines for early primary, FL and EBE/CLIL assessment are needed to support assessment in this setting. To this end, chapter 2 will also review two frameworks for assessing at this education level, which can offer valuable insights on how formative assessment approaches can help build towards summative assessment achievement, namely “Assessment in the Primary School Curriculum” (2007) by the National Council for Curriculum and Assessment (NCCA<sup>15</sup>) from the Republic of Ireland and the “Curriculum for Excellence” (2010), by the Scottish Government. Likewise, two European projects focused on CLIL assessment at early primary level will be reviewed as to their relevance for providing a model for assessing language and content: the Assessment and Evaluation in CLIL Project (AECLIL)<sup>16</sup> (Barbero, 2012; Maggi, 2012) and the CLIL Learner Assessment Project (CLILA)<sup>17</sup> (Massler, Stotz & Queisser, 2014).

## **CHAPTER 2 – Literature Review**

### **2.1. The need for assessment literacy**

#### **2.1.1. Teacher assessment literacy defined**

To suitably assess in any educational programme, we need to be assessment literate, that is, know about key concepts and methods to effectively assess progress and achievement of the learning happening in the classroom. This needs to be embedded in the context-specific learning and teaching to promote school success.

This is strengthened by the OECD (2013:3) due to a call for school success based on “(...) evidence-based decision making”. Malone (2011:1) also reinforces the

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<sup>15</sup> The NCCA is an advisory body of the Ministry for Education and Science in charge of curriculum and assessment for primary and post-primary schools in the Republic of Ireland.

<sup>16</sup> The AECLIL Project focused on how to assess and evaluate the effectiveness of learning a content subject in an FL, by simultaneously improving language and enhancing cognitive/thinking skills.

<sup>17</sup> The CLILA Project developed an enquiry and assessment tool to measure primary school learners' content and foreign language ability in CLIL lessons.

need for assessment to be well used in order to inform stakeholders on how learning objectives are being fulfilled. Stiggins (2002:1-10), in an inspirational article about an *assessment crisis* in the American education system, advocates the need to strongly complement testing and summative assessment with formative assessment. According to this author, this shift of focus will enable us to look at the process and not just the product of assessment, foster learner engagement, reflection and confidence, collect and share information, promote clear communication and facilitate adjustments.

Before incurring a similar crisis, it could be useful for the context under study to look at the classroom as *the* scenario for a supportive assessment *ethos* to which teacher knowledge on the topic could contribute.

### **2.1.2. A profile of the CLIL teacher and their ability to assess**

Teacher assessment knowledge or literacy is, additionally, a requirement of the CLIL teachers' competence grid<sup>18</sup> (Bertaux *et al.*, 2010:8), which also makes it relevant for the context under study. The grid established a set of ability descriptors for these teachers. As regards assessment, CLIL teachers are expected to be able to:

- engage learners in an assessment for learning culture including: making connections between planned and actual outcomes, learning skills and processes, planning and negotiating strategies for future learning; using self and peer assessment tools; maintaining a triple focus on language, content and learning skills;
- distinguish and navigate CLIL-specific characteristics of assessment including: language for various purposes, work with authentic materials, communication with speakers of the CLIL language, ongoing language growth (being alert to plateauing), level of comfort in experimenting with language and content, progress in achieving planned content, language and learning skills objectives, developing all language skills, distinguishing content and language errors, carrying out assessment in the target language;
- prepare learners for formal examinations including high-stakes examinations.

Adapted from Bertaux *et al.* (2010:8)

Most of these ability descriptors suggest not only teacher understanding of learning-oriented assessment approaches but also CLIL specific features of assessment

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<sup>18</sup> This was created to serve as a framework for CLIL teachers that can support the development of a CLIL learning setting in any context. It addresses several areas of competence and corresponding indicators and one of these areas is assessment.

dealing with the use of language to convey content. Assessment for learning is regarded as a key professional skill for teachers (The Assessment Reform Group – ARG<sup>19</sup>, 2002:2). At this point, it is now appropriate to turn to the nature of assessment and the related approaches that support content and language learning in this context.

## **2.2. The supportive nature of assessment**

### **2.2.1. A focus on the pedagogical purpose of assessment**

The (Latin) original meaning of assessment: *assidere* or *ad sedere*, that is, *to sit (down) beside (another)*, defines its supportive nature which is one of “(...) collect(ing) information to help (...) make decisions that will lead to beneficial consequences” (Bachman & Palmer, 2010:26, in Council of Europe, 2010:13) and stimulate learning.

As a result, even though assessment serves a double duty (Boud, 2000:159, in Carless, 2007:1): (i) to support learning to determine what comes next (formative assessment [FA] or assessment *for* learning [AFL]; and (ii) to grade learners on learning that has gone before (summative assessment [SA] or assessment *of* learning [AoL]), there needs to be a balance between its pedagogical and administrative purposes (McKay, 2006:21). Given the factors influencing this context (*cf.* Chapter 1) the supportive nature of assessment and its pedagogical purpose need to be fostered and be in line with principles of assessment concerning YLs in an EBE/CLIL setting.

### **2.2.2. Key principles of CLIL assessment in early primary**

The principles for assessing YLs are broadly discussed in the literature by a number of specialists. Cameron (2001:214-221) refers to the need to consider age, learning aims, methods of teaching and learning theories as regards how children learn. McKay (2006:1-19) elaborates further on the age factor to draw attention to the fact that assessment needs to cater for the specific characteristics, needs, vulnerability and emotional, cognitive and physical growth of YLs.

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<sup>19</sup> The ARG played a key role in the United Kingdom ensuring that assessment policy and practice could be informed by research evidence.

In this context, we must continuously remind ourselves that these year 3/7-8 year old learners are prominently hands-on learners, who learn mostly by direct experiences involving sound, sight, movement and play. They are starting to correlate concepts but these need to be scaffolded first with clear instructions and feedback. They have short attention spans and get bored easily so need to be challenged by a variety of short assessment tasks, preferably those that relate to authentic situations, such as writing an invitation to another class to visit their work on the body systems. They also need to feel safe and loved when they interact with their peers and with their teachers and get feedback on their work.

Rixon (*n.d.*) also discusses the importance of compatibility (consistency with the overall curriculum, its holistic approach and its objectives), feasibility (to learners and teachers) and transparency (to learners and parents) of assessment procedures. This suggests that both language and content teachers in this context should work collaboratively so as to fine-tune their assessment procedures.

All this is corroborated by Ioannou-Georgiou & Pavlou (2003:5-6) who provide practical insights into these principles by suggesting that the assessment of YLs integrates learning and teaching *child-friendly/non-scary* practices so as to positively reflect what children can do given their age-related abilities and consequently keep learners engaged, enhance their motivation and build their confidence. A variety of assessment approaches and tools is recommended to the detriment of only testing. The formative essence of assessment is proposed so as to support learning progress and performance. To this end “*criterion-referenced*” procedures according to developmental criteria are put forward rather than “*norm-referenced*” ones that compare the achievement of different learners.

EBE/CLIL assessment chiefly agrees with these principles of good practice but adds more which are important for this context. Some points for reflection are summarised below, drawing on Massler & Stotz (2013:78-80):

- the content taught in the L2 needs to be assessed in the L2 as well;
- content and language need to be integrated with adaptations and variety of the range of items assessed;
- children need to be given thinking time to process instructions in the target language;

- the level of difficulty of the tasks and the level of support for the learner to complete the assessment task need to be balanced without reducing the content complexity levels (e.g. simple language, gestures);
- the type of response the learner has to give should be varied (e.g. by means of drawings, hands-on demonstration, verbal instead of written responses);
- assessment should take place at systematic and regular intervals to check understanding of content in a new language, creating both learner and teacher awareness on learning progress and feeding this in teaching practice to boost both learner and teacher confidence.

Adapted from Massler & Stotz (2013:78-80)

These principles are particularly important due to the dual-focused nature of CLIL, which can pose a problem for assessment as to how both language and content can be integrated (Hönig, 2010:22 and Massler & Stotz, 2013:72). However, assessment in EBE/CLIL can also represent a two-way benefit for learners and teachers. It can contribute to raise the levels of confidence of both by finding out what learners know about the content taught and the language developed and by encouraging and giving feedback on both, by identifying appropriate support strategies, and by monitoring to find out if planning and practice have been effective (Bentley, 2010:84).

The nature, purposes and principles of assessment provide the first step towards the building of a rationale for EBE/CLIL assessment of YLs. These determine the reasons why we assess in the first place and thus answer the remaining set of questions we must ask ourselves before assessing, namely *what* we assess, that is, what the construct or focus of our assessment is (language, content or other), *who* can assess in it (learners and teachers), *how* do we do it (child-friendly methods), *when* should we do it (regularly and systematically) and *what* assessment approaches should be used in this context (mainly formative to support summative).

## **2.3. An overview on learning-oriented approaches to assessment**

### **2.3.1. Contributions from other education systems**

Some education systems support teachers and schools in the implementation of learning-oriented approaches to assessing in early primary. This is the case of NCCA's (2007) "Assessment in the Primary School Curriculum" and the Scottish



Government's (2010) framework for assessment that is included in the "Curriculum for Excellence" which provide guidelines to ensure that assessment meets the needs of all young learners, to help primary teachers' knowledge and understanding of assessment and to assist schools in implementing a quality assessment policy. A common feature of these documents is that they cover primary curriculum subjects, target similar age-range learners and are designed to support teachers by conveying one key message: that assessment in primary *has* to entail formative assessment approaches. Such a framework is needed for our context but to devise it we need to understand what FA, AfL and learning-oriented assessment (LoA) are and what they can offer to this context.

### **2.3.2. From formative assessment to learning-oriented assessment**

FA, originally coined by Scriven (1967:41, in Burns, M.K., 2008:2), is broadly perceived as an umbrella term for classroom activities/tasks "which provide information to be used as feedback to modify teaching and learning activities in which they (learners and teachers) are engaged" (Black & William, 1998:1). Sadler (1989:121) describes its key concepts viewing it as inherent to learning and teaching and guided by three principles: being learner focused, informative and based on learning objectives. This suggests that it relies on: (i) objectives and criteria; (ii) self-regulated learning/self-monitoring (SRL/SM), (iii) learner/teacher roles and (iv) feedback.

These key concepts are later extended into AfL (coined by Black & William, 1998) as "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (ARG, 2002:2). These authors were members of the ARG who found evidence that FA practice can increase learning results (learning gains or effect sizes<sup>20</sup>) and prevent underachievement (Black & William, 2001:2) which seem fairly sound reasons to implement it. AfL takes FA to the practical level of the classroom by relying on research evidence to prove that FA can improve learning and

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<sup>20</sup> Learning gains are expressed by Black & William (2001) and Mehisto & Asikainen (2012) by comparing (a) the average improvements in learners' scores on tests with (b) the range of scores that are found for typical groups of learners on these same tests. The ratio of (a) divided by (b) is known as the *effect size*.

teaching by (i) assigning specific roles to all stakeholders and (ii) using strategies and tools that show how to put feedback and self-regulated learning in practice.

LoA came later and was defined by Purpura (2004:236) in relation to language assessment as entailing “the *collection* and *interpretation* of *evidence* about performance so that *judgements* can be made about further language development.” Keppell & Carless (2006:3) expanded this definition by adding that LoA is “about putting learning at the centre of assessment and reconfiguring assessment design so that the learning function is emphasised” and “as being applicable to both formative and summative assessments (...)” (Joughin, 2005, cited in Keppell & Carless, 2006:3). By these definitions two innovative features, which aimed at avoiding any potential confusion and/or dispersion caused by the understanding of classroom stakeholders of FA and AfL, can be found in LoA: it offers a structured system for collecting, recording and using evidence from classroom tasks, activities and tests (The LoA Cycle) and combines FA and SA. In both, learning is always put at the centre.

Five major contributions from these assessment approaches can be applied to our context with regard to their relevance for a framework for assessment planning and practice. These will be dealt below.

### 2.3.3. Processes, strategies and frequency

Leahy *et al.* (2005) as referenced in William (2014:8) shows three key processes of planning for assessment which include awareness of the point where the learner is going in their learning, where they are now and how to help them get there:

**Figure 1 – Five key strategies of formative assessment**

	Where the learner is going	Where the learner is now	How to get there
Teacher	Clarifying, sharing and understanding <b>learning intentions and success criteria</b>	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing <b>feedback</b> that moves learning forward
Peer		Activating learners as <b>learning resources</b> for one another	
Learner		Activating learners as <b>owners of their own learning</b>	

Adapted from Five key strategies of formative assessment (Leahy *et al.* 2005; in William 2014:8)

This is done through five key strategies that start by sharing learning objectives and success criteria, devising assessment activities/tasks that show evidence

of learning progress, giving feedback that fosters learning and activating learners as learning resources and owners of their learning. The model conveys a crucial message, which is to use evidence to adapt teaching and learning to cater for learner needs.

The other important aspect is the frequency of the processes and the roles in the classroom, whose span, length and impact vary according to the cycle of AfL (Stiggins, 2005). These range from (i) the long-cycle that happens across units or terms, lasting four weeks to one year and may impact on learner monitoring and curriculum alignment; ii) the medium-cycle that takes place within or between units, lasting one to four weeks and whose effect may be on improved, learner-involved assessment and teacher cognition about learning; and (iii) the short-cycle occurring within and between lessons, on a daily basis, in every activity/task, lasting 5 seconds to 2 hours and impacting on classroom practice, notably on learner engagement. Tracking learner progress from unit to unit as defined in the long- and medium-term cycles may not be helpful enough to create an assessment routine among learners and teachers. The short-cycle seems to be the most suitable for the context under study as, for YLs, it can foster their motivation and engagement as they are trying to learn and “watch themselves succeed”; for the teachers, it can keep learning on track (KLT) (William, 2008), that is, modify the course of teaching according to learners’ needs. William (2008) argues that “KLT teachers” plan their assessment in advance, can look at the evidence of learning and are able to make changes as necessary.

#### **2.3.4. Learner and teacher roles**

If we take this as a model for planning assessment, we must then assign specific roles to learners and teachers that can actively involve them in assessment. Gallacher (2004:1), Pinter (2009), the Scottish Government (2010:55) and Read (2007) provide hints which apply to this context as a complement to the strategies above.

Learner roles are related to SRL/SM and learning to learn which are concepts the BSPTs are familiar with but they have little awareness of how to implement (*cf.* Chapter 3), particularly that they require systematic learner training as part of the daily classroom routine to continuously developing learner awareness of how they learn with a view to reflection and autonomy. These are broad concepts but can be simply defined as the ability of children to develop awareness of what they learn (Read,

2007:286), how they learn and can improve their learning (Pinter, 2009:99). This ability is of critical importance to the context under study. It directly links with the cognitive processes of thinking and reasoning which help learners process, understand and convey information on their own which is key to both language and content development.

These authors also describe the teachers' role as being procedural, behavioural and interactive so as to demonstrate, ask questions and act as mediators. If we start early in raising learner's awareness about learning, children will be able to think for themselves and be equipped with strategies that will be useful outside school and throughout their lives. The two following sections will discuss the methods that better show how this can be done.

### **2.3.5. Self- and peer assessment**

Learner roles can be best expressed by self- and peer assessment so as to get information from the child's point of view. This means having learners looking and thinking about their own work or reviewing the work of their peers, in a reflective and constructive way, which helps them gain awareness of what they have achieved and where they might need to improve.

In order to be done purposefully, objectives and criteria need to be shared with the children so that they can compare their performance in a learning task/activity against a reference point. Moreover, self- and peer assessment can also be used for children to plan next steps in their learning by thinking about what they already know and where they can improve or what they can learn further.

As stated by Ioannou-Georgiou & Pavlou (2003:10), self-assessment empowers learners and makes them feel involved" (...) because they have a say in their assessment." Complementarily, peer assessment can foster respect and acceptance of their peers which contributes to a supportive classroom *ethos* where children can feel "secure about not always being right" (NCCA, 2007:14). Both self- and peer assessment can stimulate learning to learn and autonomy by incorporating the FA concept of SRL/SM as they encourage learners to take responsibility for their own learning and recognise and assess evidence of their own learning and the learning of the other and

be active contributors to assessment (The Scottish Government, 2010:19). However, both require time, effort, consistency of practice and requires learner training until it becomes embedded in the lesson routine. This method can also involve self- and peer correction, particularly of written work produced by the learners and their peers. In addition to what self- and peer assessment can do for the learners, it can be priceless for the teachers, who can use this feedback from the learners as evidence to adjust teaching.

Some examples of tools at early primary level can be smiley faces, traffic signs, thumbs up/down, which learners can easily use to show their degree of difficulty. Two/three stars and a wish convey the same message but add space for children's contribution as regards something they would like to learn or do in the lesson (wish). Ladders, Plus/Minus/Interesting (PMI) diagrams and KWL charts<sup>21</sup> (NCCA, 2007:74) are useful for children to organise, order or list their difficulties and achievements against specific questions. When children are asked to think about their learning, their reflections can be shared with a talk partner/buddy (NCCA, 2007:84:85), that is a classmate with whom they are close friends. Other related tools are suggested by Ioannou-Georgiou & Pavlou (2003), which are child-friendly, such as simple self- and peer assessment cards, for assessing their own work or a group performance. Self- and peer correction posters and correction codes can help learners create the routine of self-checking their written work (National Council of Teachers of English, 2015)<sup>22</sup> (For examples see Appendix 12).

### **2.3.6. Feedback to communicate progress**

Teacher roles imply planning, devising and using feedback, the “information about how successfully something has been or is being done” (Sadler, 1989:120) or “on the consequence of a performance” (Hattie & Timperly, 2007:81), as this can act as a catalyst of the previous concepts and is particularly relevant for this context. Feedback can be provided by the learners or the teachers, as part of classroom learning activities and tasks which can work as assessment and also as part of tests. The important thing

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<sup>21</sup> KWL charts are used to find out what learners already know (K), want to know (W) or have learned (L).

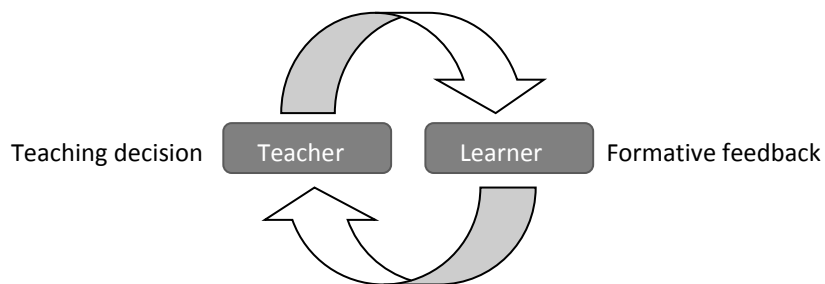
<sup>22</sup> Retrieved from <<http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-edit-revise-30594.html>> [Accessed 15/09/2015]

is that we plan to incorporate feedback in each of these classroom practices as we devise them in order to make sure that assessment backs up learning at all times. This will give us a range of reliable evidence assessed against objectives and enable us to involve learners in assessment by letting them know what is expected from them.

Feedback can be expressed positively/negatively, be immediate/delayed, be evaluative (involving a judgement) or descriptive (describing what the learner did well and how they can improve). It can be conveyed orally or in written form so as to provide specific/general information on the process or product (result) of a task/activity understood or done by the learner.

These features liaise with the concept of feedback loops and learning gaps provided by Sadler (1989:120). Its purpose is to reduce the gap or discrepancy between the learner's understanding and performance and the aimed learning objective and success criteria and use this to take future action.

**Figure 2 – The feedback loop**



Adapted from 8 Ways Technology Is Improving Education (Proto-knowledge, 2010)

In this context this can be more effectively accomplished by using positive feedback in due time (immediately, as suggested by Clarke, 2003), in a supportive classroom environment where affect (gestures, facial expressions, intonations), cognition (specific information on correct/incorrect understandings and pointing directions for further learning), engagement and motivation (indicating alternative strategies during a task/activity process) are used.

As we can see, feedback involves much more than praising, which is often used by the BSPTs in the form of “Well done/Excellent”. This kind of feedback remark may be too general, much focused on the learner as an individual and it only evaluates

an action gone by. It does not promote closing gaps in the feedback loop because it does not inform learners on how to improve. Descriptive feedback, on the other hand, can be more useful and beneficial for learning (Black *et al.*, 2004:13-14). If it focuses on the process and product of a task, it can help make clear to the learner what they have done well and what they still need to improve. For example, a short feedback comment on written work can accompany grades so as to give guidance on how to improve: “Most of your spelling is accurate. I found only two errors. Can you find them?”

Oral feedback can also involve explicit correction, recasting (copying the learners’ answer but correcting the mistake), elicitation (copying the learner's answer but excluding the mistake), repetition (using the learner's answer including the mistake but stressing it so as to raise learner awareness of it). It can also involve clarification by means of reminder (“Remember the stages of the water cycle we talked about?”), scaffold or example (“Use the model projected to describe the characteristics of your favourite animal.”) prompts. (For examples see Appendix 12).

### **2.3.7. Observation to collect evidence**

In addition to feedback, observation on the part of the teacher is another of their crucial roles. It allows them to have a snapshot or a series of snapshots of learning progress that feeds forward into teaching and reports on progress to the children and their parents, thus serving more reliably the informal and formal purposes of assessment. Nevertheless, in our context, and surely in many elsewhere, it would be impossible to observe all children at the same time.

Mckay (2006:173) suggests that we divide the class into target groups and use common tools to enable valid and reliable comparisons of learning progress. This should be done systematically at the end of every lesson, either more informally and in an incidental way by quickly writing short notes; and afterwards, in a more structured way by using anecdotal records or progress checklists as suggested by Ioannou-Georgiou & Pavlou (2003:12). The anecdotal record can describe an episode/story about an observed behaviour of the learner against a specific objective. The checklist can include a set of criteria which can be ticked according to a code system, such as a

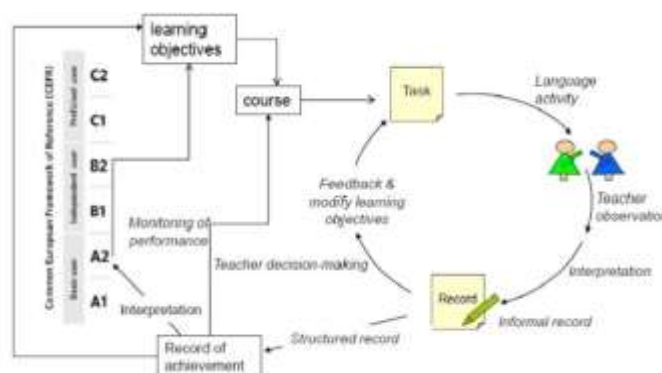
tick (✓), a circle (○) or a cross (✕) for what was observed/not fully observed/not yet observed, respectively. (For examples see Appendix 12).

Nonetheless, even though observation is valuable to provide and interpret evidence of learning and specifically detect difficulties regarding children as individuals in the course of time such as a unit of work, it is subjective. If observations are not recorded systematically they will not provide valid and reliable assessment information on learners' progress and achievement.

### 2.3.8. Planning, using and recording assessment

The LoA cycle presented by Cambridge English Language Assessment (CELA) in 2013 provides a system to plan, use and organise the data of what learners know and do not know not only from our observations but also from the previously addressed methods that involve learners in assessment.

Figure 3 – The LoA Cycle



Source: CELA, 2013<sup>23</sup>

The cycle entails a sequence of systematic steps which can be taken in the classroom to help teachers monitor, organise and make use of the assessment information gathered from the observation, feedback and self- and peer assessment methods discussed previously. First by defining and sharing learning objectives with the learners; second by having the learners carry out a given activity or task aligned with those objectives and while this is done teachers observe, monitor and interpret learners' progress; third the teacher takes quick notes on the children's performance

<sup>23</sup> Retrieved from <<http://www.cambridgeenglish.org/research-and-validation/fitness-for-purpose/loa/>> [Accessed 10/01/2014]

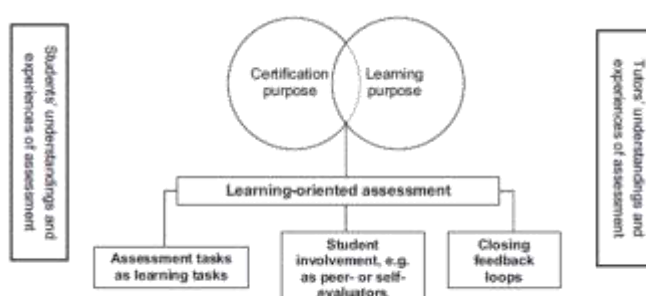


and progress in the form of informal records; fourth feedback from learning development is shared with the learners which can adapt learning objectives that will start the cycle all over again. The monitoring of learner performance and the informal records can be converted at the end of each lesson in structured records (in the form of the anecdotal records or checklists previously referred to). This way they can later become valid and reliable records of achievement that can be used for the teacher's FA and SA decisions.

Although this cycle was created for more extended language assessment which is why the figure has the CEFR level on the left, it could be adapted for EBE/CLIL classes if other focuses of assessment were integrated. In fact, this was done by Bentley (2014) at the British Council Regional Policy Dialogues 2013-14<sup>24</sup>, where she adapted the cycle to contain competence-based assessment focuses. The same could be done for our context, so as to integrate the objectives and criteria that can be used in assessment to support leaning and teaching.

Additionally, LoA integrates and simplifies the assessment concepts provided by both FA and AfL into a “unified whole” with three main components –learning tasks, learner involvement, the closing of feedback loops – and a key idea: that these three are aligned with learning objectives. The LoA framework may best illustrate this:

**Figure 4 – The LoA Framework**



Source: Carless, 2007a; Carless *et al.*, 2006, cited in Carless, 2009:3

<sup>24</sup> Retrieved from

<[http://www.britishcouncil.org/sites/default/files/bc\\_regionalpolicydialogues\\_baja.pdf](http://www.britishcouncil.org/sites/default/files/bc_regionalpolicydialogues_baja.pdf)> [Accessed 05/06/2014]

Two of these components have already been discussed (learner involvement which can be fostered through self- and peer assessment and feedback which enables bridging learning gaps). The component of “assessment tasks as learning tasks” suggests that assessments take the form of regular learning tasks, such as those that promote direct experiences and authentic situations previously suggested by the principles for assessing young learners in a CLIL setting. However, to devise these in the context under study, we need to look at what the relevant focuses of CLIL assessment actually are. The next section will look at the specific reference points and special features of assessment for EBE/CLIL assessment in early primary that provide a clear idea as regards how to devise objectives, criteria and related learning tasks that can be used as assessment.

## **2.4. EBE/CLIL assessment in early primary**

### **2.4.1. Contributions from research projects**

Two European projects focused on CLIL assessment at early primary level, namely the AECLIL and the CLILA, mentioned in chapter 1, can provide a possible framework for assessment. The AECLIL first defines a “reference point” for teachers to base on, then the “steps” towards its implementation and finally the focuses of assessment. The reference point includes the setting of complexity levels for content; the identification of the language needed to express that content; the cognitive skills necessary for the integration of content and language; and the need to guarantee alignment between the objectives for learning, teaching and assessment. The steps describe how this can be done through authentic assessment, which “occurs when we associate the assessment or checking process to types of work that real people do, rather than merely soliciting answers which only require simple, easy-to-assess responses” (Maggi, 2012:1), by developing authentic tasks integrating several skills; defining a set of goals to reflect what learners should know or be able to do; identify the criteria for knowing or being able to do in terms of performance characteristics; calculating a score/mark (from excellent to poor) or a checklist/rubric describing the level of competence achieved or difficulties; finding descriptors of competence (descriptions of skill for each score); and creating a scored rubric to provide feedback

and adapt to each performance. Finally, based on these reference points and steps, Maggi's proposed focus of assessment includes content, language and cognition.

The CLILA project seems to go one step further by researching the assessment literature and the practice of both content and language teachers in German and Swiss primary schools to develop and pilot a model for integrating content and language assessment. The model aims to link assessment tasks to frameworks of reference for language, learning objectives of content subjects and the dimensions for scientific literacy. It can be represented in three dimensions: the curriculum content topics of a specific subject; the communicative competence in the foreign language; and the levels of scientific literacy (Massler *et al.*, 2014:142).

These projects suggest that the first step towards EBE/CLIL assessment of YLs needs to start by a reference point that fits what YLs need to know. This is where learning objectives for content and language are extracted from and aligned with these success criteria and assessment focuses are designed.

#### **2.4.2. Reference points for assessment**

##### **2.4.2.1. The curricula and the *Metas Curriculares***

As suggested in the projects presented above, we need a starting point for assessment which provides objectives, criteria and focuses or constructs of assessment, i.e. what children are expected to learn. We need to know these so as to make sure our assessment is valid, i.e., that it assesses what it is supposed to assess.

Accordingly, the curricula of *Estudo do Meio* and *Expressões* are our main references for assessment in this context. They provide the curriculum subject matter (content), that is, conceptual knowledge, facts, processes, ideas and skills intended for learning from the blocks (content topic areas) they contain. Since these are early primary curricula, a cross-curricular link between both is appropriate which enables a holistic approach to both subjects. For example, Block 1 – *All about you/Content 2 – Your Body - The Body Systems*, from *Estudo do Meio*, year 3, can be cross-linked with Bloco 3 – *Exploração de Técnicas Diversas de Expressão/Conteúdo – Recorte, Colagem*,

*Dobragem*<sup>25</sup>, from *Expressões* (years 1-4), in a task where learners have to make a paper model of the heart to describe how systemic and pulmonary circulation happen.

Both the curricula for these two subjects also include objectives related to children's behaviour/attitude, namely developing self-esteem, building confidence and learning to socially interact with their peers, which are viewed as important to support content learning as children grow. This relates to children's vulnerability, addressed by McKay (2006:14) and Ioannou-Georgiou & Pavlou (2003:8), that is, if learners do not experience positive attitudes as a child, this may affect their future learning progress. These two last authors define attitude, behaviour and effort as the way children act towards language learning (positively or negatively) and behave in the classroom with their peers/teacher, in pair/group work, if they are polite, sensitive of the efforts of their classmates and good team members.

According to these YL specialists and as inferred by the Portuguese curriculum, behaviour/attitude can be suitable assessment focuses as these help keep learners engaged and motivated. Instead of restricting their assessment to "the child behaved well/badly" or "participated/did not participate in the lesson", their sub-skills can be related to the social actions we want learners to perform whole class, e.g. "raising hands to speak", "using my eyes to listen/ears to hear/mouth to speak", "tidying up my desk", in pairs/groups whereby they can be assessed as to how well they work collaboratively: "working well in groups"/"taking turns to speak."; and to their emotions about learning, e.g. "I like working in pairs/helping my partner".

After looking at how the curriculum can provide content and behaviour/attitude as assessment focuses, we can now turn to reference points for language assessment.

In the BSP, language has always been dictated from the content. No competence levels have been defined nor did they exist for English language learning at early primary level in Portugal at the time the project was implemented. A start for language assessment can now come from the competence descriptors of the *Metas Curriculares*, ranging from pre-A1 in year 3 to B1 in year 9, or the Lingualevel

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<sup>25</sup> Block 3 – *Exploring different arts & crafts techniques/Content – Cutting, gluing, folding* (my translation).

instrument (2009), used in the CLILA Project, which has the advantage of breaking down the CEFR levels into intermediate action-oriented descriptors from A1.1 to B2.2. An example for each is provided for the speaking skill:

"4. Expressar-se, com vocabulário limitado, em situações previamente preparadas./3. Falar sobre os temas trabalhados<sup>26</sup>." (p.10)

From the *Metas Curriculares*, A1 level, Produção Oral/Spoken Production

"I know what the main parts of the body are called (for example if I need to say where it hurts). (MP13)/I can give basic information about my school-class (for example its size, the number of girls and the number of boys and my favourite subjects). (MP07)" (p.26)

From the *Lingualevel*, A1.2 level

To link these to CLIL, the same language level could now be intersected with the curriculum objectives cited before to convey an integrated content and language objective which could look like this: "To identify the names of the materials to make a paper model of the heart." / "To say what these materials are for."

Nonetheless, in addition to the proficiency levels provided by these language reference documents, the language skills that form language ability need to be developed and assessed. As such, we need to know the sub-skills or micro-skills that form them. For example, the receptive skills of listening and reading for this age level entail similar sub-skills, e.g. listening/reading for gist, listening/reading for detailed information, inferring meaning, predicting content, recognising letter/sound links (for example, through phonics) and sight words (for example, the, because, what), identifying meaning from lexis and lexical chunks, first at word level and then at sentence-level (Ioannou-Georgiou & Pavlou, 2003:7 and Cameron, 2001:230). Reading aloud or oral reading for the teacher is sometimes used in our context for assessment purposes and treated as the main sub-skill of reading (*cf.* Chapter 3) but it is not used with the purpose of checking comprehension of a text which is key for understanding content in a foreign language.

As to the productive skills, the age-appropriate sub-skills for speaking can be first pronunciation and intonation of lexis and lexical chunks, turn-taking (It's my/your

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<sup>26</sup> 4. I can speak, with limited vocabulary, in previously prepared situations./3. Talk about the topics studied in class. (my translation)

turn), agreeing or disagreeing (OK/I don't think so ...), assessing work (It's easy/so-so/difficult) and then gradually moving to more communicative micro-skills, that help children convey content knowledge. For example, giving simple physical descriptions (of an animal, a house), identifying similarities and differences (Luoma, 2004); talking about purpose (birds use their wings to fly); describing a process (First I put the soil in the cup, then ...); giving examples (reptiles such as snakes); or presenting work. Writing requires gradual mastery of fine motor skills to form words and this is developmental at the beginning of early primary. As a result, writing skills could first consider 'writing for learning' and second 'writing for writing' (Harmer, 2004:31-34). The first entails graphic/visual sub-skills (reinforcement writing, such as letter, word and basic sentence formation, copying, making a list and mechanics, such as capitalisation, organisation, punctuation and spelling). The second can be gradually fostered focusing on developing linguistic sub-skills (using simple and appropriate lexis, grammar (has/have got), connectors e.g. first, finally), with a focus on genre which will help learners develop awareness of text type, purpose and audience useful for EBE/CLIL (Bentley, 2010:37) (e.g. a fact sheet on animals and their habitats); creativity and imagination which could be rewriting a different ending for a traditional story (the wolf's point of view in the three little pigs; or organisational sub-skills, e.g. a simple model/guide questions to write a short paragraph about their favourite animal and its features (adapted from Ioannou-Georgiou & Pavlou, 2003:7).

In addition to the curriculum and the language reference documents referred to, which suggest that the assessment focuses in our context are content knowledge and skills, language skills and behaviour/attitude, the CLIL literature offers specific features dealing with cognition which take the previous focuses to a higher level.

#### **2.4.2.2. The cognitive features of CLIL**

The 4Cs framework (Coyle, 2007), the Revised Bloom's Taxonomy (Krathwohl, 2002) and the Language Triptych (Coyle *et al.*, 2010) provide links to embed cognition into the focuses of assessment.

The 4Cs framework is the backbone of CLIL. The "Cs" stand for content, communication, cognition and culture. These are intertwined in the CLIL classroom and should therefore be integrated in learning, teaching and assessment. The

communicative and cultural components of the framework refer to the language development that serves the content matter (of *Estudo do Meio* and *Expressões*, in our case), the language children need to communicate meaning from content and the social language children need to interact with their peers and with *the other*, that is, with other "speakers of the CLIL language" (Bertaux *et al.*, 2010:8) in or out of their community. This involves the development of both intercultural awareness and communicative skills, which support language ability through the skills of listening, reading, speaking and writing discussed previously.

Cognition is the heart of the 4Cs. It can support higher levels of language development and content knowledge; therefore cognition cannot be separated from any of these. This so happens because cognition, or "the processes our brains use when we think and learn" (Mehisto *et al.*, 2008:20), ranges from concrete thinking, for example, remembering and understanding, to more abstract thinking or reasoning, such as analysing or evaluating. This progression from lower order cognitive skills (LOCS) to higher order cognitive skills (HOCS) is illustrated below in a depiction of the Revised Bloom's Taxonomy (Krathwohl, 2002):

**Figure 5 – The Revised Bloom's Taxonomy**



Adapted from Krathwohl, 2002

EBE/CLIL assessment needs to embed this continuum by using assessment approaches that stimulate learners' cognitive growth that are necessary to deal with the complexity levels of content in an FL and to dismiss rote learning. For these reasons, content and language require an intersection with cognitive skills.

If we go back to the Portuguese curricula and the *Metas Curriculares* and intersect it with this taxonomy, we can come up with, for example, learning objectives integrating language, content and cognition: "to describe the steps for making a paper model of the heart." (language and cognition – LOCS); "to compare what the pulmonary circulation and systemic circulation do" (content and cognition – HOCS).

Given the fact that cognition entails reflection, it can be associated to learning to learn skills which, as discussed previously, are key to YLs. In fact learning to learn could be regarded as an early stage of cognition to be developed with YLs. If it becomes a focus for assessment in our context, it will be useful to know their sub-skills. These can be found in Gallacher (2004), Ioannou-Georgiou & Pavlou (2003:7), McKay (2006:50) and Read (2007:286-287) as follows: thinking about learning, using correction and assessment, using a dictionary, reviewing own work or the work of peers, organising learning, identifying and discussing a problem, taking initiative and being persistent in completing tasks, sharing with the teacher and peers the ways in which children have solved problems, actively listening to what peers have to say.

Linked to the idea that content understanding requires language demands so that children understand it (Bentley, 2010:7), the 4Cs framework also involves a different look at language in addition to its communicative purpose. As discussed above, in CLIL, language cannot be viewed on its own as it is a vehicle for content.

The Language Triptych regards language as a tool operating in three ways to support content learning: language *of* learning, language *for* learning and language *through* learning. The language *of* learning is the content specific language required to understand and show the knowledge of the content subject (the organs of the circulatory system – "heart", "veins"). The language *for* learning entails the cognitive skills which are necessary to communicate the knowledge and skills required by the content subject in the FL (analysing the different functions of the organs of the circulatory system – "Blood carries waste that we need to eliminate from our body.") and to work in pairs/groups (language for asking and answering questions; agreeing and disagreeing). The language *through* learning is the unintentional language that learners pick up in the classroom (from teacher/learner, learner/peer interaction) after spontaneous interaction given by content subject input (tell how you made your paper plant). Even though the triptych suggests that all three *languages* are developed in the CLIL classroom so as to support content learning, it seems reasonable that only the ones that are in fact planned should be assessed (language *of* learning and language *for* learning). In our context, these can complement the language skills development, by using them as the key lexis and grammar children need to convey content.



The curricula, the *Metas Curriculares* and the cognitive features of CLIL produce a valid start for assessment as they provide the learning objectives and constructs that the learners need to develop. These are, as suggested in the literature reviewed: content, language, learning to learn and behaviour/attitude.

### **2.4.3. Content and language: integrated or not?**

At this point, it is appropriate to clarify whether content and language assessment ought to be integrated or not. The previous section suggested both are learnt and taught together so assessment has to act accordingly. As seen from the reference points discussed content and language are so intertwined to the extent that each supports the development of other that it would be nearly impossible to separate them, an argument that is corroborated by Massler & Stotz (2013:78).

McKay (2006) and Ioannou-Georgiou & Pavlou (2003), who also suggest assessing language and content together, recommend the use of separate marking schemes for each focus of assessment with different weightings and these should be based upon the specific learning objectives stated for language and content.

### **2.4.4. Assessment criteria**

#### **2.4.4.1. Learning objectives and success criteria**

Assessment criteria can refer to i) learning objectives and success criteria and as ii) quality criteria for assessment. Learning objectives (or targets or outcomes) and success criteria (or "can do" statements) need to be aligned with the constructs of assessment discussed previously and they need to be expressed in a way so that they are achievable and comprehensible to the children through simple and short phrases. Clarke (2003) suggests a child-friendly way to express objectives, in the form of *what we are learning today* (WALT), to convey the idea of a benchmark for success; criteria, in the form of *What I'm Looking For* (WILF) or "can do" statement to express the action that shows that children achieve the objective; and *This is because* (TIB), which can foster learning to learn because children are asked to provide a reason why are learning something specific. An example of a pair of learning objective and corresponding success criteria is provided below for behaviour/attitudes whereby we can see that the first is the expected outcome or target (the what) and the second is

the action that shows the learners achieved this (the how): to work well in groups (objective)/ I can take turns to speak (criterion).

These objectives and criteria should guide classroom assessment since they help teachers judge to what extent learners accomplished a given task. For example, for the objective "We are learning to make a glossary on the body systems", the learners can be assessed according to the following criteria: I can spell and write the names of the organs./ I can write short sentences about the organs and their functions./ I can organise my list in alphabetical order. This way assessment is valid as it is assessing how well the children achieved the objective of a given construct; and it is reliable because it is providing the children several ways to accomplish the task.

#### **2.4.4.2. Quality criteria**

Validity, reliability, impact or backwash and practicality are the quality criteria for assessment that can be found in the general assessment literature (Hughes, 1989). These entail, for example, the concept of usefulness for learning, that is, the extent to which an assessment is considered beneficial for learning (Bachman, 1990:33, in McKay, 2006:113).

Validity refers to a number of issues, such as the extent the assessment measures the focus or construct that it is intended to measure (content, language skills, behaviour/attitude or learning to learn, in our case), the alignment between questions and what they intend to assess (content validity), the use of techniques which are familiar to the learners, and the assessment of the language ability and content knowledge and skills (construct validity), or if the assessment generally looks right, in terms of being accurate and attractive (face validity).

Reliability has to do with consistency of results, discrimination between different levels of ability/knowledge, variety of items and techniques and clarity of instructions (test reliability). It also involves learners being assessed against specific objectives and expected criteria (score reliability) and assessments being interpreted and marked equally by different teachers in different moments (scorer reliability).

Finally, impact or backwash refers to considerations on the beneficial or harmful effect on teaching and learning. Practicality addresses the ease and economy of assessment construction, administration, marking and scoring.

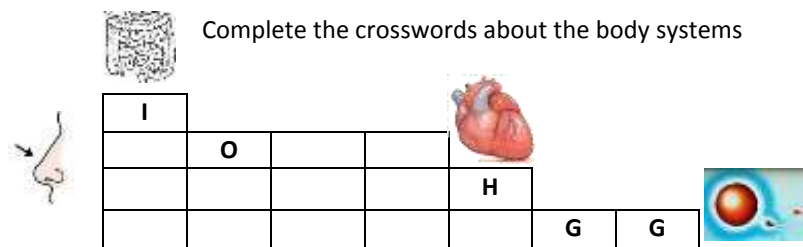
These four criteria were originally used for testing although they are now commonly perceived as useful for assessment in broad terms.

Different interpretations of these criteria can be found in the YL and CLIL literature (McKay, 2006:113 and Massler & Stotz, 2013:77-78), which include quality (are support processes ensured), fairness (is it a suitable and fair task for all children? are there children in need of additional support if we use this task?), interaction (to what extent is the assessment task interactive?), authenticity (to what extent is the assessment authentic to suit the developmental characteristics of these learners?) and variety (to what extent are assessment tasks varied enough to cater for the developmental characteristics of the learners?).

The reason for using these criteria in our context is that they can be used by teachers as a checklist to reflect on and evaluate the quality of the assessments they devise, whether they are tasks or tests.

An assessment sample provided by one of the BSP school clusters can best illustrate the need for this. It is a 6-page written test focusing on several blocks of content of the curriculum for year 3. One of the objectives covered is content 2 – *Your Body: to name the organs associated with the systems* (for example, heart). This objective is tested through a single technique: a crossword puzzle to fill in with the name of several organs and with a rubric that does not correspond to what is being assessed against that learning goal (names of organs not systems), as shown below in an abridged version:

**Figure 6 – SC5 test sample (abridged)**



Abridged from SC5 test sample (Appendix 6)

A quick analysis of this sample shows for example that it lacks reliability as it is only testing one item with only one technique per construct; and it lacks validity as it is not aligned with what it intends to measure (names of organs) (content validity). Furthermore, the whole test may lack practicality as it takes too long to administer (an hour) and it is just a written piece of work which suggests it lacks opportunities for movement, touch, play which would suit YLs better (variety).


This example may also suggest that mini-assessments in the form of tasks and tests could be more appropriate for the context under study which brings us back to the assessments resembling learning tasks suggested by LoA in section 2.3.8.

### 2.4.5. Learning tasks and tests as mini-assessments

It is now appropriate to look at LoA as the assessment approach that fully suits our context. This is so because written tests are common practice in this context and so they will prevail. However, they could more purposefully comply with the criteria above if converted into smaller tests in the form of mini-assessments testing a smaller number of criteria related to a given content. Taking the previous sample as an example again, the same test could become more in line with the quality criteria above if it was transformed into a mini test assessing only objectives related to one of the systems e.g. the circulatory system. Another abridged sample comes from a different cluster that used more items to assess just the circulatory system:

**Figure 7 – SC4 revision work sample (abridged)**

3. ✍️ Look at the pictures and answer the questions.



(a) What system is this?  
This is the \_\_\_\_\_

(b) What happens when the heart contracts and relaxes?  
\_\_\_\_\_  
\_\_\_\_\_

(c) What are the three types of blood vessels?  
\_\_\_\_\_  
\_\_\_\_\_

4. ✍️ Match to make definitions.

(a) Arteries	are very small vessels that connect our arteries and veins.
(b) Veins	carry blood and nutrients from the heart to all parts of our body.
(c) Capillaries	carry blood back to the heart from the rest of our body.

Abridged from SC4 revision work sample (Appendix 6)

Complementarily, LoA recommends that learning tasks are adopted as mini-assessments. These can involve the YLs in our context by using language more interactively and authentically for the purpose of achieving a particular goal or objective in a particular situation (Bachman and Palmer, 1996:44, in McKay, 2006:27). Ioannou-Georgiou & Pavlou (2003) provide a wide variety of listening, speaking, reading, writing and integrated skills tasks that can combine content and language more validly, reliably and practically. Furthermore, such tasks are also favoured in CLIL settings as mentioned in Massler & Stotz (2013). For similar content objectives, for example, children can engage in a more hands-on approach to assessment by making a book on the circulatory system with a paper and wool heart so as to identify the parts of the circulatory system and the heart and understand its process (a task observed in a lesson in another school cluster). This could be part of a learning or an assessment sequence if a listening task was previously added where learners could follow instructions to make this book; on a subsequent speaking task by having learners report on how they made it and/or how it works; and finally in a writing task in the form of a simple fact file on how the body system works.

#### **2.4.6. Weighting, marking schemes and reporting**

The mini-assessments discussed above can be assessed by means of discrete-point marking schemes focusing on fixed item responses (less ambiguous) or on analytical scoring rubrics focusing on open-ended item responses where several answers can be accepted.

Discrete-point marking schemes can be used as a number or mark for objective answers as this increases reliability. The number of points allocated should be decided upon (for example, to give an overall result of 100%) and then these are divided for each assessment item. The weighting (or number of points attributed) should be higher for what we consider important to perform a task and what we are trying to assess. For example, if our focus is content in the *Estudo do Meio/Expressões* class, teachers can attribute more points to content and less for language and the other way round in the English as a Foreign Language class. In our context, this implies a solid collaboration between content and language specialist teachers. It is essential that the mark of an activity/task is accompanied by descriptive feedback, as suggested

above (see section 2.3.6), in the form of a simple comment addressing the learner's performance. For example: "100 – Very good, you can describe how systemic circulation works"; "40 – Try harder! You can do it", instead of "Poor" which can be demotivating, accompanied by a specific comment on where the learner can improve.

Depending on the focus of assessment, marking schemes should also consider issues related to fluency/accuracy, error/code switching, what to accept/highlight or penalise. Fuentes (2013:55-56, 68), in an article where he attempts to develop a rationale for the assessment of CLIL tests based on the practices of a state school teachers in Barcelona, makes some valid contributions. Although the context is secondary education, his findings can be helpful for our context. For example, content teachers were found not to penalise code-switching and errors as regards content assessment because the focus is on children's understanding of the construct. Conversely, it suggests some penalisation for code-switching, spelling or grammar mistakes when the focus is language. In our early primary context, it is also important to make such distinctions. However, we must not forget learning is developmental and as such we should carefully reflect to what extent and in which situation errors should be only highlighted but not penalised. Furthermore, we must also reflect if, at this early education level, our focus is accuracy or fluency.

Analytical scoring rubrics have criteria for assessing degrees of progression or achievement which is suitable for LoA. Such rubrics can be particularly valuable for assessing speaking and writing tasks. These rubrics can be both used to observe the behaviour of a learner in an activity/task as it is being carried out against a learning objective or specific assessment focus; and then be used to mark the activity/task after it has been done. It involves a more reliable decision on the quality of the behaviour observed through numbers/levels or descriptions of progression while children are doing an activity/task. It can also make teacher assessment more practical and fair and it will make it easier to provide specific feedback to the children. For example, in writing tasks, such as the one mentioned above, accuracy, organisation, mechanics and task completion are possible assessment focuses, suggested by Ioannou-Georgiou & Pavlou (2003), which draw on the writing skills referred to in 2.4.2. For examples see appendix 12.

As part of feedback and LoA, it is essential to report progress and achievement to learners and parents. To be valid and reliable, reporting needs to be based on the teacher's reflection upon the assessment methods suggested in 2.3., on the objectives and criteria proposed before and on the assessments proposed in this section. Learner-oriented reports, progress reports and end of term reports focused on the assessment focuses of language, content, learning to learn and behaviour/attitude can be suitable to our context, given the fact that they specifically address the teachers' needs (*cf.* Chapter 3). For examples see appendix 12.

#### **2.4.7. Scaffolding and accommodation**

Given the fact that the assessment tasks mentioned above are carried out in the target language, they require support strategies. Scaffolding and accommodation can be helpful for assessment as they imply modifying the assessment by providing additional support to learners. Bentley (2010:95-96) provides examples suitable for YLs. The language used in the assessment instructions should be carefully planned so as not to be difficult to learners. This requires scaffolding through the use of simple language, paraphrasing, visual support, modelling what learners have to say/write/do and/or allow the use of a glossary/dictionary. Varying interaction patterns can also be beneficial. For example, if the language level of the learners is low, learners can be arranged in pairs/groups to support each other, which has the double advantage of getting the children familiar with collaborative work. Likewise, it is essential to allow thinking time for learners to answer questions, particularly those that foster HOCS; and preparation time for learners to set up an oral presentation. Various techniques such as matching, labelling, numbering, circling and gap-fill, questions with closed responses and reducing the number of steps in longer tasks can also accommodate assessment.

This section has attempted to look at how research projects in CLIL assessment and specific YL and CLIL literature can contribute to assessing in the context under study. Their key concepts provided valuable starting points for understanding what the assessment focuses should be namely content, language, behaviour and learning to learn. The latter can be viewed as the first steps in cognition since it is YLs that we are dealing with so we have to take assessment carefully as they grow and develop. One important component of CLIL - culture - has been left out not

for being less important but because it deserves another project work entirely on the assessment of intercultural awareness. This requires careful research of the assessment focuses that help learners identify, compare, accept differences and acknowledge points of view of other nationalities and cultures. This section has also tried to clarify that content and language are intrinsically connected and therefore it is in this integrated manner that both should be assessed in the light of well-defined objectives, criteria and supporting strategies that will help learners to keep sight of learning progress and teachers to readjust their teaching according to it.

This chapter also tried to show why assessment literacy is important to our context and has provided a profile for the CLIL teacher to assess as well as looking at the learning-oriented approaches that the nature of assessment determines. Hopefully, this review will be useful for the Bilingual Schools Project teachers who will be the main subjects of the action research in the following chapter.

## **CHAPTER 3 – Action research**

### **3.1. Purpose**

The purpose of the action research is to understand what teachers working in an EBE/CLIL context at early primary level think, know, do and need as regards assessment; and to find out how experts in the CLIL field view assessment best practice in this setting. To this end a set of research questions were devised (*cf.* Introduction).

### **3.2. Procedure**

The action research procedure is summarised below in terms of its design, methods, authorisation, anonymity and piloting as well as the timeframe for the data collection.

#### **3.2.1. Design**

An action research design was chosen (Nunan, 1992:17) because the research pointed to teacher behavioural and attitudinal change, professional development and



improvement of classroom practice in assessment and also given my professional involvement in the research context – the Bilingual Schools Project.

However, elements of other research designs were also incorporated, such as the case study design since this research was limited in scope to a group of 19 BSPTs (teaching year 3 in the BSP in 6 school clusters in 2013/2014) and focused on an ‘instance in action’ (Adelman *et al*, 1976:140 and in Nunan, 1992:75), that is, a specific aspect of their teaching dealing with assessment.

Furthermore, data from multiple sources (observations, questionnaires, interviews and samples) was obtained which enabled triangulation and reinforcement of results and a real-life context (the BSP) was examined which may be used to generalise results to other teachers working in a similar context (Yin, 2003).

Likewise, an element of experimental design was included given the decision of having two groups of teachers – the BSPT and another made up of other teachers not in the project but involved in EBE/CLIL provisions at primary level in Portuguese state and private schools (the Non BSP teachers) in one of the data collection methods used (questionnaire) to enable comparability of results.

### **3.2.2. Methods and instruments**

Both quantitative and qualitative data were collected by means of a combination of elicitation techniques (interviews and questionnaires), classroom observation schemes (classroom assessment observation checklists) and samples of classroom assessment material, which drew on the literature review on formative assessment and CLIL assessment. These four methods aimed to check the consistency of answers provided and will be described below as to purpose, design and procedure.

#### **3.2.2.1. The questionnaires**

Two questionnaires were devised: Questionnaire A (QA, in Appendix 2), with 20 closed questions, was in Portuguese, targeted the BSPTs and the NBSPTs and aimed to understand how these two groups of teachers viewed assessment (beliefs), what they know about assessment (literacy) and how they plan and use assessment (planning and practice); and Questionnaire B (QB, in Appendix 3), with 10 closed and open-ended questions, was in English and targeted experts to learn from and draw on their

specialist knowledge and best practice on how language and content assessment can be used to promote learning in early primary. Both questionnaires were conducted online via *Survey Monkey* and data was collected from three different groups: (i) BSP teachers; (ii) NBSP teachers; (iii) national and international experts so to enable comparisons of results. The answers were measured through Likert scales, from 1 to 4, where 1 represented the lowest value and 4 the highest.

#### **3.2.2.2. The interviews**

The interview was conducted with the BSPTs to know in more depth their assessment decision-making processes and their needs for training and resources so as to move towards quality assessment practices. The interviews were conducted in Portuguese, face-to-face and by email. An interview script was used comprising categories, objectives, focus and four open and close questions. A grid was then produced to organise the data into categories, subcategories and units of analysis (Appendix 4).

#### **3.2.2.3. Classroom assessment observation checklists**

These were used to observe the BSPTs in their content and language lessons to ascertain if what they had stated in the questionnaire and interview was consistent with their assessment practice. The checklist combined a grading system (*Observed*, *Frequently Observed* and *Unobserved*) and 20 assessment descriptors divided into classroom assessment stages: planning, practice, records and communication of progress. A grid was then devised to calculate the frequency of descriptors observed which enabled a picture of teacher assessment ability (Appendix 5).

#### **3.2.2.4. Classroom assessment samples**

These enabled us to analyse the actual assessment tools used in the *Estudo do Meio*, *Expressões* and English lessons in the BSP clusters in year 3. Two tables (Appendix 6) were devised: one to categorise the samples according to purpose, format and frequency of use; and another to enable a more detailed analysis based on the assessment criteria provided by the literature review (*cf.* Chapter 2).

### **3.2.3. Permissions, anonymity and piloting**

The data collection was authorised by the DGE and the British Council, as coordinators of the BSP, by the *Monitorização de Inquéritos em Meio Escolar* (MIME)<sup>27</sup> and the school head teachers (Appendix 7). The anonymity of respondents was always preserved as the collection of online answers via *Survey Monkey* did not collect personal data or IP addresses; respondents were given a code in email interviews<sup>28</sup> and in the classroom assessment observation checklists, and their assessment samples were downloaded, codified and printed from the DGE's moodle platform.

### **3.2.4. Timeframe for data collection**

The data collection was carried out in 2013/2014 – first, questionnaires, second, lesson observations, third, interviews and fourth, assessment samples.

## **3.3. Data analysis**

The main findings from the analysis of the four methods will be briefly presented and commented on with a view to triangulation and to answer the research questions posed for this chapter (*cf.* Introduction). The full data are in appendices 8-11.

### **3.3.1. Profile of respondents and sample material provided**

The respondents are of two kinds: teachers (the BSPT and the NBSPT) and experts. The BSPT group consisted of 19 teachers (7 language teachers, 11 content teachers and 1 language and content teacher) teaching year 3 in 2013/2014, which represents almost 40% of the teachers implementing the BSP at national level in this school year. Most teachers were in the 31-40 age range, followed by fewer aged 41-65. In 2013/2014 they taught or co-taught *Estudo do Meio* and *Expressões* through the medium of English (data from part A of QA). The BSPT were the main subjects of this

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<sup>27</sup> The MIME is an online platform managed by the Ministry of Education and Science available at <<http://mime.gepe.min-edu.pt/>> whereby anyone who wishes to do research in Portuguese schools has to submit their research proposal for approval. Further information is available at [www.dge.mec.pt](http://www.dge.mec.pt).

<sup>28</sup> Email interviews are not allowed by the MIME platform as they identify the subjects. However, since they were necessary due to time constraints, in situations when there was no time to meet the teachers, their anonymity was still preserved.

research due to their three-year experience in the project and the special teacher training they had had so they partook in all the data collection, except QB (experts).

The NBSPT group involved 63 teachers (41 language teachers, 3 content teachers, 2 language and content teachers) mostly aged 31-40 (43.5%) and 41-50 (34.8%). In 2013/2014 they taught a variety of subjects through the medium of English: *Estudo do Meio* (65.2%), *Expressões* (41.3%), *Educação para a Cidadania* (Citizenship Education) (30.4%), Maths (21.7%) or ICT (Information and Communication Technology) (13%) in early primary in state schools (56.5%), private schools (32.6%) or in both (10.8%). Most of these teachers had in-service training in this field (58.7%) and had taught in an EBE/CLIL setting for more than 3 years (60.9%) (data from part A of questionnaire A). This group completed questionnaire A since it was interesting to have the BSPTs work as a focus group and their NBSPT peers as a control group. However, this was only used as reference as the difference in the number of teachers (19 BSPT versus 63 NBSPT) is too large to enable an actual comparison.

Fourteen national and international experts in teaching English to YLs, CLIL and assessment answered questionnaire B. They were mostly teacher trainers (11) and researchers (8) working at universities (5), freelance/self-employed (5), or working at teacher training institutions (4), in or outside Europe<sup>29</sup>. Nearly half were aged 51-65 (5) with the rest being 31-50 (8) and one 65+. The experts had been involved in CLIL for 1-5 years (5), 6-10 years (5) or for over 20 years (4).

Forty-three samples of assessment material were provided by five of the six school clusters and a small number (eleven) (in Appendix 6) which actually had an assessment focus or were related to the topics of the lessons observed were analysed.

### **3.3.2. Questionnaires**

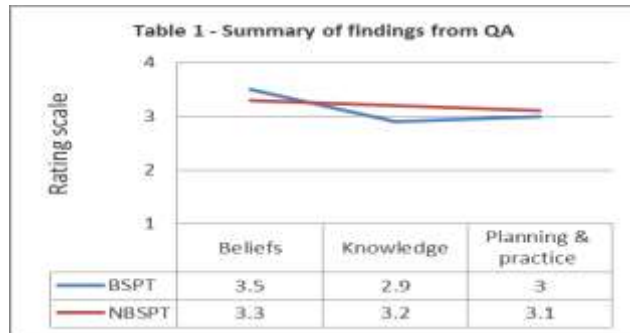
#### **3.3.2.1. Questionnaire A (QA) – Teachers**

The analysis of the data from QA (answered by the BSPTs and the NBSPTs) will be presented as a summary for parts B, C and D as part A has already been mentioned.

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<sup>29</sup> Experts were from Cyprus, Estonia, Finland, Portugal, United Kingdom and United States of America.

In Part B, aiming at teacher beliefs on learning, teaching and assessment, questions 9 to 14 (Q9-Q14) were surveyed from 1 - *Strongly disagree* to 4 - *Totally agree*) focusing on a variety of items, such as the value of learning,



teaching and assessment, learners and teacher roles, the importance of assessment, who benefits from assessment and who can assess. The respondents (from 3 to 4) agreed to most of these items, notably that assessment should be supportive, learners should be able to self- and peer-assess and the language and the content teacher should assess together rather than separately.

The rating average in part C (Q15-Q17), measured by confidence levels, evaluated knowledge of assessment constructs, types and reference documents. This is slightly lower than beliefs mainly as to knowledge of reference documents. Both groups slightly differ but the BSPTs feel more confident about the curriculum and the BSPTs about the CEFR which is likely a consequence of the fact that the BSPTs are mostly content teachers and the NBSPTs are mostly language teachers.

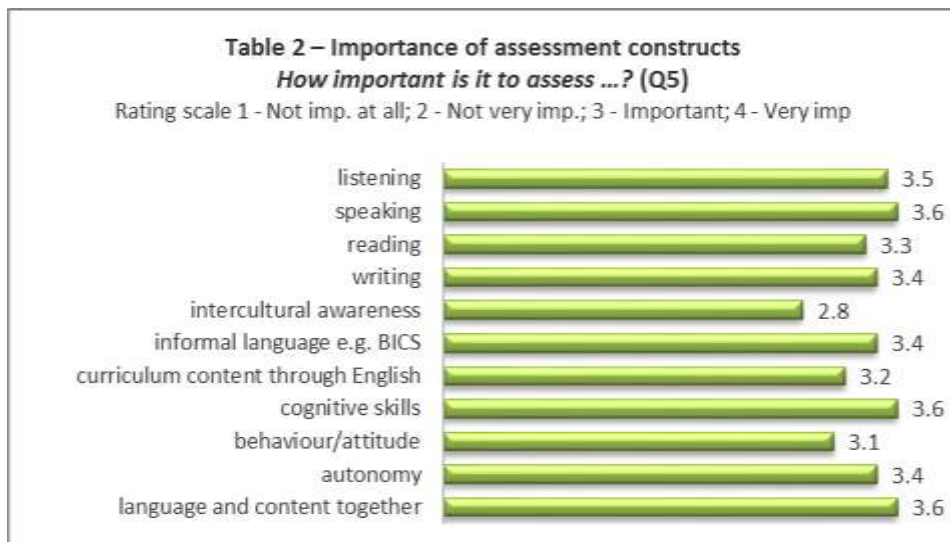
The final part of QA was aimed at planning and practice. Respondents were asked to rate (from 1 – *Never* to 4 – *Very Often*) the frequency of a number of actions they take regarding assessment (Q18-Q20), namely planning for formative assessment, reflection on assessment questions and criteria; and use of appropriate assessment strategies/tools. Both groups state they often plan for formative assessment. The lowest rating average came from the (lack) of use of self- and peer assessment and correction, reflection on learning goals and success criteria, recasting error, observation records or progress reports on the part of any of the groups. To conclude the analysis of QA, there seems to be a mismatch between assessment views, knowledge, planning and practice. Even though both groups share a positive view on assessment, their assessment knowledge may need improvement in terms of content and language reference documents and their actual classroom assessment practice

does not seem to involve a variety of appropriate strategies and tools as illustrated in table 1.

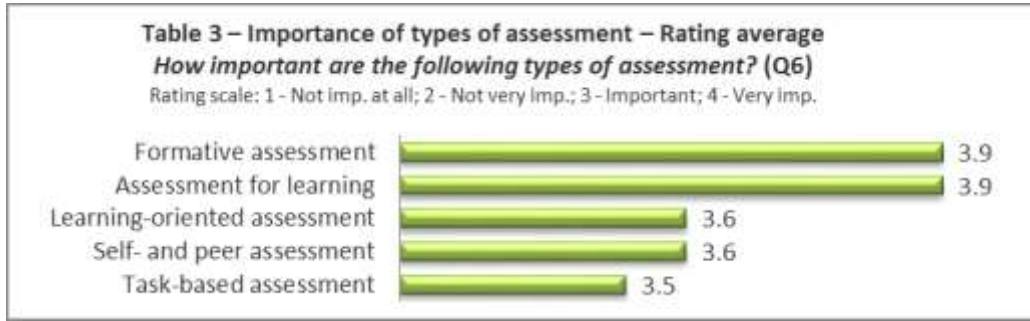
### 3.3.2.2. Questionnaire B (QB) - Experts

The findings of the data analysis from the experts will be shown in more detail according to the rating average of answers on a scale of 1 to 4 to parts B, C and D.

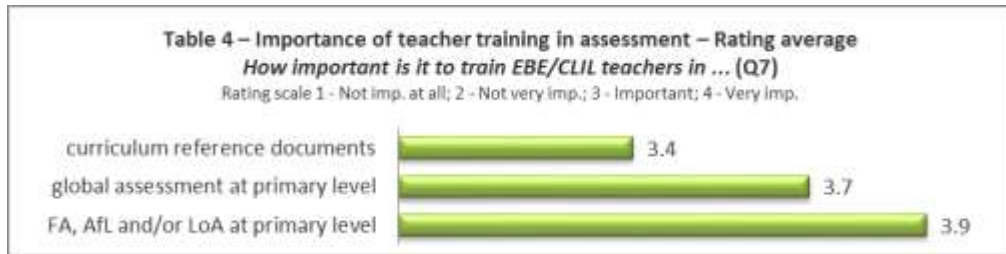
Part B aimed at the relevance of assessment constructs, types and teacher training in this area (Q5 to Q7). As shown in table 2, experts rate cognitive skills, autonomy and behaviour/attitude as the most important. Language skills and Basic Interpersonal Communication Skills (BICS) are also highly valued. When asked about assessing language together or separately, experts stated they should be assessed together. Curriculum content through English was rated slightly less but was still viewed as key. It is surprising to see how cognition was considered more important than content. This may evidence a strong conviction that fostering cognition is crucial to content learning as this will not thrive on its own.



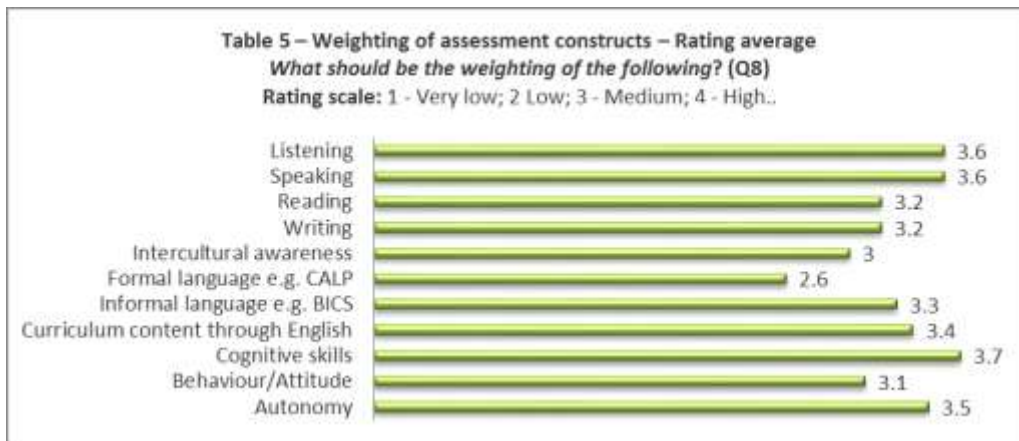
In table 3, we can see that all types of assessment surveyed were rated as (very) important, namely FA, AfL, LoA, self- and peer assessment and task-based assessment, which was used to convey the assessment of learning tasks. LoA was rated as less important which may suggest that experts have a deeper knowledge of AfL/FA.



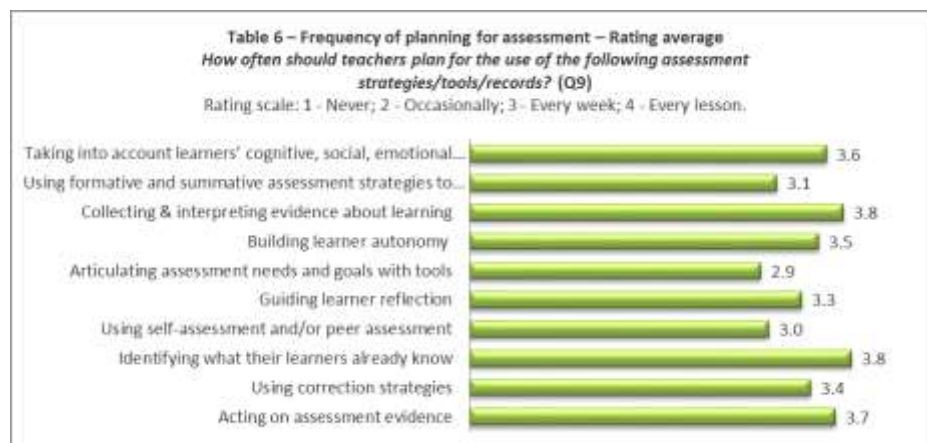
Training teachers in FA, AfL and/or LoA and in global assessment at primary level were highly rated by experts (table 4). This suggests that it is essential that teachers received specific training in this field and that experts view teacher knowledge of learning-oriented approaches as important for success in learning.



Part C, targeting the weighting of what is assessed, was surveyed by a single question (Q8). The rating average of answers in table 4 shows cognitive skills are rated highest (3.7) which is consistent with the importance experts have previously attributed to cognition. The language skills, BICS, curriculum content through English, cognitive skills, behaviour/attitude and autonomy are rated medium to high (from 3.0 to 3.7). Cognitive Academic Language Proficiency (CALP) is rated low (2.8) which may question its appropriateness for early primary and thus consideration as to the frequency of its use. This may suggest that at early primary level it is more suitable to build on the language for and of learning and leave the assessment of CALP for a later stage, as this takes longer to develop.



In Part D, two final questions with a variety of answer items (Q9 and Q10) aimed at rating the frequency of the need for teachers to plan for the use of assessment strategies/tools/records. As to Q9 (table 6), experts consider that using FA and SA strategies to support content, language and learning skills development, liaising assessment needs and goals with related assessment tools, guiding learner reflection on learning goals and success criteria, using self-assessment and/or peer assessment should happen every week (3.0 – 3.4). In every lesson, the following should happen: identify what the learners already know (3.8); collect/interpret evidence on learning (3-7); build learner autonomy (3.5); take into account learners’ cognitive, social, emotional and physical development to design assessment tasks; use correction strategies and act on assessment evidence (3.4 to 3.7). The results of Q10 (table 7) clearly show how often a number of assessment strategies/tools should be used in teaching practice. Most should be used every lesson or every week. The high frequency rate attributed to identifying prior knowledge and setting objectives shows that these should be considered the starting point for assessment.







The overall findings from the experts' questionnaire suggest that assessment should be planned and used as part of regular teaching planning, on a daily/weekly basis and with a variety of strategies/tools. Cognitive skills, autonomy and behaviour/attitude were highly valued assessment constructs followed by language ability and BICS. Content and language should be assessed together. Their weighting in any assessment should then be consistent with this degree of importance.

### 3.3.3. Interviews

The interview findings will be presented below as to the main categories, subcategories and units of analysis that emerged from the data gathered, namely:

- Views on assessment as a way to promote language & content learning  
 Assessment is seen not just as testing or grading. FA, in particular, is viewed as an indicator of the point of learning the child is at and of the need to readjust planning and practice. Self- and peer correction are pointed as quality FA techniques. The BSPTs feel assessment should have more focus on language but this should be integrated with content in a balanced way and jointly devised by language and content teachers.
- Insights on evidence of learning progress  
 Speaking and writing seem to be the most valid constructs to show progress in content and language. Lack of communication is interpreted as evidence that learning has not taken place: "Silence is a result." This is also shown by the way learners solve problems, are able to formulate questions and answer correctly, behave towards the tasks proposed and show autonomy.
- View on error and code-switching

Error and code-switching are viewed positively as developmental and are not usually penalised. Error is seen as an opportunity for correction and recasting in different future activities for encouraging learners to improve their performance and raise awareness on why the error happened. Code-switching is considered evidence that children understand but also that content and language are not yet fully acquired.

- Examples of assessment tools used

Tests and worksheets are the main formal assessment examples. Worksheets are used to check understanding of a topic and as test preparation and are also used every week by some of the BSPTs (named weekly assessments). Non-threatening assessments, that is, which convey positive reinforcement, were indicated as informal assessment e.g. role play, games, direct observation and homework.

- Need for assessment training and assessment resources

Assessment training is considered necessary by most BSPTs notably due to their lack of confidence to assess content and language at primary level. Training needs pointed to by respondents can be grouped in (i) assessing YLs at primary level; (ii) formative and summative assessment formats, for example, alternative assessments suitable for content and language and feedback on tests already in place.

When elaborating what their needs are, with regard to assessment resources, the BSPTs show they have a different understanding of concepts within assessment. For a better understanding, these can be grouped as a need for:

- (i) general diagnostic, formative and summative assessment tools to be used systematically to reduce subjectivity and assess in a more objective way;
- (ii) feedback tools, such as self-assessment worksheets, weekly self-assessment checklists with colours and/or self-assessment scales, mini-assessments with feedback and correction, a query/question corner/box for learners to share their doubts and which could be brought home as information and then be used as feedback when going back to the classroom and address what needs work; tools for recording progress, such as checklists, marking scales and direct observation grids/checklists to be used at the end of a unit/topic; and assessment tools such as those mentioned in the questionnaires;
- (iii) testing and grading, such as written tests;
- (iv) assessment in the 1st cycle of primary, particularly those that facilitate formative assessment and can be devised and used online or with laptops in class; interactive assessment tasks because learners are mostly visual and hands-on; and learner involvement/participation;

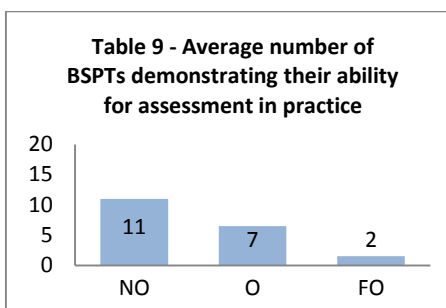
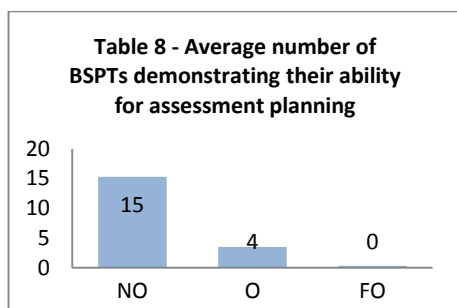
- (v) assessment of content and language learning progress to be used in the classroom;
- (vi) assessment involving a variety of techniques, such as multiple choice, true/false, cloze and matching;
- (vii) assessment involving various interaction patterns: individual and group work, grids and checklists for peer assessment and peer correction.

The interviews confirmed that the BSPTs have a positive view of assessment, mainly the formative kind. Error and code-switching are also regarded as beneficial. Although they greatly value FA formats, tests and worksheets seem to be much more consistently used. There is no clear idea how they document learning progress apart from the formal techniques they use; even when they mentioned observation, they did not address the recording of evidence. Most teachers acknowledge they need to have training and resources to suitably assess content and language at primary level.

#### **3.3.4. Classroom observation checklists**

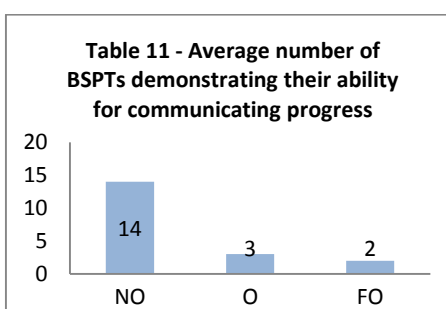
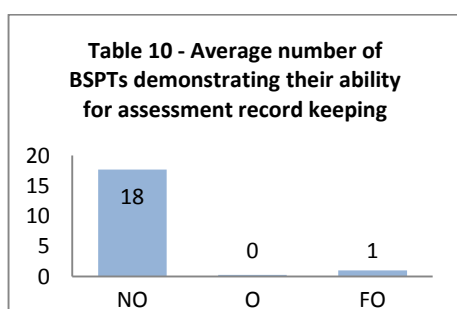
These findings will be presented as to the average number of BSPTs who showed their ability in four assessment areas: planning, practice, record keeping and communication of progress.

The BSPTs ability to plan for assessment was categorised as not observed (NO), observed (O) or frequently observed (FO). This was rated according to the lesson plans provided that showed if they actually planned for assessment. Out of the teachers who did show their lesson plans at the time of the lesson observations, only 4 in average showed their ability to plan for assessment. In such cases, this was only shown in planning for assessment, content, key language needed for content learning and assessment of language ability. As shown in table 8, most BSPTs (15) do not seem to plan for classroom assessment. Conversely, a slightly bigger number of BSPTs (7) were observed assessing content learning in their classroom practice (table 9), notably through AfL techniques, by focusing learners' attention on the topic of the lesson through setting learning objectives (e.g. recall the respiratory system). However, only a few BSPTs plan and use assessment in their lessons.



Legend: Not observed (NO), Observed (O), Frequently observed (FO)

As to documenting progress (table 10), it is evident that most BSPTs do not use assessment records, except for one who was often observed doing it, for example, in group work involving labelling posters of body systems with the names of the organs, followed by an individual worksheet. Still, no evidence was there as to how that was used as assessment information or record keeping. In the final focus area – communication of progress (table 11) - the findings are not dissimilar, whereby most of the BSPTs (14) were not observed informing learners on their progress in terms of language and content, providing corrective or meaningful feedback. Only a few of them were observed (3) or frequently observed (2) doing so, e.g. immediate corrective feedback during a reading aloud activity or feedback through praise.



Legend: Not observed (NO), Observed (O), Frequently observed (FO)

The analysis of all focus areas in the classroom observations suggests that most BSPTs do not show their ability to plan for assessment, keep records of it or to communicate progress to their learners. Only half seem to use assessment in their teaching practice and this is more focused on content than language. These findings reinforce their need to be trained in YL and CLIL assessment.

### 3.3.5. Classroom assessment samples

These were analysed by means of a table (Appendix 11) that categorised the samples according to (i) number, purpose, description; and (ii) the main quality criteria discussed in Chapter 2: validity, reliability, impact/backwash and practicality.

The main findings from this analysis show that as to their purpose there are formative and summative assessment samples. The formative ones can be divided in two categories: informal and formal. The informal ones consist of self-assessment tools such as a paper strip with can do statements (“I can say the name of the organs of the excretory system”) and three stars to colour per level of difficulty (easy/so so/difficult; traffic light caterpillars with “yes/no/so so” to self-assess the level of difficulty of each activity, and an assessment poster with questions on what the children did in class (for example, “Did we play a game?”). The formal assessment samples include a self-assessment worksheet, entitled “Self-evaluation 3<sup>rd</sup> grade”, a weekly assessment worksheet and a revision worksheet aiming at preparing learners for content tests.

The summative assessment samples embody a grading purpose and they are primarily tests complemented by an informative sheet entitled “Critérios de Avaliação dos Alunos”, with the following assessment constructs: *speaking, listening, reading, writing, tests, classroom work, homework, handwriting, participation, attention, following rules, friendship* and seem to be assessed by the accompanying grading scale with a comment and a percentage: *excellent* (100%), *very good* (80-90%), *good* (70-79%), *average* (50-69%), *poor* (40-49%), *very poor* (0-39%) and 3 smiley faces.

The analysis of these samples against criteria shows that in terms of *content validity*, the test and worksheet samples are aligned with the curriculum content taught in *Estudo do Meio* through English and the same content is assessed in at least two items. One example in one of such samples is “1. Label the picture with the name of the excretory organs.” and “2. Fill in the blanks with the words from the box.” is aligned with Year 3 Bilingual curriculum Block 1 – *All about you/Content 2 – Your Body*: (...) Understand how the excretory system works and know the organs associated with the systems (urethra, kidneys). As for language, only one of the samples attempts to be aligned with language ability with a listening activity and a reading aloud activity

and there are two techniques assessing each of these skills (e.g. “Listen to your teacher. Write what the bowl has; listen to the text again and then fill in the table.”).

In terms of construct validity most samples had items and techniques which were familiar to the children as similar ones had been observed in the classroom observations (e.g. same fact chart about *people in your community* used in the lesson and in the test. Yet, as to 'can do' statements and stars, it was observed in one of the lessons that the children just coloured all the stars randomly without associating this to self-assessment.

All samples looked right (face validity) except for one that has errors (e.g. grammar: “Hello! My name is Anya/I’m from ... / and I *represents* the ... community); and lexis/intercultural awareness: “Gypsy” instead of “Roma”). However, in terms of consequential validity, it was not possible to gather data on how learners’ feedback from the informal formats or the scores from worksheets and tests were used.

In terms of reliability, it was only possible to analyse the clarity of instructions. Most samples had clear instructions as to what children were expected to do. All the samples seemed to be practical as to time to devise and administer but not so practical regarding marking and scoring given the number of children per class (up to 26).

The positive impact of these samples can be questioned. The summative and the formal formative assessment samples may have too many different content items to be tested in one single sample, take too long to administer (about one hour) and do not have a sound variety of techniques to assess one content only which could provide further opportunities for learning. They only require reading and writing (apart from one that included listening) which is not enough to assess overall language ability. Since these are mostly test and worksheets, they may not be fair, authentic and varied enough to cater for all children’s developmental characteristics or learning styles.

The informal samples may have a more positive impact on learning because there are shorter and quicker to administer, require interactivity with the learners (as in showing the coloured stars and the caterpillars), are authentic and fair because they suit the learners’ developmental characteristics (for example, the caterpillar tool relates back to a story they were told in year 1). Nonetheless, there is no record of how this is used to communicate progress to either the learner or the teacher.

Several difficulties came from the samples in comparison to the remaining methods: (i) all these referred to *Estudo do Meio* through English and not English as a Foreign Language, which could somehow support what came out from the interviews: that content is overvalued to the detriment of language; (ii) there was no information on how these samples were used for assessment which made it impossible to classify them all as assessment samples; finally (iii) no samples of learners' marked assessments were provided which could have helped clarify how teachers mark, weigh, keep a record of or provide feedback of learning progress.

### **3.4. Findings**

The final results from the data analysis of the four methods will now be triangulated and presented to answer the research questions posed for this chapter.

(i) As to teachers' beliefs, knowledge and practices towards assessing YLs' language ability and content knowledge, the data show there is a mismatch between their beliefs on assessment as supportive of learning progress and what they actually do in their assessment planning and practice. This may show that despite their positive insights into assessment, these teachers need to know how to embed it in their daily practice (Questionnaire A, classroom observation checklists, interviews and samples).

(ii) In relation to the purpose and frequency of language and content assessment, the data show (Questionnaire A and interviews) that teachers often consider the assessment questions and criteria in their assessment procedures. Nonetheless, their actual practice includes only a small variety of strategies/tools itemised in Questionnaire A. Moreover, the analysis of the samples demonstrates that not all the assessment criteria for this age group and bilingual context are considered and that what these teachers do reflects that the main purpose of their assessment is in fact to give a grade.

(iii) The classroom observation checklists and the samples show assessment is unplanned and not always included throughout the lesson by all teachers. It is not clear how children are informed of their progress, except by oral praise, error correction and marks on written tests.

(iv) Apart from a few self-assessment tools inconsistently used and praise it was not clear how feedback is used and there are no practical examples as to how peer assessment is put into practice (interviews, classroom observation checklists and samples).

(v) Tests are not designed according to the more general or more specific criteria for a good test. They lack a more clear awareness of (a) validity in terms of providing more variety of techniques per construct and deciding upon which assessment construct to explore in more depth which could provide further opportunities for learning; (b) practicality as they take too long to administer;

and do not seem to be (c) fair, authentic, varied so as to cater for all children's learning styles and age (samples).

(vi) As for language ability, this is, in addition to formative assessment, the least planned focus area for assessment. It does not include a variety of assessment focus, sub-skills or techniques.

(vii) The experts' knowledge and best practice greatly contributed to showing which assessment constructs should be given more focus and weighting (cognitive skills, autonomy, content and language skills), as well as to clarifying which should be the (weekly and daily) frequency of formative assessment strategies/tools and that content and language should be assessed together.

### **3.5. Reflection and conclusion**

A reflection on the results presented shows that a focus is necessary as to formative assessment strategies and tools particularly those that show what success looks like, that can be recorded and that communicate progress to learners. Moreover, both teachers and experts think that content and language should be assessed together rather than separately. However, a greater focus on language ability skills is needed as this seems to be completely neglected in the samples. There should be more valid, frequent, smaller and varied assessment formats such as more learning tasks used as mini-assessment tasks of a shorter duration, less content and more techniques per item, implying not just seating still reading and writing but also hands on approaches. As stated above, teacher training in this field is required.

## **CHAPTER 4 – Assessment framework – an outline for a sample**

This chapter suggests the development of a framework for assessment, supported by theory and best practice, and addressing the needs of the teachers working in this setting, as gathered from empirical research.

It is our assumption that such a framework would contribute to increase teacher knowledge of assessment and foster good, related planning and practice. A sample for the framework is proposed in Appendix 12. Its outline is provided below divided into three sections: the first focuses on building teacher confidence on key assessment concepts (section 4.1.), the second on providing a varied repertoire of



assessment methods for planning a curriculum block (4.2.), and the third on demonstrating how to integrate assessment in a lesson learning sequence (4.3.).

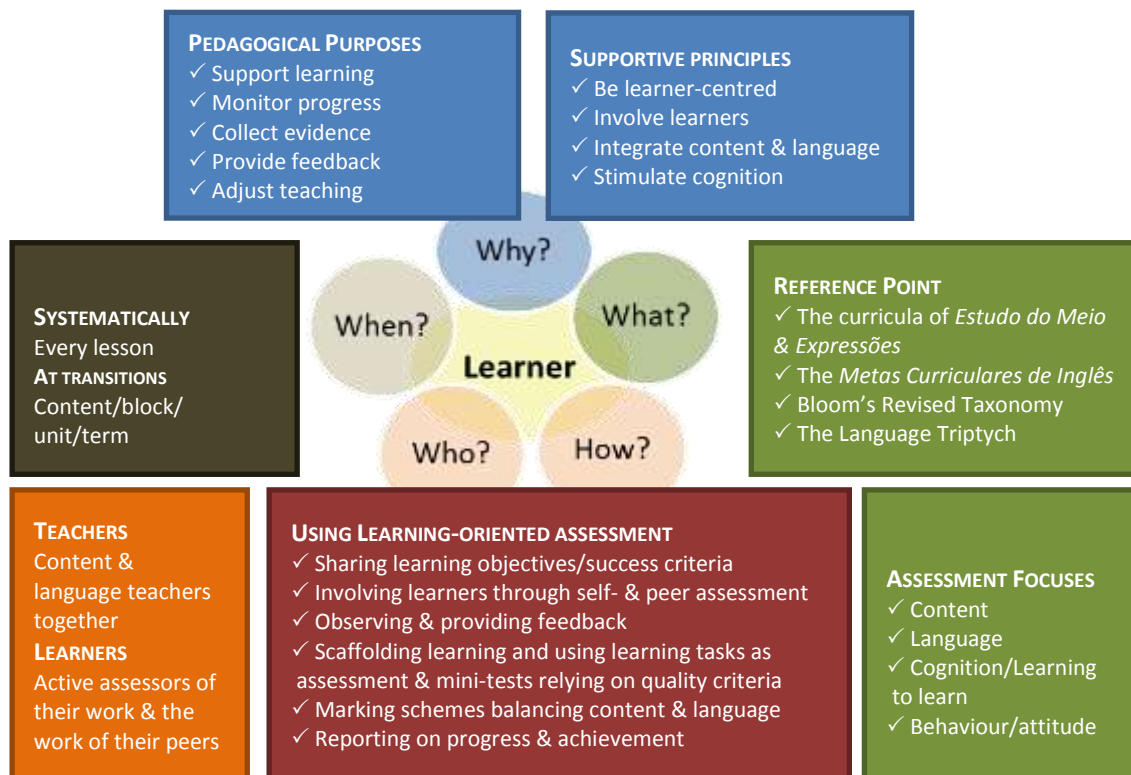
#### **4.1. Assessment literacy – Re-visiting assessment essentials**

This first section should be viewed as stage 1 of assessment, providing a theoretical rationale to help teachers re-envision assessment as this need was evidenced in the action research. In doing so, the section will draw on the *learner* as the centre of assessment. Then it will branch into five questions whose answers determine the key concepts teachers need to know before assessing: *Why* (assess)? *What* (to assess)? *Who* (assesses)? *How* (to assess)? and *When* (do we assess)?

The answers will focus on the key principles and purposes of assessment, on what the reference points and the focuses of assessment should be. Content and language, which are inseparable, cognition and behaviour/attitude. The latter supports the development of the first and helps young learners' overall growth in a foreign language. Furthermore, the answers will include both learners and teachers as the main assessment stakeholders, who should systematically use assessment as part of learning and teaching. Finally, the section will suggest a learning-oriented assessment approach to the classroom, as this can best serve this context, given the fact that it complements AoL with AfL, thus supporting teachers in focusing on progress without losing sight of achievement.

The section will also suggest that the assessment essentials proposed are revisited by the teachers as guiding principles before classroom planning and practice actually takes place, as these can reinforce consistency of practice leading to consistency of results. Figure 8 summarises the key concepts proposed.

**Figure 8 - A rationale for supportive and pedagogical assessment**



The next section specifically looks at how learning-oriented assessment can help teachers understand how this theory can be put into practice when planning a block of learning and teaching including assessment.

#### **4.2. Assessment planning – A continuum of methods/techniques/tools**

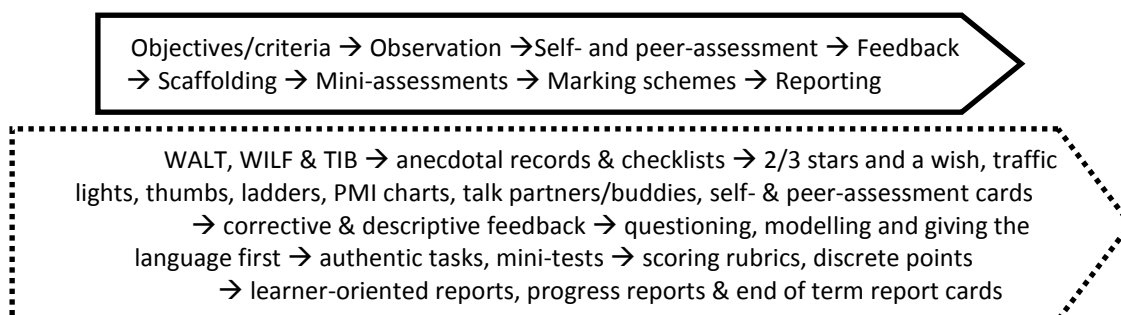
This second section could be considered stage 2 of assessment. It will provide guidelines for planning a part of a curriculum block using the assessment methods drawn on the literature review: objectives and criteria, classroom observation, learner involvement, feedback, scaffolding, mini-assessments, marking schemes and reporting. The proposed guidelines mainly result from the “How?” question and are as follows:

- Guideline 1 – Set objectives and criteria and share them with the learners
- Guideline 2 – Observe to document and reflect on progress
- Guideline 3 – Involve learners and get feedback from them
- Guideline 4 – Provide feedback to support progress
- Guideline 5 – Scaffold learning tasks/activities
- Guideline 6 – Use mini-assessments to assess progress and achievement
- Guideline 7 – Use separate marking schemes and different weightings
- Guideline 8 – Report on progress and achievement

These will be complemented with related practical techniques and tools which have been partly referred to in Chapter 2, adapted from online primary and CLIL teaching websites, or from the teachers' own material, as the framework sample was being devised. The underlying assumption to the design of this section is confidence in the theoretical background that supports our choice of methods. From this point on, we can rightfully research, select and adapt what fits the needs of our learners.

Figure 9 (below) lists the methods (in the upper arrow) and the related techniques and tools (in the lower arrow). Each will be clarified as to what they are and are not, why they are beneficial for assessment and how and when teachers can integrate them in their lessons. Thus, a number of practical examples will be provided (in the framework sample) which try to be valid, as they assess the four assessment focuses proposed, reliable, as they rely on specific objectives and criteria, practical to devise, as they are short in size and will likely take little time to administer, and, lastly, have a positive impact on learning as they are in line with children's abilities.

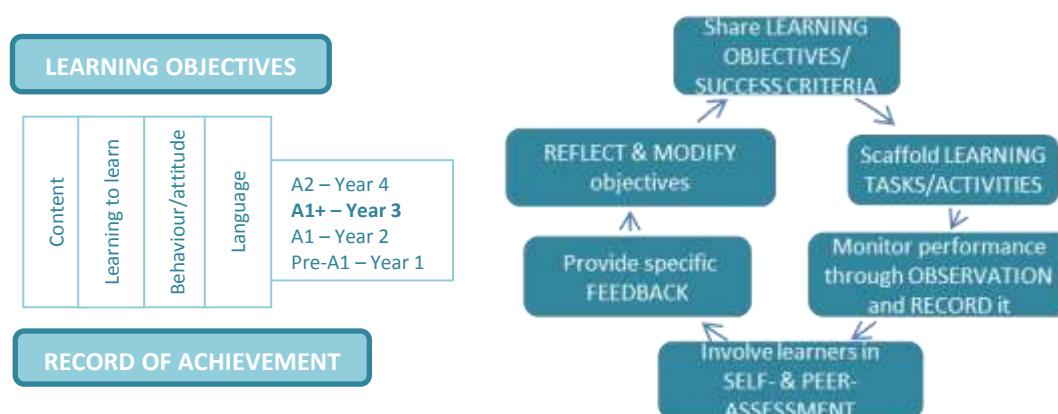
**Figure 9 – A continuum of assessment methods/tools**



### **4.3. Assessment use – Integrated in a lesson learning sequence**

This final section of the framework could be viewed as stage 3 of assessment. It is more specific than the previous one as it aims to show how assessment can be integrated in a learning sequence during a lesson. To do so, it shows how some of the previous guidelines and methods can now be used as a unified whole during the time of a lesson. Accordingly, the steps teachers should consider when planning, using and recording assessment as part of their lessons are depicted in Figure 10.

**Figure 10 – Planning, using and recording an assessment sequence**



Adapted from <<http://www.cambridgeenglish.org/research-and-validation/fitness-for-purpose/loa/>> [Accessed 10/01/2014] and <[http://www.britishcouncil.org/sites/default/files/bc\\_regionalpolicydialogues\\_baja.pdf](http://www.britishcouncil.org/sites/default/files/bc_regionalpolicydialogues_baja.pdf)> British Council Regional Policy Dialogues 2013-14 [Accessed 05/06/2014]

The two lefthand boxes illustrate the starting and ending point of the cycle: (i) the objectives for the assessment focuses suggested for this context, which are part of the child’s learning development through a foreign language; and (ii) the record of their achievements in relation to these objectives. A1+ level is highlighted as this is the level proposed, in this project work, for assessing language in year 3. The other levels are included as they are suggested benchmarks for the remaining early primary years.

The inner part of the cycle is presented in the steps teachers can take to balance the continuum between AfL and AoL, ultimately leading to effective learning.

Although the figure is based on the LoA cycle provided by CELA (2013) and adapted to CLIL by Bentley (2014), the hereby proposed cycle adds a step for involving learners through self- and peer assessment. This so happens because they are key components of learner training that will ultimately lead to activating cognitive skills, which are crucial for learning through the medium of a foreign language.

To better illustrate how the cycle works, a lesson plan and corresponding classroom observation checklist from one of the observations carried out in the scope of the action research will be tweaked so as to integrate assessment in the learning sequence of the lesson. In this process, the lesson is divided up according to each of the suggested steps, and commented on in relation to *What was done?* And *What can be done, integrating assessment?*

Integrating assessment in a lesson as part of learning and teaching simply needs understanding of the techniques and tools to use according to each assessment method suggested in the second part of the framework, so as to integrate them in the whole lesson. All in all, it requires careful design, scaffolding, observation, learner involvement and specific feedback against clear objectives and criteria as these are crucial to support learning and cater for valid and reliable achievement.

Although the suggestions made in this outline for an assessment sample may to a certain extent seem to represent extra work for the teacher, it is our belief that they will not in the long run. If content and language teachers, collaboratively, incorporate assessment in their planning and practice for learning and teaching, in a gradual and consistent way, they will eventually become more and more familiar with it and take less time preparing it. The benefit in learning gains will make it worthwhile. Moreover, and of foremost importance, integrating assessment into the lesson should not mean having something extra to do in class but doing it as part of daily teaching.

## **Conclusion**

The main research question of this project work was: *How can content and language be assessed in an EBE/CLIL context at early primary level so as to promote effective learning?* This has been dictated by a context where national assessment is broadly focused on achievement, CLIL assessment is unknown territory to the teachers involved and so are assessment approaches that support the overall learning process.

The literature confirmed the need for teacher assessment literacy. This is necessary to justify decisions based on evidence of learning. Complementarily, the profile of the CLIL teacher identified the learning-oriented approaches which are relevant for assessment. It also presented the CLIL specifics of assessment the teachers in our context need to know so as to use language to communicate content meaning.

This review also featured assessment as being eminently supportive and, drawing on its nature, key principles of good practice were identified that need to be observed by the teachers when they assess young learners in an EBE/CLIL setting. This has remarkably reinforced the emergence of deepening awareness of formative

assessment, assessment *for* learning and learning-oriented assessment as approaches that provide key messages for this particular context. In view of that, learning-oriented assessment was suggested as *the* approach that better suits this context as it combines formative and summative purposes by valuing learner involvement, learning tasks as assessments and recording evidence to inform progress and achievement.

The key concepts underlying CLIL assessment in early primary suggested reference points for deciding on assessment focuses, related learning objectives and success criteria, and supporting strategies that sustain the cognitive processes children need to develop content learning in a foreign language. Drawing on the fact that content and language cannot be separated in learning and teaching, the literature endorsed that both are meant to be assessed together. However, teacher collaboration and separate marking skills are required to insure validity and reliability.

In the action research, experts confirmed the findings from the literature review as regards what quality assessment should be. They have also contributed to emphasise the role of cognition and the frequency of assessment in the classroom. As to the teachers working in our context or similar ones, this research established that the assessments used are not compatible with the learning-oriented approaches reviewed in the literature, nor do they include the necessary communicative approach to language or ensure alignment with quality criteria, which accounts for the significance of this project work. Yet teachers' needs were identified as to the methods, techniques and tools that can better help them be more assessment literate.

The outline and sample for an assessment framework tried to answer these needs by intersecting the best practice identified by the literature and the experts with regard to CLIL assessment in early primary. This framework is still incipient but it attempted to provide a variety of practical examples according to the assessment focuses identified (content, language, cognition and behaviour/attitude). Still, it left out intercultural awareness which, in a further research opportunity, could be used as an assessment focus to support young learners in exploring their own culture and community and look for links and comparisons with those of others. Likewise, the framework could be extended so as to integrate genre and process writing assessment tasks, which children need to convey content in different text types.

However, as it is now, the framework is a helpful start, particularly in a field that still requires research both at national and international level. It obviously needs to be trialed, reflected upon and improved in collaboration with the teachers in the classroom. To this end, it could become a basis to develop a teacher training course in assessment because it has the value of gathering its essential features, showing and modelling how assessment can be done in early primary CLIL. Moreover, this would be an opportunity to get feedback from the teachers on the backwash of the classroom implementation of the methods, techniques and tools the framework suggests, as this would undeniably feed into its improvement.

This could be the subsequent step in the research in this field which could not only enrich EBE/CLIL and ELT at a time when English has just become a curricular subject in Portugal but further contribute to overall assessment of young learners. To this end, perhaps the framework could find its way into adjusting the national focus to learning-oriented assessment.

One final note: despite assessment, young learners and CLIL being major research areas nowadays, they are not often combined. Thus, it was not straightforward to intersect their major contributions into the specific CLIL assessment at early primary level in the context under study. Hopefully, this project work will be beneficial for learners, teachers and schools.

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### **Legislation**

Decree-Law no. 139/2012, of the 5<sup>th</sup> July, altered by Decree-Law no. 91, of the 10<sup>th</sup> July and Decree-Law no. 176/2014, of the 12<sup>th</sup> December, on curriculum organisation

Legislative Order no. 2929-A/2014, of the 20<sup>th</sup> February, on the introduction of Cambridge English Language Assessment Key for Schools (KET) in the Portuguese education system (2013/2014)

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## Appendices

## Appendix 1 – The Bilingual Curriculum (year 3)

(Parts in blue to be done through English)

### 3.º ANO/YEAR 3 ESTUDO DE MEIO

BLOCO 1 — À DESCOBERTA DE SI MESMO

#### 1. A SUA NATURALIDADE E NACIONALIDADE

Distinguir freguesia/concelho/distrito/país.

#### 2. O SEU CORPO

Identificar fenómenos relacionados com algumas das funções vitais:

- digestão (sensação de fome, enfartamento...);
- circulação (pulsção, hemorragias...);
- respiração (movimentos respiratórios, falta de ar...).

Conhecer as funções vitais (digestiva, respiratória, circulatória, excretora, reprodutora/sexual).

Conhecer alguns órgãos dos aparelhos correspondentes (boca, estômago, intestinos, coração, pulmões, rins, genitais):

- localizar esses órgãos em representações do corpo humano.

Reconhecer situações agradáveis e desagradáveis e diferentes possibilidades de reação (calor, frio, fome, conforto, dor...).

Reconhecer estados psíquicos e respetivas reações físicas (alegria/riso, tristeza/choro, medo/tensão...).

Reconhecer alguns sentimentos (amor, amizade...) e suas manifestações (carinho, ternura, zanga...).

#### 2. YOUR BODY

Identify phenomena related to some of the body systems

Digestive system (feeling hungry, feeling full...)

Circulatory system (pulse, bleeding..)

Respiratory system (respiratory movements, lack of air..)

Understand how the systems work (digestive system, respiratory system, circulatory system, excretory system, reproductive system)

Know the organs associated with the systems (mouth, stomach, intestines, heart, lungs, kidneys, genitals)

Identify where the organs are in pictures or models of the human body

Recognise pleasant and unpleasant situations and different reactions to them (heat, cold, hunger, pain ...)

Recognise emotions and corresponding physical reactions (happiness/smiling, sadness/crying, fear/tension ...)

Recognise some feelings (love, friendship) and how you show them (caring, tenderness, anger...)

#### 3. A SAÚDE DO SEU CORPO

Reconhecer a importância do ar puro e do sol para a saúde.

Identificar perigos do consumo de álcool, tabaco e outras drogas.

#### 4. A SEGURANÇA DO SEU CORPO

Conhecer algumas regras de primeiros socorros:

- mordeduras de animais;
- hemorragias.

### BLOCO 2 — À DESCOBERTA DOS OUTROS E DAS INSTITUIÇÕES

#### 1. OS MEMBROS DA SUA FAMÍLIA

Estabelecer relações de parentesco (tios, primos, sobrinhos...):

- construir uma árvore genealógica simples (até à 3.a geração — avós).

#### 1. Members of your family

Identify family relations (uncles and aunts, cousins, nephews and nieces)

Make a simple family tree (three generations –back to grandparents)

#### 2. O PASSADO FAMILIAR MAIS LONGÍNQUO

Reconhecer datas e factos significativos da história da família:

- localizar numa linha de tempo.

Reconhecer locais importantes para a história da família:

- localizar esses locais em mapas ou plantas.

Conhecer unidades de tempo: a década.

#### 3. O PASSADO DO MEIO LOCAL

Identificar figuras da história local presentes na toponímia, estatuária, tradição oral...

Conhecer factos e datas importantes para a história local (origem da povoação, concessão de forais, batalhas, lendas históricas...).

Conhecer vestígios do passado local:

- construções (habitações, castelos, moinhos, antigas fábricas, igrejas, monumentos pré-históricos, pontes, solares, pelourinhos...);
- alfaias e instrumentos antigos e atividades a que estavam ligados;
- costumes e tradições locais (festas, jogos tradicionais, medicina popular, trajes, gastronomia...);
- feriado municipal (acontecimento a que está ligado).

Reconhecer a importância do património histórico local.

#### **\*\*4. CONHECER COSTUMES E TRADIÇÕES DE OUTROS POVOS**

##### **4 Learn about customs and traditions from other countries**

#### **5. RECONHECER SÍMBOLOS LOCAIS (BANDEIRAS E BRASÕES)**

Da freguesia.

Do concelho.

Do distrito.

#### **6. CONHECER SÍMBOLOS REGIONAIS (BANDEIRAS E HINOS REGIONAIS)**

Dos Açores.

Da Madeira.

#### **\*\*7. OUTRAS CULTURAS DA SUA COMUNIDADE**

\*\*Conhecer aspetos da cultura das minorias que eventualmente habitem na localidade ou bairro (costumes, língua, gastronomia, música...).

##### **Other cultures in your community**

Learn about aspects of minority cultures who live in your area or neighbourhood (customs, language, food, music..)

### **BLOCO 3 — À DESCOBERTA DO AMBIENTE NATURAL**

#### **1. OS SERES VIVOS DO AMBIENTE PRÓXIMO**

Comparar e classificar plantas segundo alguns critérios, tais como: cor da flor, forma da folha, folha caduca ou persistente, forma da raiz, plantas comestíveis e não comestíveis... (constituição de um herbário).

Realizar experiências e observar formas de reprodução das plantas (germinação das sementes, reprodução por estaca...).

Reconhecer a utilidade das plantas (alimentação, mobiliário, fibras vegetais...).

Comparar e classificar animais segundo as suas características externas e modo de vida.

Identificar alguns fatores do ambiente que condicionam a vida das plantas e dos animais (água, ar, luz, temperatura, solo) — realizar experiências.

Construir cadeias alimentares simples.

##### **Living things in your local environment**

Compare and classify plants according to different criteria such as colour of the flower, shape of the leaves, deciduous or evergreen, type of root, edible and inedible plants (growing plants)

Carry out experiments and observe how plants reproduce (seed germination or growing from cuttings)

Recognise how we use plants (for food, furniture, vegetable fibres)

Compare and classify animals according to their characteristics and appearance and the way they live

Identify environmental factors that affect plant and animal life (water, air, light, temperature, soil) and carry out experiments

Construct simple food chains

#### **2. ASPETOS FÍSICOS DO MEIO LOCAL**

Recolher amostras de diferentes tipos de solo:

- identificar algumas das suas características (cor, textura, cheiro, permeabilidade);
- procurar o que se encontra no solo (animais, pedras, restos de seres vivos).

Recolher amostras de rochas existentes no ambiente próximo:

- identificar algumas das suas características (cor, textura, dureza...);
- reconhecer a utilidade de algumas rochas.

Distinguir formas de relevo existentes na região (elevações, vales, planícies...):

- observar diretamente e indiretamente (fotografias, ilustrações...);
- localizar em mapas.

Distinguir meios aquáticos existentes na região (cursos de água, oceano, lagoas...):

- localizar em mapas;

— reconhecer nascente, foz, margem direita e esquerda, afluentes.

### **3. OS ASTROS**

Reconhecer o Sol como fonte de luz e calor.

Verificar as posições do Sol ao longo do dia (nascente/sul/poente).

Conhecer os pontos cardeais.

Distinguir estrelas de planetas (Sol — estrela; Lua — planeta).

### **3 Stars and planets**

Understand the Sun as a source of light and heat

Identify the position of the Sun throughout the day (east, south, west)

Identify the points of the compass

Distinguish planets and stars (the Sun- star; the Moon – planet)

## **BLOCO 4 — À DESCOBERTA DAS INTER-RELAÇÕES ENTRE ESPAÇOS**

### **1. OS SEUS ITINERÁRIOS**

Descrever itinerários não diários (passeios, visitas de estudo, férias...).

Localizar os pontos de partida e de chegada.

Traçar os itinerários em plantas ou mapas.

### **1. YOUR JOURNEYS**

Describe journeys which aren't daily journeys (going out , school field trips, holidays)

Identify the start and end of the journey

Follow the route on plans and maps

### **2. LOCALIZAR ESPAÇOS EM RELAÇÃO A UM PONTO DE REFERÊNCIA**

Identificar processos de orientação (sol, bússola...).

Conhecer os pontos cardeais.

### **2. FIND PLACES IN RELATION TO A POINT OF REFERENCE**

Identify ways of orienting yourself (the Sun, a compass)

Identify the points of the compass

### **3. OS DIFERENTES ESPAÇOS DO SEU BAIRRO OU DA SUA LOCALIDADE**

(habitação, comércio, lazer...)

Reconhecer as funções desses espaços.

Representar esses espaços (desenhos, pinturas...).

Localizar esses espaços numa planta do bairro ou da localidade.

### **4. DESLOCAÇÕES DOS SERES VIVOS**

Reconhecer que as pessoas se deslocam (para a escola, para o trabalho, para férias...).

Reconhecer as deslocações dos animais (andorinhas, rolas, cegonhas...):

— para onde vão, quando partem, quando voltam.

### **4. LIVING THINGS MOVING AROUND**

Understand that people travel around (to school, to work, on holiday)

Understand that animals migrate (swallows, turtle doves, storks ...)

Where they go, when they leave, when they return

### **5. O COMÉRCIO LOCAL**

Contactar, observar e descrever diferentes locais de comércio (supermercado, mercearia, sapataria, praça, feira...):

— o que vendem;

— onde se abastecem;

— como se transportam os produtos;

— como se conservam os produtos alimentares;

— como se vendem (condições de armazenamento e manuseamento...);

— reconhecer menções obrigatórias nos produtos (composição, validade, modo de emprego...);

— reconhecer a importância do recibo e/ou fatura.

### **6. MEIOS DE COMUNICAÇÃO**

Investigar sobre a evolução dos transportes.

Investigar sobre a evolução das comunicações (pessoais e sociais).

## **BLOCO 5 — À DESCOBERTA DOS MATERIAIS E OBJECTOS**

### **1. REALIZAR EXPERIÊNCIAS COM A LUZ**

Identificar fontes luminosas.

Observar a passagem da luz através de objetos transparentes (lentes, prismas, água...).

Observar a intersecção da luz pelos objetos opacos — sombras.

Realizar jogos de luz e sombra e sombras chinesas.

Observar e experimentar a reflexão da luz em superfícies polidas (espelhos...).

### **1. CARRY OUT EXPERIMENTS WITH LIGHT**

Identify light sources

Observe the way light travels through transparent objects (lenses, prisms, water..)

Observe what happens when light hits opaque objects – shadows

Play games with light and shade and shadow puppets

Observe and experiment with light reflected on polished surfaces (mirrors..)

### **2. REALIZAR EXPERIÊNCIAS COM ÍMANES**

Realizar jogos com ímanes.

Observar o comportamento dos materiais em presença de um íman (atração ou não atração, repulsão).

Magnetizar objetos metálicos (pregos, alfinetes...).

Construir uma bússola.

### **2. CARRY OUT EXPERIMENTS WITH MAGNETS**

Play games with magnets

Observe what happens with different materials in contact with magnets (magnetic attraction or repulsion)

Magnetising metallic objects (screws, staples)

Make a compass

### **3. REALIZAR EXPERIÊNCIAS DE MECÂNICA**

Realizar experiências com alavancas, quebra-nozes, tesouras... (forças).

Realizar experiências e construir balanças, baloiços, mobiles... (equilíbrio).

Realizar experiências com roldanas e rodas dentadas (transmissão do movimento).

Realizar experiências com molas e elásticos (elasticidade).

Realizar experiências com pêndulos (movimentos).

### **4. MANUSEAR OBJECTOS EM SITUAÇÕES CONCRETAS**

(tesoura, martelo, sacho, serrote, máquina fotográfica e de escrever, gravador, retroprojektor, projetor de diapositivos, lupa, bússola, microscópio...)

Conhecer e aplicar alguns cuidados na sua utilização e conservação.

Reconhecer a importância da leitura das instruções e/ou normas de utilização

### **BLOCO 6 — À DESCOBERTA DAS INTER-RELAÇÕES ENTRE A NATUREZA E A SOCIEDADE**

*Assim, os pontos do programa assinalados com asterisco apenas serão abordados quando forem significativos a nível local.*

#### **\*1. A AGRICULTURA DO MEIO LOCAL**

Fazer o levantamento dos principais produtos agrícolas da região.

Reconhecer a agricultura como fonte de matérias-primas (trigo/farinha, tomate/concentrado, uvas/vinho...).

Identificar alguns fatores naturais com influência na agricultura (clima, solo, relevo).

Fazer o levantamento de algumas técnicas utilizadas pelo homem para superar dificuldades originadas por fatores naturais (estufas, rega, socalcos, adubação...).

Investigar algumas técnicas tradicionais e modernas e instrumentos que lhe estão associados (lavrarado/trator, rega/picota, nora/aspersão...).

Observar o ritmo dos trabalhos agrícolas ao longo do ano (sementeiras, mondas, colheitas...).

Identificar alguns perigos para o homem e para o ambiente resultantes do uso de produtos químicos na agricultura (cuidados a ter com o uso de pesticidas, herbicidas, adubos químicos...).

#### **\*2. A CRIAÇÃO DE GADO NO MEIO LOCAL**

Fazer o levantamento das principais espécies animais criadas na região.

Distinguir entre exploração pecuária familiar e industrial (n.º de animais, como vivem e se alimentam, cuidados sanitários...).

Reconhecer a criação de gado como fonte de alimentos.

Reconhecer a criação de gado como fonte de matérias-primas (lacticínios, salsicharia, cortumes...).

Relacionar algumas atividades com a criação de gado (pastorícia, tosquia...).

Identificar alguns problemas de poluição provocados pela criação de gado.

#### **\*3. A EXPLORAÇÃO FLORESTAL DO MEIO LOCAL**

Fazer o levantamento das principais espécies florestais da região.

Identificar alguns produtos derivados da floresta da região.

Reconhecer a floresta como fonte de matérias-primas (madeira, resina, cortiça...).

Relacionar algumas atividades com a exploração florestal (serrações, descorticagem...).

Conhecer algumas normas de prevenção de incêndios florestais.

#### **\*4. A ACTIVIDADE PISCATÓRIA NO MEIO LOCAL**

Fazer o levantamento de locais de pesca da região (mar, rios, lagoas, albufeiras).

Fazer o levantamento das principais espécies pescadas na região (peixes, crustáceos, bivalves...).

Reconhecer a pesca como fonte de alimentos.

Reconhecer a pesca como fonte de matérias-primas (conservas, farinha de peixe...).

Reconhecer formas de criação de peixes em cativeiro (viveiros de trutas, achigãs...).

Identificar alguns fatores que podem pôr em perigo as espécies aquáticas (poluição, pesca excessiva...).

Fazer o levantamento de algumas técnicas de pesca (tipo de barcos, de redes...).

Reconhecer formas de comercialização e conservação do pescado (lotas, redes de frio...).

Fazer o levantamento de outras atividades ligadas aos meios aquáticos (extração de sal, apanha de algas).

#### **\*5. A EXPLORAÇÃO MINERAL DO MEIO LOCAL**

Fazer o levantamento de locais de exploração mineral (mina, pedreiras, areeiros...).

Fazer o levantamento dos principais produtos minerais da região.

Reconhecer a exploração mineral como fonte de matérias-primas (construção, indústria...).

Identificar alguns perigos para o homem e para o ambiente decorrentes da exploração mineral (poluição provocada pelas pedreiras, silicose dos mineiros...).

#### **\*6. A INDÚSTRIA DO MEIO LOCAL**

Fazer o levantamento das indústrias existentes no meio local.

Identificar algumas matérias-primas usadas nessas indústrias (de onde vêm, como vêm...).

Identificar fontes de energia utilizadas na sua transformação.

Identificar a mão-de-obra e observar a maquinaria utilizada.

Identificar para onde vão e como vão os produtos finais.

Reconhecer as indústrias como fontes de poluição (atmosférica, aquática, sonora...).

#### **\*7. O TURISMO NO MEIO LOCAL**

Identificar alguns fatores de atração turística (praias, parques naturais, termas, monumentos...).

Reconhecer algumas infraestruturas turísticas da região (hotéis, parques de campismo, restaurantes...).

Discutir vantagens e desvantagens do turismo para a região.

#### **\*8. AS CONSTRUÇÕES DO MEIO LOCAL**

Observar edifícios construídos e em diversas fases de construção.

Identificar materiais utilizados na sua construção.

Identificar profissões envolvidas na sua construção.

Reconhecer funções dos edifícios (habitação, comércio, teatro, locais de culto, indústrias...).

Reconhecer outras construções (pontes, estradas, portos, caminhos-de-ferro, barragens...).

Reconhecer a importância e a necessidade do saneamento básico e do abastecimento de água.

Reconhecer a importância e a necessidade dos espaços de lazer (jardins, recintos desportivos, cinemas...).

#### **\*\*9. INVESTIGAR SOBRE AS CONSTRUÇÕES DE OUTRAS REGIÕES OU PAÍSES**

#### **9. FIND OUT ABOUT BUILDINGS AND OTHER CONSTRUCTIONS IN OTHER REGIONS OR COUNTRIES**

Retrieved from <<http://moodle.dge.mec.pt/>> [Accessed 23/01/2014]



## Appendix 2 – Research methods – Questionnaire A (teachers)

Questionário - Avaliação em contexto de aprendizagem de EBP/CLIL no 1.º CEB

Foco: Avaliação em contexto de aprendizagem de EBP/CLIL no 1.º CEB

Destinatários: Professores especialistas (de Inglês) e professores generalistas (de conteúdos curriculares) de 1.º CEB que lecionam num contexto de aprendizagem de EBP/CLIL do 1.º CEB

Este questionário é parte integrante de um trabalho de projeto do mestrado em Didática do Inglês, da Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa, intitulado *ASSESSMENT FOR LEARNING IN EBE/CLIL: a learning-oriented approach to assessing English language skills and curriculum content at Early Primary level* (AVALIAÇÃO PARA A APRENDIZAGEM EM EBP/CLIL: uma abordagem orientada para a aprendizagem na avaliação de capacidades linguísticas em Inglês e de conteúdos curriculares no 1.º ciclo do ensino básico).

Se é professor especialista de Inglês e/ou professor generalista, num contexto de aprendizagem de ensino bilingue precoce (EBP) ou de *Content and Language Integrated Learning (CLIL)*, no 1.º ciclo do ensino básico (CEB), o seu *feedback* é importante para a minha investigação, uma vez que gostaria de perceber como vê e usa a avaliação na sua prática letiva, tendo em vista a conceção de orientações práticas para a avaliação de conteúdos curriculares e de língua inglesa junto de alunos do 1.º CEB, que possam vir a ser úteis neste contexto de trabalho.

O questionário divide-se em 4 partes (A, B, C e D), compreendendo um total de 20 questões de resposta fechada, incidindo nos seguintes domínios: os seus dados profissionais (Parte A); a sua visão sobre aprendizagem, ensino e avaliação (Parte B); o seu grau de confiança sobre o tema da avaliação (Parte C); e a sua prática de avaliação (Parte D).

Agradeço desde já a sua disponibilidade em despendar 20 minutos do seu tempo para refletir sobre avaliação num contexto de aprendizagem de EBP/CLIL no 1.º CEB e completar este questionário da forma mais honesta possível, respondendo a todas as questões. O anonimato das suas respostas estará completamente salvaguardado.

Obrigad@

### Questionário

Parte A – Os seus dados profissionais num contexto de aprendizagem de EBP/CLIL no 1.º CEB. Por favor responda às questões assinalando UMA única opção. Poderá assinalar mais do que uma opção nas questões 6 e 7.
<b>1. Ensina num contexto de aprendizagem de EBP/CLIL no 1.º CEB que utiliza o Inglês como língua adicional?</b> Sim <input type="checkbox"/> Não <input type="checkbox"/> <i>Se a sua resposta foi “Não”, por favor pressione “seguinte” para terminar a sua participação. Obrigad@.</i>
<b>2. É professor generalista do 1.º CEB ou especialista de língua inglesa?</b> Professor generalista <input type="checkbox"/> Professor especialista <input type="checkbox"/> Ambos <input type="checkbox"/>
<b>3. Há quanto tempo leciona num contexto de aprendizagem de EBP/CLIL no 1.º CEB que usa o Inglês como língua adicional?</b>

1-3 anos <input type="checkbox"/> 3+ anos <input type="checkbox"/> <i>Se assinalou a opção "3+ anos", por favor indique o número de anos</i> <input type="checkbox"/>				
<b>4. Que idade tem?</b>				
23-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> 51-65 <input type="checkbox"/> 65+ <input type="checkbox"/>				
<b>5. Ensina numa escola pública ou privada?</b>				
Escola pública <input type="checkbox"/> Escola privada <input type="checkbox"/> Ambas <input type="checkbox"/>				
<b>6. Que anos de escolaridade do 1.º CEB leciona no ano letivo de 2013-2014?</b>				
1.º ano <input type="checkbox"/> 2.º ano <input type="checkbox"/> 3.º ano <input type="checkbox"/> 4.º ano <input type="checkbox"/>				
<b>7. Quais os conteúdos do currículo ensinados em Inglês?</b>				
Estudo do Meio <input type="checkbox"/> Expressões <input type="checkbox"/> TIC <input type="checkbox"/> Educação para a Cidadania <input type="checkbox"/> Matemática <input type="checkbox"/>				
Outro <input type="checkbox"/> Qual? _____				
<b>8. Fez ou está atualmente a fazer formação contínua em algum tipo de oferta de EBP/CLIL no 1.º CEB?</b>				
Sim <input type="checkbox"/> Não <input type="checkbox"/>				
Parte B – A sua visão, enquanto professor, sobre a aprendizagem, o ensino e a avaliação em contexto de aprendizagem de EBP/CLIL no 1.º CEB. Numa escala de 1 – 4, onde 1 – <i>Discordo totalmente</i> ; 2 – <i>Discordo</i> ; 3 – <i>Concordo</i> ; e 4 – <i>Concordo totalmente</i> , por favor assinale o seu grau de concordância relativamente às seguintes afirmações:				
<b>9. Na minha prática letiva, valorizo mais...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
a aprendizagem				
o ensino				
a Avaliação				
<b>10. A aprendizagem pressupõe que os alunos...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
sejam envolvidos na planificação das aulas				
estejam conscientes dos objetivos de aprendizagem				
pensem sobre a aprendizagem e organizem a sua aprendizagem				
se autocorrijam e corrijam os seus pares				
se autoavaliem e avaliem os seus pares				
<b>11. O ensino pressupõe que os professores...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
orientem os alunos para se tornarem mais autónomos e motivados				
encorajem os alunos a pensar sobre a forma como aprendem e sobre o que aprendem				
criem oportunidades de aprendizagem e avaliação, de forma integrada				
<b>12. A avaliação...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
pode monitorizar e apoiar o progresso, o desempenho e os resultados das aprendizagens, dando <i>feedback</i> dos mesmos aos alunos				
aumenta a motivação dos alunos				
refere-se sobretudo à certificação das aprendizagens dos alunos				
é importante para mim, enquanto professor, para conhecer o progresso, o desempenho e os resultados dos meus alunos, bem como para planificar trabalho futuro				

melhora a aprendizagem e o ensino				
é irrelevante para a aprendizagem dos alunos e para o trabalho do professor				
<b>13. Podem aprender com a avaliação...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
os alunos				
os professores				
a comunidade educativa				
<b>14. Podem avaliar...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
o aluno (através de autoavaliação)				
os outros alunos (através de heteroavaliação)				
o professor especialista de língua				
o professor generalista				
o professor especialista de língua e o professor generalista separadamente				
o professor especialista de língua e o professor generalista em conjunto				
Parte C – O seu grau de confiança enquanto professor sobre o tema da avaliação em contexto de aprendizagem de EBP/CLIL no 1.º CEB. Numa escala de 1 – 4, onde 1 – <i>Nada confiante</i> ; 2 – <i>Pouco confiante</i> ; 3 – <i>Confiante</i> ; e 4 – <i>Muito confiante</i> , por favor assinale o seu grau de confiança relativamente às seguintes opções de resposta:				
<b>15. Qual o seu grau de confiança quando avalia...?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>as language skills – listening, speaking, reading e writing</i>				
a consciência intercultural				
os conteúdos curriculares através do Inglês				
as capacidades de aprendizagem dos alunos ( <i>learning skills</i> )				
o comportamento/atitudes dos alunos				
<b>16. Qual o seu grau de confiança sobre os seguintes tipos de avaliação?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Avaliação formativa				
Avaliação para a aprendizagem ( <i>AfL – Assessment for Learning</i> )				
Avaliação orientada para a aprendizagem ( <i>LoA - Learning-oriented Assessment</i> )				
Avaliação por portefólio ( <i>portfolio assessment</i> )				
Auto e heteroavaliação				
Avaliação baseada em tarefas ( <i>task-based assessment</i> )				
Avaliação sumativa				
Avaliação da aprendizagem ( <i>AoL - Assessment of Learning</i> )				
<b>17. Qual o seu grau de confiança relativamente...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
ao <i>Quadro Europeu Comum de Referência para as Línguas: Aprendizagem, ensino e avaliação</i> (QECR)				
ao <i>Portefólio Europeu de Línguas</i> (PEL), designadamente <i>O meu primeiro Portefólio Europeu de Línguas</i> destinado aos alunos dos 6 aos 10 anos de idade				
aos documentos curriculares de referência nacionais (por exemplo, programas; metas curriculares; orientações programáticas para o ensino de Inglês no 1.º CEB; currículo				

através do Inglês)				
<p>Parte D – A periodicidade com que planifica e utiliza estratégias e instrumentos de avaliação na sua prática letiva em contexto de aprendizagem de EBP/CLIL no 1.º CEB. Numa escala de 1 – 4, onde 1 – <i>Nunca</i>; 2 – <i>Raramente</i>; 3 – <i>Frequentemente</i>; e 4 – <i>Muito frequentemente</i>, por favor assinale a periodicidade das seguintes ações:</p>				
<b>18. Com que periodicidade planifica...?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
tomando em consideração o desenvolvimento cognitivo, social, emocional e físico dos alunos na conceção de tarefas de avaliação apropriadas				
utilizando estratégias de avaliação formativa e sumativa para apoiar o desenvolvimento da aprendizagem de conteúdos, de língua e das capacidades de aprendizagem ( <i>learning skills</i> )				
recolhendo e interpretando evidências sobre a aprendizagem dos seus alunos				
desenvolvendo a autonomia do aluno, incluindo a sua capacidade de melhor gerir a aprendizagem				
direcionando os alunos para a utilização de abordagens baseadas no portefólio (por exemplo, o PEL), como instrumento para fomentar a avaliação				
articulando necessidades e objetivos de avaliação com instrumentos de avaliação que lhes sejam correspondentes				
direcionando a reflexão do aluno sobre objetivos de aprendizagem e critérios de sucesso				
usando a autoavaliação e a heteroavaliação				
identificando o que os seus alunos já sabem				
usando estratégias de correção				
agindo perante evidências de avaliação				
<b>19. Quando desenvolve um determinado procedimento de avaliação (por exemplo, testes ou tarefas de avaliação), com que periodicidade coloca a si mesmo as seguintes questões?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
O procedimento de avaliação avalia/testa o que é suposto avaliar/testar?				
O procedimento de avaliação discrimina níveis de desempenho dos alunos?				
O procedimento de avaliação permite dar <i>feedback</i> construtivo de forma imediata?				
Os efeitos ou consequências desse procedimento de avaliação são positivos ou negativos?				
O procedimento de avaliação tem em conta as características dos alunos, bem como as suas fases de desenvolvimento cognitivo, emocional e social?				
No caso de o procedimento de avaliação ser um teste, este inclui uma amostra representativa de itens lecionados?				
No caso de o procedimento de avaliação ser um teste, este inclui uma variedade de técnicas de testagem?				
No caso de o procedimento de avaliação ser um teste, este testa a língua e o conteúdo em conjunto ou separadamente?				
É atribuído um peso equilibrado à língua e ao conteúdo?				
Os meus critérios de correção são relevantes e eficazes?				
<b>20. Com que periodicidade utiliza as seguintes estratégias/instrumentos de avaliação?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Uma variedade de estratégias/instrumentos de avaliação, especialmente de tipo informal e “não ameaçador” (por exemplo, mostra de trabalhos de turma em Estudo do Meio – “como funciona o sistema digestivo”)				
Tarefas de avaliação				
Testes				
Registos de observação (listas de verificação, grelhas de observação, escalas de classificação), com categorias distintas para ilustrar, por exemplo, o progresso em listening, reading, writing, speaking, na consciência intercultural, nos conteúdos, nas capacidades de aprendizagem e no comportamento/attitudes				
Registos de avaliação de final de período/ano letivo, com categorias distintas para ilustrar, por exemplo, o progresso em <i>listening, reading, writing, speaking</i> , na consciência intercultural, nos conteúdos, nas capacidades de aprendizagem e no comportamento/attitudes				
Manutenção de um diário de aprendizagem para os alunos registarem reflexões simples				
Treino dos alunos na utilização de listas de vocabulário; livros com vocabulário/imagens				
Portefólios, como por exemplo o PEL				
Definição de objetivos de aprendizagem claros, simples e atingíveis e escrita dos mesmos no quadro no início de cada aula				
Avaliação da aprendizagem, através de critérios de sucesso focados no que os alunos conseguiram aprender no final de cada aula (por exemplo, um poster de parede intitulado “Sucesso na Aprendizagem” com critérios de sucesso; <i>smiley faces; suns and clouds; stars</i> )				
Autoavaliação (por exemplo, através de <i>K-W-L charts</i> , tabelas de avaliação onde os alunos podem fornecer exemplos sobre o que sabem ( <i>What I know</i> ), o que querem vir a saber ( <i>what I want to know</i> ) e o que aprenderam ( <i>what I’ve learned</i> )				
Autocorreção (por exemplo, através da manutenção de um <i>X-FILE</i> , ou ficheiro secreto dos erros cometidos pelos alunos nos trabalhos escritos e com a correção correspondente)				
Heteroavaliação e hétero-correção (por exemplo, atribuição de trabalho escrito aos alunos e, após a finalização do primeiro <i>draft</i> , pedir-lhes que trabalhem em pares para ver se conseguem detetar alguns erros cometidos pelo seu par)				
Reformulação dos erros dos alunos, através de um foco limitado nas técnicas de correção diretas				
Não correção, propositada, dos erros dos alunos				
<i>Feedback</i> oral/escrito na aula e ajustamento de estratégias/instrumentos de avaliação				

Fim do questionário. Por favor pressione "concluído" para submeter as suas respostas. Obrigad@ pela sua colaboração.

Bilingual Schools Project teachers' collector link <<https://pt.surveymonkey.com/r/Q2TLG2B>>

Teachers from other Schools collector link <<https://pt.surveymonkey.com/r/VTSR6VK>>

Note: questionnaire A was conducted in Portuguese.

## Appendix 3 – Research methods – Questionnaire B (experts)

Questionnaire - Assessment in an EBE/CLIL learning setting at primary level

Focus: Assessment in an EBE/CLIL learning setting at primary level

Respondents: EBE/CLIL experts at primary level

Foreword:

This questionnaire is part of a Master's research project in English language teaching at Faculdade de Ciências Sociais e Humanas, Universidade Nova de Lisboa (FCSH-UNL), entitled *ASSESSMENT FOR LEARNING IN EBE/CLIL: a learning-oriented approach to assessing English language skills and curriculum content at Early Primary level*.

Your feedback is important to my research project as I would like to learn from your expert knowledge and/or experience in an EBE/CLIL setting at primary level to i) understand how the assessment of language and content can be used to promote learning; and ii) draw on best practice to devise practical guidelines for assessing young learners in language and content which can be a useful tool for any primary teacher working in an EBE/CLIL learning setting.

There are 4 parts (A, B, C and D) to this questionnaire and 10 questions with both closed and open-ended answer options addressing an EBE/CLIL setting. Part A – your identification; part B – the relevance of the construct to be assessed; types of assessment; and teacher training in assessment; part C – the weighting of what is assessed; and part D – the frequency of the need for teacher planning and use of assessment strategies/tools/records.

I would be grateful if you took 20 minutes to reflect upon your knowledge and/or experience of assessment in an EBE/CLIL context at primary level to complete this questionnaire. Your answers will be anonymous.

If you have any queries, please contact me at [ana.cristina.xavier@gmail.com](mailto:ana.cristina.xavier@gmail.com) and/or 00351 96 644 79 41.

Thank you

Acronyms:

EBE – Early Bilingual Education

CLIL – Content and Language Integrated Learning

Part A – Your identification as an expert in an EBE/CLIL setting at primary level.

Please answer the questions by indicating ONE option only. More than one option is possible to questions 2 and 3.

**1. How long have you been involved in an EBE/CLIL context at primary level which uses English as an additional language?**

1-5 years ▪ 6-10 years ▪ 11-20 years ▪ 20+ years ▪

**2. Are you?**

A researcher ▪ A teacher trainer ▪ an EBE/a CLIL programme coordinator at school level ▪  
an EBE/a CLIL programme coordinator at regional/national level ▪

OTHER Please specify: _____				
<b>3. Where do you work?</b>				
At a university • At a teacher training institution • In a school • In the administration • OTHER Please specify: _____				
<b>4. How old are you?</b>				
23-30 • 31-40 • 41-50 • 51-65 • 65+ •				
Part B – The degree of importance of the construct to be assessed; types of assessment; and teacher training in assessment in an EBE/CLIL setting at primary level. Please rate each of the following items on a scale of 1 – 4, where 1 – <i>Not important at all</i> ; 2 – <i>Not very important</i> ; 3 – <i>Important</i> ; and 4 – <i>Very important</i> .				
<b>5. How important is it to assess ...?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
listening				
speaking				
reading				
writing				
intercultural awareness				
formal language e.g. cognitive academic language proficiency (CALP)				
informal language e.g. basic interpersonal communication skills (BICS)				
curriculum content through English				
cognitive skills e.g. learning skills; critical thinking skills; learning to learn				
behaviour/attitude				
autonomy				
language and content together				
language and content separately				
just language				
just content				
OTHER. Please specify and rate its degree of importance: _____				
<b>6. How important are the following types of assessment?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Formative assessment				
Assessment <i>for</i> learning				
Learning-oriented assessment				
Portfolio assessment				
Self- and peer assessment				
Task-based assessment				
Summative assessment				
Assessment <i>of</i> learning				
OTHER. Please specify and rate its degree of importance: _____				
<b>7. How important is it to train EBE/CLIL teachers in the following?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

The CEFR				
The ELP for primary targeting 6-10 year-olds				
Curriculum reference documents (e.g. syllabi; guidelines; learning standards/outcomes)				
Global assessment at primary level				
Formative assessment, assessment <i>for</i> learning and/or learning-oriented assessment at primary level				
OTHER. Please specify and rate its importance: _____				
PART C – The weighting of what is assessed in an EBE/a CLIL setting at primary level. Please rate each of the following items on a scale of 1 – 4, where 1 – <i>Very low</i> ; 2 – <i>Low</i> 3 – <i>Medium</i> ; and 4 – <i>High</i> .				
<b>8. What should be the weighting of the following?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Listening				
Speaking				
Reading				
Writing				
Intercultural awareness				
Formal language e.g. cognitive academic language proficiency (CALP)				
Informal language e.g. basic interpersonal communication skills (BICS)				
Curriculum content through English				
Cognitive skills e.g. learning skills; critical thinking skills; learning to learn				
Behaviour/Attitude				
Autonomy				
OTHER. Please specify and rate its weighting: _____				
PART D – The frequency of the need for teacher planning and use of the following strategies/tools/records in an EBE/CLIL setting at primary level. Please rate each of the following items on a scale of 1 – 4, where 1 – <i>Never</i> ; 2 – <i>Occasionally during a curriculum topic unit/school term</i> ; 3 – <i>Every week</i> ; and 4 – <i>Every lesson</i> .				
<b>9. How often should teachers plan for the use of the following assessment strategies/tools/records?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Taking into account learners' cognitive, social, emotional and physical development in order to design appropriate tasks for assessment				
Using formative and summative assessment strategies to support content, language and learning skills development				
Collecting and interpreting evidence about their learners' learning				
Building learner autonomy including the capacity to better manage learning				
Guiding learners in using portfolios (e.g. the ELP) as a tool for assessment				
Articulating assessment needs and goals with related assessment tools				
Guiding learner reflection on learning goals and success criteria				
Using self-assessment and/or peer assessment				
Identifying what their learners already know				
Using correction strategies				



Acting on assessment evidence				
OTHER. Please specify and rate its frequency: _____				
<b>10. How often should teachers use the following assessment strategies/tools/records?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Non-threatening informal assessment strategies/tools (e.g. Science class work displays – “how the digestive System works”)				
Assessment tasks				
Progress tests				
Observation records (e.g. checklists, observation grids, rating scales, anecdotal records, running records, work samples), with categories such as progress in listening, reading, writing, speaking, intercultural awareness, content, learning skills and behaviour/attitude				
End of the term/year report cards or learner reports with categories such as progress in listening, reading, writing, speaking, intercultural awareness, content, learning skills and behaviour/attitude				
Keeping a learning diary/journal to record simple reflections				
Training learners to use vocabulary lists; picture vocabulary books				
Portfolios (e.g. the ELP)				
Establishing clear, simple and achievable learner goals and writing them on the board at the beginning of each lesson				
Assessing the learning by means of success criteria focusing on what they can achieve at the end of each lesson (e.g. a wall display “Success in learning” with can do statements; smiley faces; suns and clouds; stars)				
Self-assessment (e.g. K-W-L charts whereby learners can provide examples of what they know, what they wonder, what they have learned)				
Self-correction (e.g. keep an 'X-FILE' of the mistakes they make in their written work with the corresponding correction)				
Peer assessment and peer correction (e.g. set learners written work and after completing the first draft, ask them to work in pairs and see if they can spot any mistakes in their partner's work)				
Reformulating and/or recasting error, with a limited focus on direct correction techniques				
Deliberately ignoring error				
Providing oral/written formative feedback in class and adjusting assessment strategies/tools				
OTHER. Please specify and rate its frequency: _____				

Please click “Done” below to submit your responses. Thank you for taking the time to complete this questionnaire.

Portuguese experts collector link <<https://www.surveymonkey.com/s/2PYZKS6>>

International experts collector link <<https://www.surveymonkey.com/s/LXFFZC3>>

Note: Questionnaire B was conducted in English.

## Appendix 4 – Research methods – Interview script

Foco: Analisar o processo de tomada de decisão dos professores relativamente à sua prática da avaliação formativa em contexto de aprendizagem e perceber quais são as suas necessidades de formação e recursos, nesta área, com vista a uma utilização de qualidade deste tipo de avaliação.

Entrevistados: 4 professores – 2 pares (um professor especialista de Inglês e um professor generalista de 1.º CEB) em dois agrupamentos de escolas – Um par que represente boas-práticas nesta área e outro que poderia beneficiar de melhoria na sua prática de avaliação em contexto de aprendizagem.

<b>Código da escola</b>	
<b>n.º de entrevistados (Professores titulares de turma e de Inglês)</b>	

<b>Questão</b>	<b>Foco</b>	<b>Informação recolhida</b>
1. Usa a avaliação como forma de melhorar a aprendizagem dos alunos? Em caso afirmativo, de que forma é que o faz?	<ul style="list-style-type: none"> <li>- O que significa para o entrevistado “qualidade” na avaliação formativa</li> <li>- As tarefas de avaliação utilizadas pelo entrevistado criam oportunidades para a aprendizagem de língua/de conteúdos.</li> </ul>	
2. Para si, o que constitui evidência de aprendizagem de língua e de conteúdos?	<ul style="list-style-type: none"> <li>- O que constitui, para o entrevistado, evidência de progresso na aprendizagem.</li> <li>- Como é que o entrevistado vê o erro. O erro, para o entrevistado, é penalizado?</li> <li>- Como é que o entrevistado vê o facto de um aluno, na mesma aula, alternar a utilização do português e do inglês?</li> </ul>	
3. Considera que poderia beneficiar de mais formação na área da avaliação (formativa)?	<ul style="list-style-type: none"> <li>- Quais as necessidades de formação do entrevistado na área da avaliação.</li> <li>- Por que razão?</li> </ul>	
4. O que considera serem bons recursos de avaliação que pudesse usar na sua planificação e prática de avaliação? (Que tipo de recursos de avaliação gostaria de usar na sua aula?)	<ul style="list-style-type: none"> <li>- Quais os recursos de avaliação de que o entrevistado necessita.</li> </ul>	

## Appendix 5 – Research methods – Classroom assessment observation checklist

Objetivo: Esta grelha de observação de aulas visa investigar a prática de avaliação de professores generalistas e de professores especialistas, em contexto de aprendizagem bilingue e/ou de CLIL, de Estudo do Meio/Expressões e de Inglês, no 1.º ciclo do ensino básico. Divide-se em três partes:

Parte A – Identificação da observação de aula (através de código de confidencialidade) - agrupamento de escolas/escola, professor, ano de escolaridade/nível de língua, disciplina e data;

Parte B – Tópico, objetivos, critérios de sucesso, sinopse e anexos referentes à aula observada;

Parte C – Recolha de dados sobre a prática de avaliação em contexto de aprendizagem tendo por base 4 dimensões de análise divididas em 20 descritores:

1. Planificação de aula para a avaliação – descritores 1-4;
2. Prática de avaliação em contexto de aprendizagem – descritores 5-14;
3. Registos de avaliação – descritores 15-17;
4. Comunicação de progresso na aprendizagem – descritores 18-20.

Parte A	Parte B
Agrupamento de escolas/escola:	Tópico:
Professor:	Objetivos:
Ano de escolaridade/nível de língua:	CrITÉrios de sucesso:
Disciplina:	Sinopse:
Data:	Anexos:

Parte C					
Prática de avaliação em contexto de aprendizagem		Escala			Comentários
N.º	Descritores	FO	O	NO	
1	Os professores são capazes de planificar uma diversidade de procedimentos de avaliação, que incluam <b>AfL</b> <sup>30</sup> , <b>AoL</b> <sup>31</sup> e que considerem as <b>necessidades dos alunos</b> (Planificação de aula para a avaliação).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Há evidências nas suas planificações de aula?
2	Os professores são capazes de planificar a avaliação em sala de aula, de forma eficaz, e de forma adequada aos objetivos dos <b>conteúdos do currículo</b> através do inglês (Planificação de aula para a avaliação de conteúdos).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Há evidências nas suas planificações de aula?
3	Os professores são capazes de planificar a avaliação	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Há evidências

<sup>30</sup> Acrónimo de *assessment for learning* - avaliação para a aprendizagem ou avaliação formativa

<sup>31</sup> Acrónimo de *assessment of learning* - avaliação da aprendizagem ou avaliação sumativa

	da <b>key language - language of learning, language for learning</b> e <b>language through learning</b> <sup>32</sup> (Planificação de aula para a avaliação de língua).				nas suas planificações de aula?
4	Os professores são capazes de planificar a avaliação do desempenho comunicativo, no âmbito das capacidades de <b>reading, listening, speaking e writing</b> <sup>33</sup> e das suas subcapacidades (Planificação de aula para a avaliação de língua).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Há evidências nas suas planificações de aula?
5	Os professores são capazes de usar uma diversidade de procedimentos de avaliação para aferir a compreensão, o progresso e o sucesso dos alunos relativamente aos objetivos de aprendizagem de <b>conteúdos</b> esperados (Prática de avaliação em contexto de aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Que procedimentos de avaliação são estes?
6	Os professores são capazes de usar uma diversidade de procedimentos de avaliação para aferir a compreensão, o progresso e o sucesso dos alunos relativamente aos objetivos de aprendizagem de <b>língua</b> esperados (relativamente a <b>key language e language skills/sub-skills</b> ) (Prática de avaliação em contexto de aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Que procedimentos de avaliação são estes?
7	Os professores são capazes de usar uma diversidade de atividades promotoras de <b>AfL e AoL</b> (Prática de avaliação em contexto de aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Que atividades são estas?
8	Os professores são capazes de envolver os alunos na avaliação da sua aprendizagem através de <b>auto-avaliação</b> (Prática de avaliação em contexto de aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Como?
9	Os professores são capazes de envolver os alunos na avaliação da sua aprendizagem através de <b>hetero-avaliação</b> (Prática de avaliação em contexto de aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Como?
10	Os professores são capazes de dar, aos alunos, <b>feedback construtivo</b> sobre a sua aprendizagem (Prática de avaliação em contexto de aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Como?
11	Os professores são capazes de <b>ajustar a sua prática letiva à luz do feedback</b> (Prática de avaliação em contexto de aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Como?
12	Os professores são capazes de <b>regularmente monitorizar e corrigir o trabalho dos alunos</b> , incluindo o trabalho não escrito e o trabalho para casa (Prática de avaliação em contexto de aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Como?
13	Os professores são capazes de <b>verificar a compreensão dos alunos durante e no final das aulas</b> (Prática de avaliação em contexto de aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Usam objetivos de aprendizagem e critérios de

<sup>32</sup> Linguagem-chave – linguagem de aprendizagem, linguagem para a aprendizagem e linguagem através da aprendizagem

<sup>33</sup> Ler, ouvir, falar e escrever

					sucesso?
14	Os professores são capazes de <b>reunir informação sobre a aprendizagem do alunos nos momentos apropriados e com regularidade</b> (Prática de avaliação em contexto de aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Como?
15	Os professores são capazes de <b>usar uma variedade de registos de avaliação</b> (registos de avaliação).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Exemplos da variedade de registos ou formatos de registos de avaliação possíveis?
16	Os professores são capazes de <b>usar a informação sobre a avaliação tendo em vista uma finalidade específica</b> (registos de avaliação).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Como?
17	Os professores são capazes de <b>usar registos de avaliação que sejam úteis e de fácil interpretação</b> (registos de avaliação).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Exemplos de registos de avaliação que sejam úteis e fáceis de interpretar?
18	Os professores são capazes de <b>informar, de forma significativa, e com regularidade, os seus alunos sobre o seu progresso na aprendizagem, em termos de língua e conteúdos</b> (Comunicação de progresso na aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Como?
19	Os professores são capazes de <b>dar feedback corretivo acerca dos erros linguísticos dos alunos</b> (Comunicação de progresso na aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Como é que os professores veem o erro? Qual é a sua atitude perante o erro?
20	Os professores são capazes de <b>dar feedback significativo aos alunos sobre o trabalho realizado de modo a melhorar a sua aprendizagem</b> (Comunicação de progresso na aprendizagem).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foco: Como?




Legenda: FO – Frequentemente observado; O – Observado; NO – Não observado.

## Appendix 6 – Research methods – Classroom assessment samples

Formative assessment samples

Informal

SC 2 – 'Can do?' statements and stars to colour the degree of difficulty

	
I can say the name of the organs of the excretory system.	
I can understand how the excretory system works.	

SC 6 – Assessment tool (Smiley faces/caterpillars) to show according to the degree of difficulty



SC 6 – Assessment poster




Did you play a game?

Formal

SC 3 – Self-evaluation (Self-assessment worksheet)

School: \_\_\_\_\_

Grade 3 – Bilingual Class  
School Year 2013-2014  
Self Evaluation



Name: \_\_\_\_\_  
Date: \_\_\_\_\_ Class: \_\_\_\_\_ Number: \_\_\_\_\_  
First Term  Second Term  Third Term

1. My English classes are ...  
weak  fine  good  excellent

2. In my English classes I like ...  
Reading  Doing worksheets  Building sentences  Listening to stories   
Doing experiments  Singing songs/chants  Drawing/colouring  Playing games   
Speaking  Doing handcraft  Teacher's sketches

3. In my English classes I don't like ...  
Reading  Doing worksheets  Building sentences  Listening to stories   
Doing experiments  Singing songs/chants  Teacher's sketches  Playing games

4. I know the ...

Family	Action words/verbs	Idioms	Building sentences
not very well <input type="checkbox"/>	not very well <input type="checkbox"/>	not very well <input type="checkbox"/>	not very well <input type="checkbox"/>
well <input type="checkbox"/>	well <input type="checkbox"/>	well <input type="checkbox"/>	well <input type="checkbox"/>
very well <input type="checkbox"/>	very well <input type="checkbox"/>	very well <input type="checkbox"/>	very well <input type="checkbox"/>

5. I know the ...

Digestive system	Circulatory system	Excretory system	Reproductive system
not very well <input type="checkbox"/>	not very well <input type="checkbox"/>	not very well <input type="checkbox"/>	not very well <input type="checkbox"/>
well <input type="checkbox"/>	well <input type="checkbox"/>	well <input type="checkbox"/>	well <input type="checkbox"/>
very well <input type="checkbox"/>	very well <input type="checkbox"/>	very well <input type="checkbox"/>	very well <input type="checkbox"/>

6. I ..... do my homework.  
Never  Rarely  Sometimes  Always

7. My English is ...  
Poor  Fine  Good  Very good

8. My behavior in class is ...  
Poor  Fine  Good  Very good

9. I think my final mark should be ...  
Poor  Fine  Good  Very good

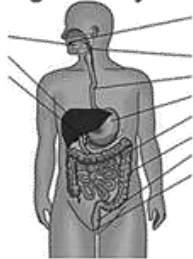
10. Do I like English?  
a) I like don't like English   
b) I like English a little bit   
c) I like English   
d) I love English

SC 4 – Weekly assessment – Estudo do Meio (worksheet)

Weekly assessment – Estudo do Meio


1- Label the pictures.

### Digestive system



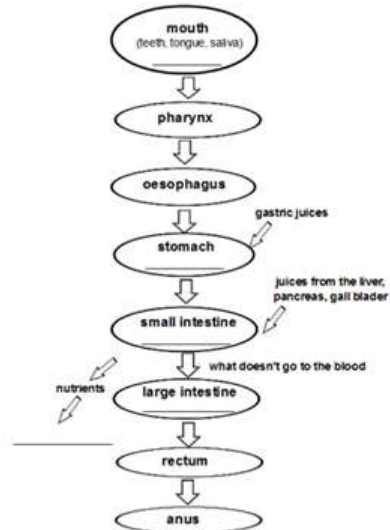
stomach	mouth	oesophagus	pancreas	liver	anus
pharynx	rectum	small intestine	saliva	large intestine	

### Respiratory system



bronchi	nose	trachea
pharynx	lungs	mouth

2- Complete with the words: chyle, faeces, chime, bolus and blood.



3- Complete with:

nose and mouth	breathe in	lungs	breathe out
----------------	------------	-------	-------------

We ..... oxygen.

We ..... carbon dioxide.

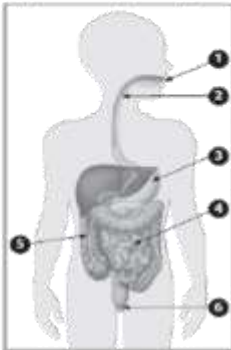
We breathe in air through our .....

The oxygen from the air passes from the ..... into our blood.

SC4 – Revision Work (test preparation worksheet)

REVISION WORK – Bilingual Project  
 NAME \_\_\_\_\_ Monday, 28<sup>th</sup> October

1. Match the sentences about the digestive process to the correct parts of the digestive system.



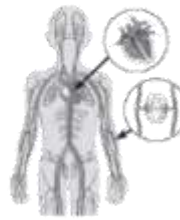
- (a) The small intestine breaks down the food mixture even more.
- (b) The stomach uses gastric juices to turn the food into a thick liquid.
- (c) The digestive process starts in the mouth.
- (d) The remains finally leave our body through our anus.
- (e) Our tongue pushes the food around our mouth to a tube called the oesophagus.
- (f) Remains of the food go to the large intestine.

2. Match the sentences to the parts of the respiratory system.



- (a) The pharynx opens.
- (b) Air goes down a tube called the trachea.
- (c) We breathe in air through our nose and mouth.
- (d) The air enters the lungs and the oxygen passes from the lungs into our blood.
- (e) The air travels down two tubes called bronchi.

3. Look at the pictures and answer the questions.



- (a) What system is this?  
This is the \_\_\_\_\_.
- (b) What happens when the heart contracts and relaxes? \_\_\_\_\_
- (c) What are the three types of blood vessels?  
\_\_\_\_\_  
\_\_\_\_\_

4. Match to make definitions.

- (a) Arteries are very small vessels that connect our arteries and v
- (b) Veins carry blood and nutrients from the heart to all parts of our body.
- (c) Capillaries carry blood back to the heart from the rest of our body.

5. Complete and reorder the sentences to describe how we breathe.

carbon dioxide    nose    pharynx    mouth    lungs  
 oxygen    trachea    bronchi

- (a) From the bronchi, the air enters the \_\_\_\_\_.
- (b) The \_\_\_\_\_ from the air passes from the lungs into our blood.
- (c) When we breathe out, the air contains \_\_\_\_\_ and the whole process is repeated in reverse.
- (d) We breathe in air through our nose and \_\_\_\_\_.
- (e) The \_\_\_\_\_ opens and air goes down a tube called the \_\_\_\_\_.
- (f) The air travels down two tubes called \_\_\_\_\_.

6. Match the sentences about the respiratory system to the correct diagram.



- (a) We breathe in oxygen.
- (b) The diaphragm relaxes.
- (c) The diaphragm contracts.
- (d) We breathe out carbon dioxide.

7. Circle true or false. Copy the sentences and correct the ones that are false.

- (a) The digestive process starts in the oesophagus. True / False  
\_\_\_\_\_
- (b) The liver and the pancreas send juices to the small intestine. True / False  
\_\_\_\_\_
- (c) The remains of food leave the body through the small intestine. True / False  
\_\_\_\_\_






## Summative assessment samples

### SC3 – Critérios de avaliação dos alunos (Informative sheet)

Evaluation	Grade
1-Speaking	Excellent (100%)
2-Listening	Very good (80-90%)
3-Reading	Good (70-79%)
4-Writing	Average (50-69%)
5-Tests	Poor (40-49%)
6-Classroom work	Very poor (0-39%)
7-Homework	
8-Handwriting	
9-Participation	
10-Attention	
11-Following rules	
12-Responsibility	
13-Friendship	



SC3 – *What do I know?* (Estudo do Meio/Expressões and English Test)


 Nome: \_\_\_\_\_ Data: \_\_\_\_\_  
 1<sup>st</sup> Grade – Bilingual Class  
 What do I know?  
 Mark: \_\_\_\_\_ Teacher: \_\_\_\_\_

**A. Put the words in the right place.**

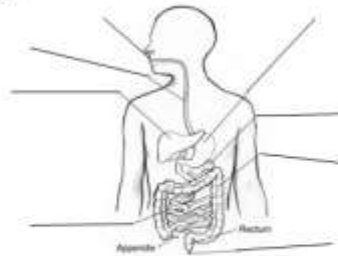
small intestine    heart    large intestine    veins    blood    mouth    lungs    teeth  
 esophagus    liver    anus    arteries    capillaries    pancreas    stomach    cells    tricus

Digestive system	Circulatory System

**B. Order the words.**

- 1 pumps / blood / heart / the \_\_\_\_\_
- 2 carry / carbon dioxide / veins / the \_\_\_\_\_
- 3 saliva / with / mixes / food \_\_\_\_\_
- 4 goes down / esophagus / food / the (s2) \_\_\_\_\_
- 5 the / absorbs / small intestine / nutrients \_\_\_\_\_
- 6 contracts / heart / the / relaxes / and \_\_\_\_\_
- 7 feces / anus / the / leaves / the \_\_\_\_\_
- 8 capillaries / the / remove / carbon dioxide \_\_\_\_\_

**C. Label the picture.**




**D. Where do these substances belong to?**

oxygen    chyme    carbon dioxide    blood    gastric juices    saliva  
 nutrients (s2)    food bolus    waste material (s2)    chyle

Digestive System	Circulatory System

**E. Label the picture.**



**F. Fill the gaps with the correct verb.**

- In the mouth our teeth ..... and ..... the food.
- The tongue ..... the food into a ball – food bolus.
- The food ..... down a long tube called oesophagus.
- In the stomach the food ..... with gastric juices.
- The food ..... a thick liquid called chyme.
- The small intestine ..... all the nutrients.
- In the large intestine the waste material ..... feces or poo.
- The feces ..... the anus.

- mixes
- becomes (x2)
- cut
- makes
- goes
- leave
- chew
- absorbs

**G. Build sentences.**

- heart / is / muscle .....
- heart / pumps / blood / around / body .....
- veins / carry / blood / carbon dioxide .....
- lungs / remove / carbon dioxide .....
- lungs / oxygen / enters / blood .....
- arteries / carry / oxygen / nutrients .....
- capillaries / connect / veins / arteries .....
- capillaries / deliver / oxygen / cells .....
- capillaries / remove / waste material .....
- circulatory system / starts / again .....

**H. Draw the following organs:**

A huge red heart	A big brown liver	A long white tube	Two big red lungs



School: .....

Grade 3 – Bilingual Class



What do I know?

Name: ..... Date: .....  
 Mark: ..... Teacher: .....

**Listening Activity**

1 – Listen to your teacher. Then write what each bowl has.

liver hearts stomachs lungs tube pancreas blood syringes faces veins

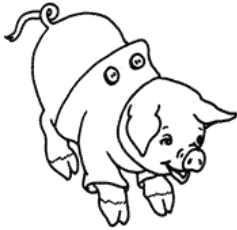
Right bowl	Left bowl

2. Listen to the text again and then fill the table. Watch out your spelling.

organ	Number (in full)	adjective	colour
stomach			
liver			
pancreas			
hearts			
lungs			
veins			

**Reading Test**

1 - Read the following text very carefully.



**Piggy my uncle's pet**

My uncle John loves animals. He has got a funny pet. He has got a small pink pig. It is called Piggy. It has got a short pink body, a long curly tail and two big ears. It also has got two tiny black eyes and a big fat nose. It is very ugly.

Piggy likes to eat lots of green vegetables. My uncle says that his pig has got a big mouth with lots of teeth. Piggy cuts and chews the vegetables with its big ugly teeth. Then the food mixes with saliva and goes down a long tube called oesophagus and into a very big stomach. In the stomach the food mixes with gastric juices. From the stomach the food goes into the small intestine and into the large intestine. Then the waste material leaves the body through the anus. The pig's poo... it... smells awful!

Was your reading good, fine or weak? Circle your answer.



**Listening Exercise**

1. Listen very carefully to the text that I am going to read.

Professor Jackson is a scientist. He is in his laboratory. He is studying the elephant's body. He has got two big bowls. The bowls have got lots of things. The right bowl has got five ugly purple stomachs, a small brown liver, three fat yellow pancreas, ten big blue veins and some black feces. The left bowl has got four huge red hearts, six beautiful pink lungs, a tube with blue blood and two syringes with red blood.

There are two bowls, the right bowl and the left bowl. Write what each bowl has got.

2. I am going to read the text again. Listen very carefully and then complete the table with the correct information.

organo	Number	Adjective	Colour
stomach	five	ugly	purple
liver	one	small	brown
pancreas	three	fat	yellow
veins	ten	big	blue
hearts	four	huge	red
lungs	six	beautiful	pink

**Reading Activity**

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Was your reading good, fine or weak? Circle your answer.

SC5 – Written Test (Estudo do Meio Test)

Estudo do Meio		Written Test	3 <sup>rd</sup> Year
Name: _____	Date: ____/____/____		
Classification: _____	Teacher: _____	O. Enro de Educação: _____	

WHAT-A-MESS

1. Look at the Zoo and write the name of the animals. Use the words in the box and order the letters.

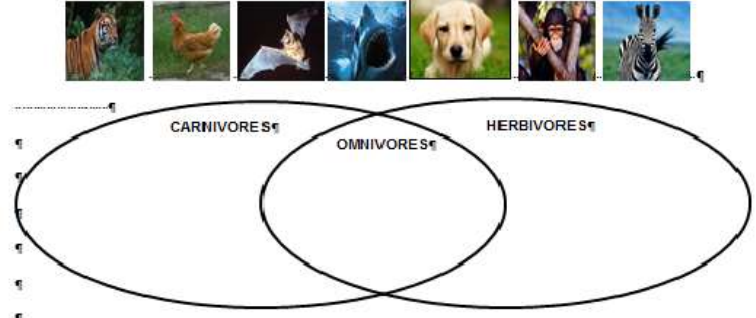
SKHRA	SALDNAMAER
OGD	KEMYON
HNE	BZEAR
CILCORODE	SINLA
EALGE	DHOINPL
TGERI	SPIRDE
UTLETRBFY	TRTLUE
POCTUSO	ABT
CWLFISHHO	RGOF

2. Find the name of the animals on the right in the soupletter.

3. Choose the correct answer.

The animals you found are...  vertebrates  invertebrates

4. Classify the animal according to what they eat. Write their names in the diagram.



5. Complete the table with information about the animals.

Animal	Class	Lives where?	Breathe with lungs or through gills?	Scales, feathers, hair or fur?	Live babies or lay eggs?
Frog	amphibian	land/water	babies gills, adults lungs	moist skin	lay eggs
Dolphin					
Owl		Air			
Zebra					
Crocodile					
Shark					
Penguin					

6. Which is the animal? Read and match. ¶

It is a vertebrate. It is born from its mum. ¶  
It has hair. It breathes with lungs. ¶

It is an invertebrate. It has got a soft body. ¶  
It lay eggs. It can fly. ¶

It is born from an egg. It has scales. It has  
fins to swim with and it breathes through gills. ¶

It is a vertebrate. It is born from an egg. ¶  
It can breathe with lungs, through gills or  
skin. It can live in water and on land. ¶

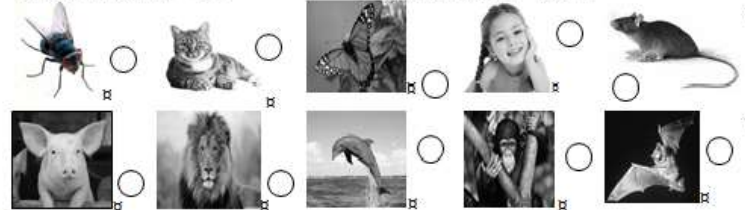
It is born from an egg. It has feathers, wings  
and a beak. It can fly. It breathes with lungs. ¶

It is a vertebrate. It is born from an egg. ¶  
It has scales. It has no legs. ¶



7. Colour the circle according to the code. ¶

Oviparous animals – red ..... Viviparous animals – blue ¶



8. Match to make sentences about what animals eat. ¶

- a) Herbivores ..... → → → → → eat plants and other animals. ¶
- b) Carnivores ..... → → → → → eat plants. ¶
- c) Omnivores ..... → → → → → eat other animals. ¶

9. Write true (T) or false (F): ¶

- Viviparous animals lay eggs.
- Carnivores eat other animals.
- Vertebrate animals don't have a backbone.
- Birds have feathers, a beak and wings.
- All baby mammals drink their mother's milk.
- Fish, reptiles and amphibians are oviparous.

10. Draw your favourite animal. Write two sentences about it. ¶

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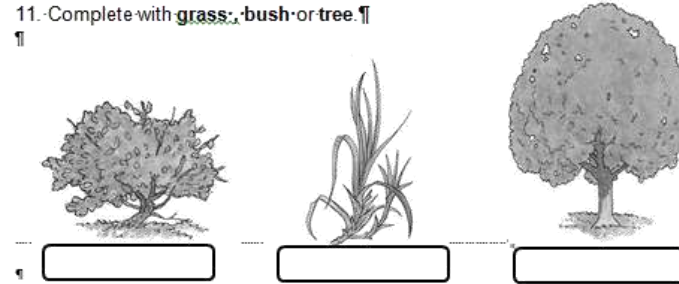


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11. Complete with grass, bush or tree. ¶



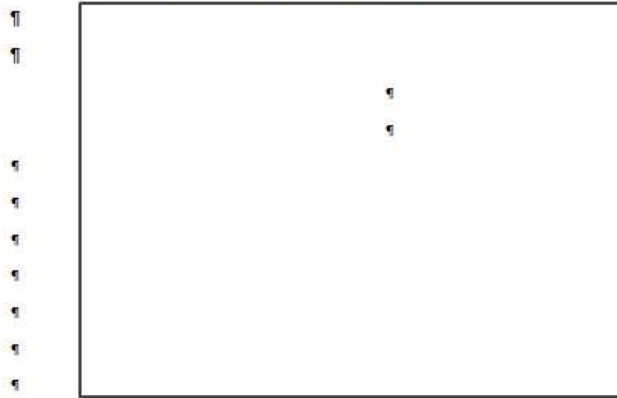
12. Read and match. ¶











**FLOWER** ¶ **LEAVES** ¶ **ROOTS** ¶ **STEM** ¶

... absorb water and minerals. Fix the plant into the ground. ¶  
... carry water and minerals from the root to the rest of the plant. ¶  
... grow from the stems or branches. Use sunlight to make their own food. ¶  
... are coloured and perfumed to attract insects. ¶

13. Draw and label a plant with the 5 parts of it.



14. Match the plants with to the products they are made of.

				<ul style="list-style-type: none"> <li>Oak Tree</li> <li>Oranges</li> <li>Pencil</li> <li>Cotton</li> <li>Clothes</li> <li>Flowers</li> <li>perfume</li> </ul>
				

15. Write sentences according to the example. Use the words to help you.

Olive oil is made of olives. Olives are used to make olive oil.

Orange juice \_\_\_\_\_

Perfume \_\_\_\_\_

A pencil \_\_\_\_\_

16. Complete the crosswords about the body systems.

15. Put the letters in the correct order and find out these feelings.



phapy      ygrna      prisursed      das

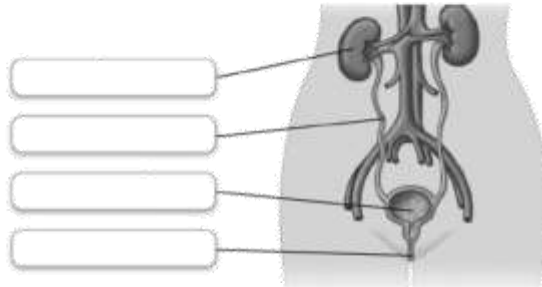
SC4 –Ficha de Avaliação Sumativa - 1.º Período Estudo do Meio EBP 3rd Year (Estudo do Meio Test)

Ficha de AVALIAÇÃO SUMATIVA - 1.º Período  
**Estudo do Meio\_EBP: 3.º Year**

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Evaluation: \_\_\_\_\_ Teacher: \_\_\_\_\_

Lê a ficha com muita atenção e responde.  
 Read the test with attention and answer.

1. Label the picture with the name of the excretory organs.

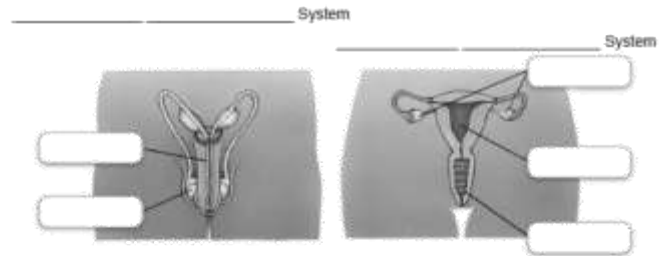


2. Fill in the blanks with the words from the box.

The excretory system removes all the \_\_\_\_\_ from our body.  
 The \_\_\_\_\_ act as a filter. They clean waste from our \_\_\_\_\_.  
 This waste combines with water and makes \_\_\_\_\_.  
 Urine goes from the kidneys down two tubes called \_\_\_\_\_ and collects in a bag called the \_\_\_\_\_. When it gets full, our body tells us it's time to go to the toilet.  
 Urine then leaves our body through the \_\_\_\_\_.

- |         |       |       |         |         |       |         |
|---------|-------|-------|---------|---------|-------|---------|
| bladder | urine | blood | ureters | urethra | waste | kidneys |
|---------|-------|-------|---------|---------|-------|---------|

3. Complete the titles and label the Reproductive Systems: Male and Female.



4. Fill in the blanks with the words from the box.

The fertilisation occurs when \_\_\_\_\_ joins an \_\_\_\_\_.  
 If the eggs are fertilised, a baby will develop in the \_\_\_\_\_ for \_\_\_\_\_ months.

The \_\_\_\_\_ transports nutrients from the mother to the baby.

- |     |       |                |      |        |
|-----|-------|----------------|------|--------|
| egg | sperm | umbilical cord | nine | uterus |
|-----|-------|----------------|------|--------|

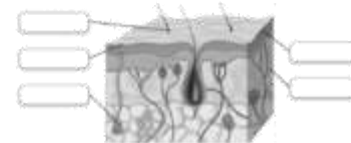
5. Match the names with the corresponding definitions.

- |  |   |                 |
|--|---|-----------------|
| a) When sperm joins an egg.  | • | • Foetus        |
| b) In the first three months it is an...                               | • | • Embryo        |
| c) The fertilised egg goes to the uterus and a baby starts to develop. | • | • Pregnancy     |
| d) After three months it is a...                                       | • | • Fertilisation |

6. Todo o nosso corpo está coberto por pele. Refere três funções da pele.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. Completa a legenda da imagem, que representa uma porção de pele.





8. Refere alguns cuidados que devemos ter com a pele.

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9. Relate the adjectives with the corresponding type of feelings.

COLD	•
HOT	•
SAD	•
HAPPY	•



10. Match the opposites.

- |         |   |   |       |
|---------|---|---|-------|
| Dirty   | • | • | Young |
| Healthy | • | • | Weak  |
| New     | • | • | Clean |
| Strong  | • | • | Sad   |
| Old     | • | • | Old   |
| Happy   | • | • | Sick  |

11. Put the correct letter in the  according to the feelings on the pictures.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A – Hungry B – Tired C – Sick D – Cold E – Angry F – Happy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12. Se cumprimos as regras de higiene e saúde temos uma vida saudável.

12.1. Classifica as seguintes afirmações em verdadeiro (V) ou falsas (F) assinalando com X

- Devemos ter sempre as vacinas em dia, pois através delas criamos defesas contra os micróbios causadores de doenças.
- Para curar doenças que não sejam graves, podemos utilizar medicamentos sem receita médica.
- O consumo de bebidas alcoólicas por parte das crianças é muito importante para o seu crescimento saudável.
- Devemos evitar fumar ou inalar o fumo do tabaco, pois este pode provocar doenças muito graves ao nível do sistema respiratório.
- O sol, o ar puro, o exercício físico e uma alimentação equilibrada são importantes para a saúde.
- Durante o verão, devemos aproveitar as horas de maior calor para nos expormos ao sol, pois a pele bronzeada é muito mais saudável.

13. Pay attention to the Simpsons family tree and complete the sentences.



- a) Lisa's parents are \_\_\_\_\_ and \_\_\_\_\_.
- b) Bart's grandparents are \_\_\_\_\_ and \_\_\_\_\_.
- c) Maggie's uncle is \_\_\_\_\_ and her cousin is \_\_\_\_\_.
- d) Their aunts are \_\_\_\_\_ and \_\_\_\_\_.

14. Lê as informações recolhidas pela Célia sobre a sua família.  
Assinala, no mapa, com os números dos acontecimentos, os locais referidos.

1. A avó Mafalda nasceu em **Évora**.

2. O avô Afonso nasceu em **Bragança**.

3. Os avós foram viver para Leiria, conheceram-se e casaram. Nessa cidade nasceu a mãe.

4. O avô Tomás nasceu em **Setúbal**.

5. A avó Matilde nasceu em Beja.

6. Foram trabalhar para **Lisboa**, onde se conheceram, casaram e nasceu o pai.

7. O pai e a mãe trabalhavam em **Faro**.

Depois de casar... por lá ficaram a viver.



15. Pinta o espaço que completa corretamente a frase.

A década é um período de...

- ... cinco anos.      ... dez anos.      ... vinte anos.

- 16 - O que são ímanes? (risca o errado).

- São corpos que atraem objetos metálicos.
- São pedras muito bonitas que se fabricam nas fábricas.

17. Assinala com  os objetos que são atraídos por **ímanes**.

					
borracha	rolha de cortiça	moeda de 2 €	moeda de 5 cêntimos	prego de ferro	régua de plástico
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Sample SC5 - *Estudo do Meio Avaliação Mensal* (Estudo do Meio Test)

Estado do Meio		Avaliação Mensal		3º Year	
Name: _____			Date: ____/____/____		
Classification: _____		Teacher: _____		O Exerce Edwayção: _____	

**FAMILY**

1 – Look at Maria’s family tree.



2 – Complete the following sentences about Maria’s family. Use the words below.






- Hello! My name is Maria.  
 Cátia and João are my \_\_\_\_\_.  
 Sara is my \_\_\_\_\_ and Afonso is my father’s \_\_\_\_\_.  
 Mariana is my \_\_\_\_\_ and Manuel is my \_\_\_\_\_.  
 Lúcia is my \_\_\_\_\_ and Artur is my \_\_\_\_\_.  
 Rodrigo, Joana e Dinis are my \_\_\_\_\_.

uncle – cousins – grandmother – grandfather  
 son – aunt – sister – parents

**OTHER CULTURES IN OUR COMMUNITY**

5 – Complete the text about other cultures in our community.

Use the words in the box.

-  Hello! My name is Amir!  
I’m from \_\_\_\_\_ and I represents the \_\_\_\_\_ community.
-  Hello! My name is Sui!  
I’m from \_\_\_\_\_ and I represents the \_\_\_\_\_ community.
-  Hello! My name is Naomì!  
I’m from \_\_\_\_\_ and I represents the \_\_\_\_\_ community.
-  Hello! My name is Anyal!  
I’m from \_\_\_\_\_ and I represents the \_\_\_\_\_ community.
-  Hello! My name is Jasmine!  
I’m from \_\_\_\_\_ and I represents the \_\_\_\_\_ community.

- Brazil  
 African  
 China  
 India  
 Brazilians  
 Gypsy  
 Angola  
 Chinese  
 Romania  
 Indian

6- Match the children to what their communities do in Portugal.



- |  |  |   |  |  |
|--|--|---|--|--|
| They build houses, schools, shopping centres, and hospitals. | They have restaurants and clothes shops. | They have restaurants, clothes shops, bijouterie shops and furniture shops. | They work in many activities: restaurants, hairdressers and nails shops. | They sell clothes, shoes, cd, mobile phones and perfumes in the markets. |
|--|--|---|--|--|

## Appendix 7 – Permissions for data collection

From the Directorate-General for Education

**Distribuição #DGC/2014/1574 (Pendente)** Executar

Dados Gerais Outros Dados Primeiro Registo Documentos

Formoso registo: L.DGC/2014/828 de DGE (Ana Cristina Costa Mano Xavier)

Assunto: Pedido de autorização para recolha de dados no âmbito do Projeto EBP

Observações:

Fase de execução: Sem prazo

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**PROCESSOS**

Sequencial	Ver	Código	Assunto	Classificação	Data Início	Estado
Não existem elementos.						

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**ETAPAS**

Ordenar:

Ordem	Inf	Fase	Interventor	Precioso	Inicio
1			Joanna Burke (DGC)		20-02-2014 10:00:00
2	SI		Luísa Silveira (DGE)		20-02-2014 10:20:23
3			Luísa Silveira (DGE)		24-02-2014 09:50:34
4	SI		Fernando Reis (DGE)		08-03-2014 12:17:02
5			Margarida Matos (DGE)		10-03-2014 09:50:30
6	SI		Margarida Matos (DGE)		03-04-2014 15:31:11
7	SI		Ana Xavier (DGE)		08-04-2014 11:23:09
8			Margarida Matos (DGE)		

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Etapa: 4 - Fernando Reis (DGE)  
 Fase de execução: Sem prazo  
 Operações Efetuadas: Enviada em 08-03-2014 12:22 por Fernando Reis (DGE)

Mapa anterior: Despacho/Informação de Luísa Silveira (DGE) na etapa 3

Despacho/Informação: Autoriza. Devolver a DGC.

From the British Council



British Council, Rua Luís Fernandes, 1-3  
1249-052 Lisboa, Portugal  
T +351 21 321 4500  
F +351 21 347 6151  
lfbon.enquiries@pt.britishcouncil.org  
www.britishcouncil.org/portugal

Exma Senhora  
Dra Ana Cristina da Costa Mano Xavier  
Direção Geral de Educação  
Ministério da Educação Portugal

20 Setembro 2014

Exma Senhora Dra Ana Cristina da Costa Mano Xavier,

Pela presente deixo o seu pedido para recolher, analisar e utilizar dados referentes ao trabalho desenvolvido pelos professores do project EBP e utilizar os recurso de apoio ao projecto de autoria da DGE e do British Council exactamente e conforme estabelecido no seu pedido de autorização.

Joanna Burke DMG  
Directora  
British Council Portugal

From the school clusters

**Permission from SC1**

----- Forwarded message -----

From: **(email withdrawn)**

Date: 2014-09-22 20:34 GMT+01:00

Subject: Re: Pedido de autorização de recolha de dados no âmbito de realização de mestrado - Ana Xavier

To: Ana Xavier <ana.cristina.xavier@gmail.com>

Ex.<sup>ª</sup> Sr.<sup>ª</sup> Dr.<sup>ª</sup> Ana Xavier,

Atendendo ao solicitado, bem como às condições em que o pedido é apresentado, considera-se o mesmo deferido.

Com os meus cumprimentos,

**(director's identification withdrawn)**

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**Permission from SC2**

De: **(email withdrawn)**

Enviada: quarta-feira, 24 de Setembro de 2014 12:38

Para: Ana Xavier (DGE)

Assunto: Pedido de autorização de recolha de dados no âmbito de realização de mestrado

Ex.<sup>ª</sup> Sr.<sup>ª</sup> Dr.<sup>ª</sup> Ana Xavier,

Atendendo ao solicitado, bem como às condições em que o pedido de autorização é apresentado, considera-se o mesmo deferido.

Com os melhores cumprimentos,

A Presidente da CAP do Agrupamento **(cluster's identification withdrawn)**

**(director's identification withdrawn)**

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**Permission from SC3**

----- Forwarded message -----

From: **(email withdrawn)**

Date: 2014-05-21 14:35 GMT+01:00

Subject: Re: Pedido de autorização de recolha de dados no âmbito de realização de mestrado - Ana Xavier

To: Ana Xavier <ana.cristina.xavier@gmail.com>

Ex.ma Senhora Dra. Ana Xavier

Em resposta ao pedido de autorização para aplicação dos procedimentos descritos no âmbito do trabalho de projeto que está a desenvolver, informo que autorizo os referidos procedimentos junto dos docentes que implementam o Projeto EBP no 1.º CEB/*Bilingual Schools Project* no 3.º ano de escolaridade deste Agrupamento de escolas.

Com os meus cumprimentos

A Diretora

**(director's identification withdrawn)**

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#### Permission from SC4

----- Forwarded message -----

From: **(email withdrawn)**

Date: 2014-06-16 19:33 GMT+01:00

Subject: Re: Pedido de autorização de recolha de dados no âmbito de realização de mestrado - Ana Xavier

To: Ana Xavier <ana.cristina.xavier@gmail.com>

Exma Srª Drª Ana Xavier

Serve o presente email, para em nome do **(director's identification withdrawn)**, agora Diretor do Agrupamento de Escolas **(school's identification withdrawn)** informar que nada temos a opor ao pedido solicitado por V. Excia para recolha de dados no âmbito do mestrado que está a realizar.

Ao dispor

Os meus cumprimentos

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#### Permission from SC5

----- Forwarded message -----

From: **Direção do Agrupamento <(email withdrawn)>**

Date: 2014-05-20 16:44 GMT+01:00

Subject: Re: Pedido de autorização de recolha de dados no âmbito de realização de mestrado - Ana Xavier

To: Ana Xavier <ana.cristina.xavier@gmail.com>

Cc: "Coordenação Esc. **(email withdrawn)**"

Dra. Ana Xavier

Deferido

Cumprimentos

**(director's identification withdrawn)**

*Diretora*

*Agrupamento de Escolas (school's identification withdrawn)*

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#### Permission from SC6

----- Forwarded message -----

From: **(email withdrawn)**

Date: 2014-06-18 12:36 GMT+01:00

Subject: RE: Pedido de autorização de recolha de dados no âmbito de realização de mestrado - Ana Xavier

To: Ana Xavier <ana.cristina.xavier@gmail.com>

Peço desculpa pelo atraso. É claro que está deferido o seu pedido. Providenciarei a colaboração dos professores que implementam o Projeto EBP no 1.º CEB/*Bilingual Schools Project* no 3.º ano de escolaridade.

Um abraço

**(director's identification withdrawn)**

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## From the MIME platform

----- Forwarded message -----

From: <mime-noreply@gepe.min-edu.pt>

Date: 2014-04-21 17:39 GMT+01:00

Subject: Monotorização de Inquéritos em Meio Escolar: Inquérito nº 0433700001

To: ana.cristina.xavier@gmail.com

Exmo(a)s. Sr(a)s.

O pedido de autorização do inquérito n.º 0433700001, com a designação *ASSESSMENT FOR LEARNING IN EBE/CLIL: a learning-oriented approach to assessing English language skills and curriculum content at Early Primary level*, registado em 01-04-2014, foi aprovado.

Avaliação do inquérito:

Exmo(a) Senhor(a) Dr(a) Ana Cristina da Costa Mano Xavier

Venho por este meio informar que o pedido de realização de inquérito em meio escolar é autorizado uma vez que, submetido a análise, cumpre os requisitos, devendo atender-se às observações aduzidas.

Com os melhores cumprimentos

José Vitor Pedroso

Diretor de Serviços de Projetos Educativos

DGE

Observações:

- a) A realização do Inquérito fica sujeita a autorização das Direções dos Agrupamentos de Escolas do ensino público a contactar para a sua realização. Merece especial atenção o modo, o momento e condições de aplicação dos instrumentos de recolha de dados em meio escolar, devendo fazer-se em estreita articulação com as Direções das Escolas/Agrupamentos que autorizem a realização do estudo.
- b) Deve considerar-se o disposto na Lei nº 67/98 em matéria de garantia de anonimato dos sujeitos, confidencialidade, proteção e segurança dos dados, sendo necessário solicitar o consentimento informado e esclarecido do titular dos dados. Não deve haver cruzamento ou associação de dados entre os que são recolhidos pelos instrumentos de inquirição e os constantes da declaração de consentimento informado.
- c) Informa-se ainda que, de acordo com a natureza jurídica da Direção-Geral da Educação, publicada pelo Decreto-Lei n.º 14/2012 de 20 de janeiro, conjugada com o enquadramento legal específico dos pedidos de autorização para aplicação de inquéritos/realização de estudo de investigação em meio escolar (Despacho N.º15847/2007, publicado no DR 2ª série n.º 140 de 23 de julho), a DGE não é competente para autorizar a realização de estudos/aplicação de inquéritos/questionários ou outros instrumentos em estabelecimentos de ensino privados.
- d) Verificamos ainda que será utilizada uma plataforma tecnológica para registo de dados online, pelo que se deve acautelar a codificação do questionário de forma a ser respondido apenas pelo destinatário pretendido (através dos códigos de acesso, proceder-se à inquirição através de um único acesso - link da plataforma a utilizar - utilizando-se um ou dois computadores a disponibilizar para o efeito na escola, ou outra forma considerada adequada àquele propósito). Em caso de ser instrumento de livre acesso, não é da competência da DGE autorizar a sua aplicação, uma vez que qualquer pessoa pode responder.

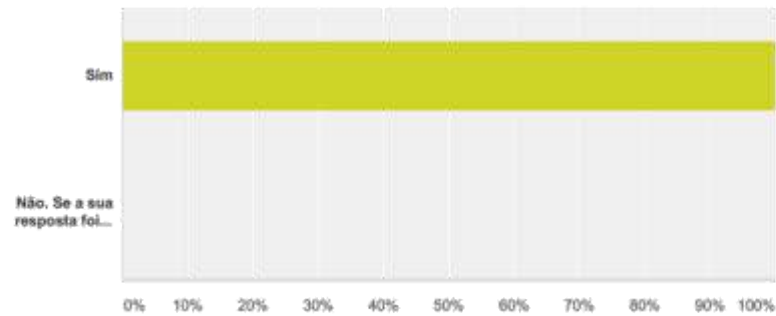
Pode consultar na Internet toda a informação referente a este pedido no endereço <http://mime.gepe.min-edu.pt>. Para tal terá de se autenticar fornecendo os dados de acesso da entidade.

## Appendix 8a – Overall analysis of answers to questionnaire A (teachers)

BSP teachers

### Q1 Ensina num contexto de aprendizagem de EBP/CLIL no 1.º CEB que utiliza o Inglês como língua adicional?

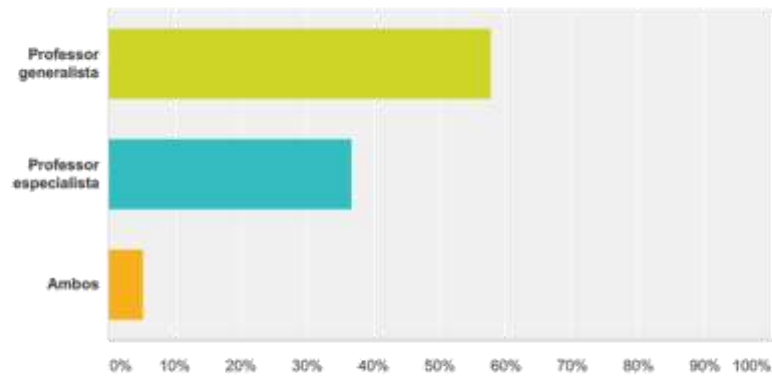
Respondidas: 19 Ignoradas: 0



Opções de resposta	Respostas
Sim	100,00% 19
Não, Se a sua resposta foi "Não", por favor pressione "seguinte" para terminar a sua participação. Obrigad@.	0,00% 0
<b>Total</b>	<b>19</b>

### Q2 É professor generalista do 1.º CEB ou especialista de língua inglesa?

Respondidas: 19 Ignoradas: 0

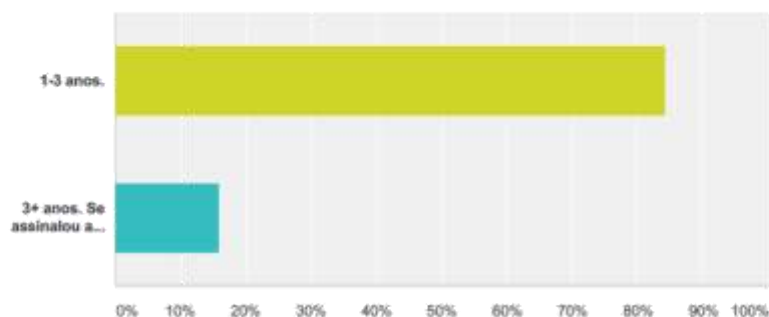


Opções de resposta	Respostas
Professor generalista	57,89% 11
Professor especialista	36,84% 7
Ambos	5,26% 1
<b>Total</b>	<b>19</b>



### Q3 Há quanto tempo leciona num contexto de aprendizagem de EBP/CLIL no 1.º CEB que usa o Inglês como língua adicional?

Respondidas: 19 Ignoradas: 0

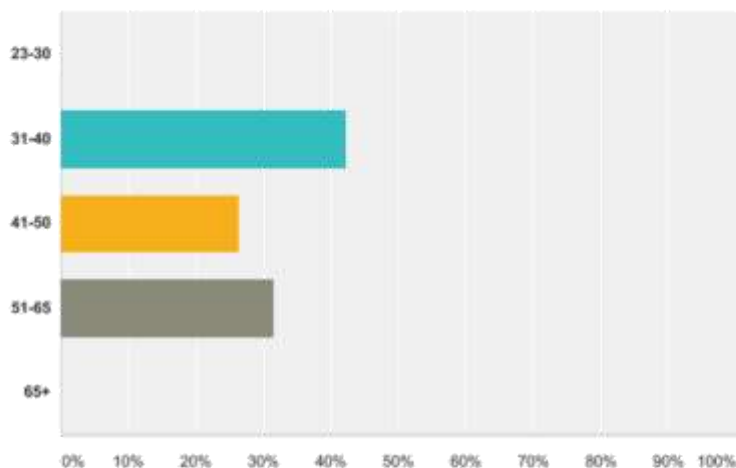


Opções de resposta	Respostas
1-3 anos.	84,21% 16
3+ anos. Se assinalou a opção "3+ anos", por favor indique abaixo o número de anos.	15,79% 3
<b>Total</b>	<b>19</b>

#	3+ anos. Se assinalou a opção "3+ anos", por favor indique abaixo o número de anos.	Data
1	3 anos	20/06/2014 13:45
2	3 anos	17/06/2014 06:16
3	3 anos	17/06/2014 03:43

### Q4 Que idade tem?

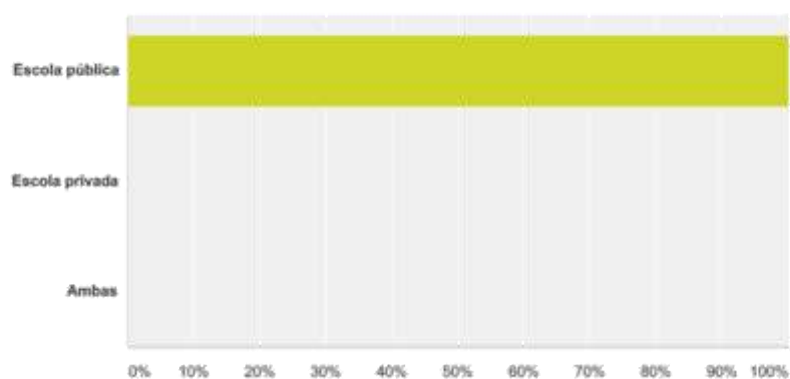
Respondidas: 19 Ignoradas: 0



Opções de resposta	Respostas
23-30	0,00% 0
31-40	42,11% 8
41-50	26,32% 5
51-65	31,58% 6
65+	0,00% 0
<b>Total</b>	<b>19</b>

### Q5 Ensina numa escola pública ou privada?

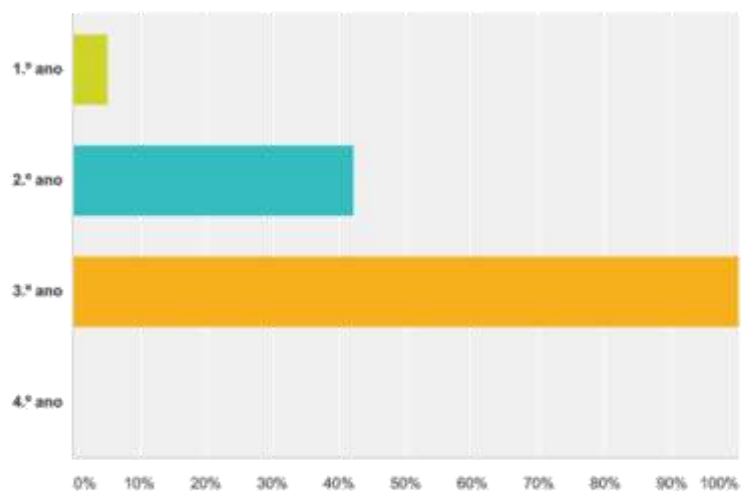
Respondidas: 19 Ignoradas: 0



Opções de resposta	Respostas	
Escola pública	100,00%	19
Escola privada	0,00%	0
Ambas	0,00%	0
<b>Total</b>		<b>19</b>

### Q6 Que anos de escolaridade do 1.º CEB leciona no ano letivo de 2013-2014? (Poderá assinalar mais do que uma opção nesta questão)

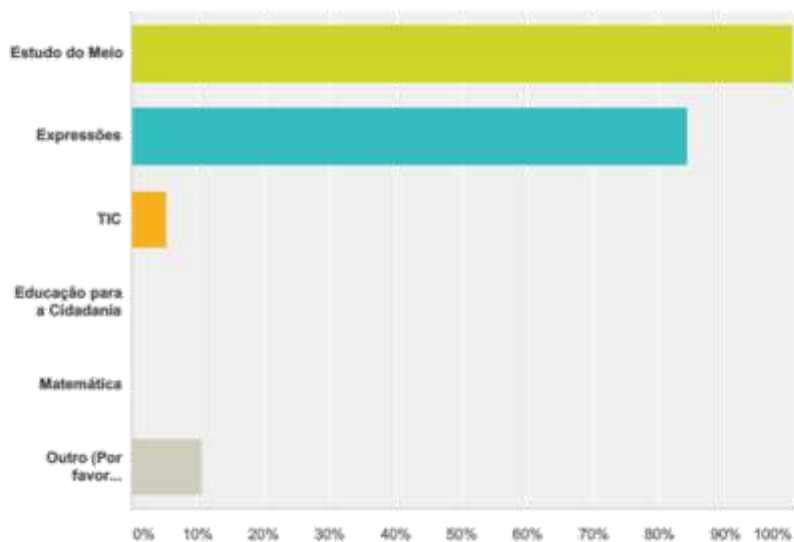
Respondidas: 19 Ignoradas: 0



Opções de resposta	Respostas	
1.º ano	5,26%	1
2.º ano	42,11%	8
3.º ano	100,00%	19
4.º ano	0,00%	0
<b>Total de questionados: 19</b>		

**Q7 Quais os conteúdos do currículo ensinados em Inglês? (Poderá assinalar mais do que uma opção nesta questão)**

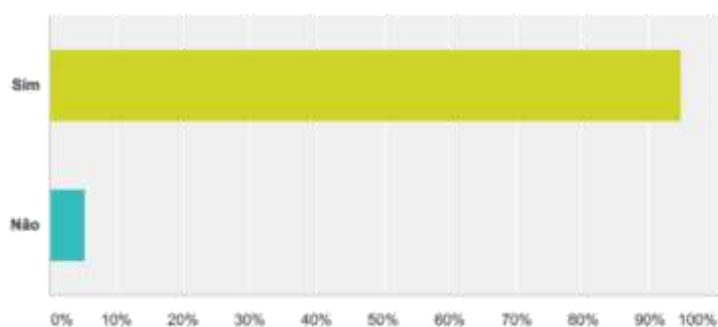
Respondidas: 19 Ignoradas: 0



Opções de resposta	Respostas	
Estudo do Meio	100,00%	19
Expressões	84,21%	16
TIC	5,26%	1
Educação para a Cidadania	0,00%	0
Matemática	0,00%	0
Outro (Por favor especifique)	10,53%	2
<b>Total de questionados: 19</b>		

**Q8 Fez ou está atualmente a fazer formação contínua em algum tipo de oferta de EBP/CLIL no 1.º CEB?**

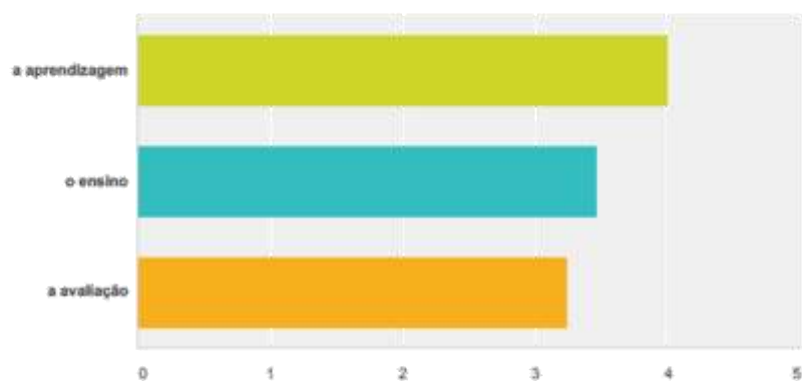
Respondidas: 19 Ignoradas: 0



Opções de resposta	Respostas	
Sim	94,74%	18
Não	5,26%	1
<b>Total</b>		<b>19</b>

**Q9 Na minha prática letiva, valorizo mais...**

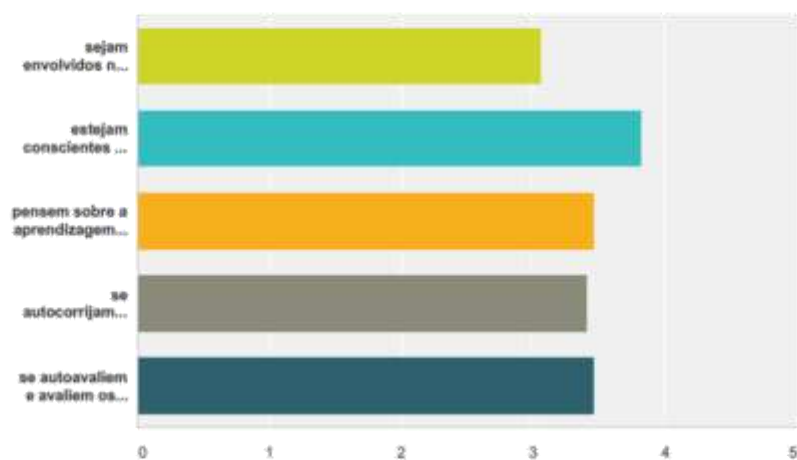
Respondidas: 17 Ignoradas: 2



	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
a aprendizagem	0,00% 0	0,00% 0	0,00% 0	100,00% 17	17	4,00
o ensino	5,88% 1	0,00% 0	35,29% 6	58,82% 10	17	3,47
a avaliação	0,00% 0	5,88% 1	64,71% 11	29,41% 5	17	3,24

### Q10 A aprendizagem pressupõe que os alunos...

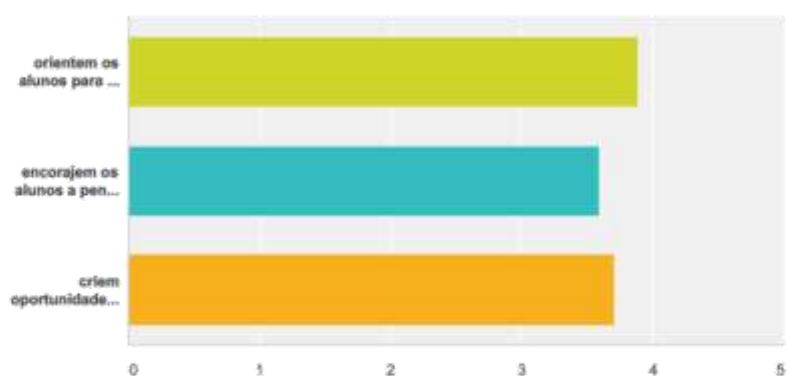
Respostas: 17 Ignoradas: 2



	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
sejam envolvidos na planificação das aulas	0,00% 0	5,88% 1	82,35% 14	11,76% 2	17	3,06
estejam conscientes dos objetivos de aprendizagem	0,00% 0	0,00% 0	17,65% 3	82,35% 14	17	3,82
pensem sobre a aprendizagem e organizem a sua aprendizagem	0,00% 0	0,00% 0	52,94% 9	47,06% 8	17	3,47
se autocorrijam e corrijam os seus pares	0,00% 0	5,88% 1	47,06% 8	47,06% 8	17	3,41
se autoavaliem e avaliem os seus pares	0,00% 0	0,00% 0	52,94% 9	47,06% 8	17	3,47

### Q11 O ensino pressupõe que os professores...

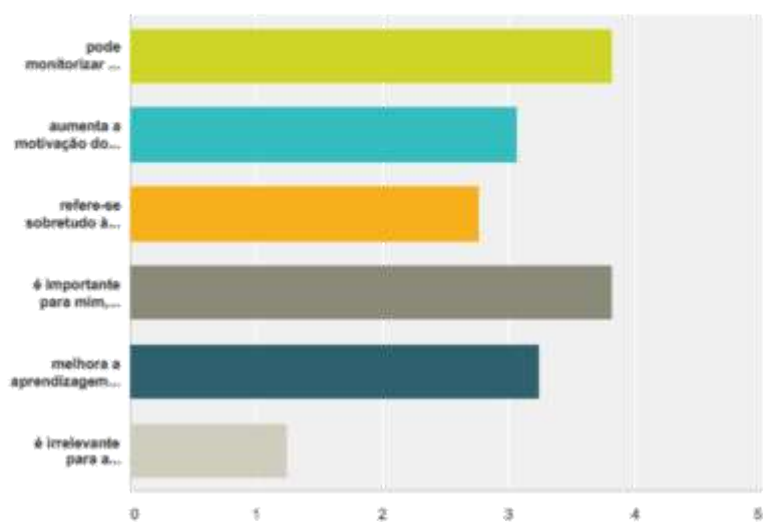
Respostas: 17 Ignoradas: 2



	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
orientem os alunos para se tomarem mais autónomos e motivados	0,00% 0	0,00% 0	11,76% 2	88,24% 15	17	3,88
encorajem os alunos a pensar sobre a forma como aprendem e sobre o que aprendem	0,00% 0	0,00% 0	41,18% 7	58,82% 10	17	3,59
criem oportunidades de aprendizagem e avaliação, de forma integrada	0,00% 0	0,00% 0	29,41% 5	70,59% 12	17	3,71

## Q12 A avaliação...

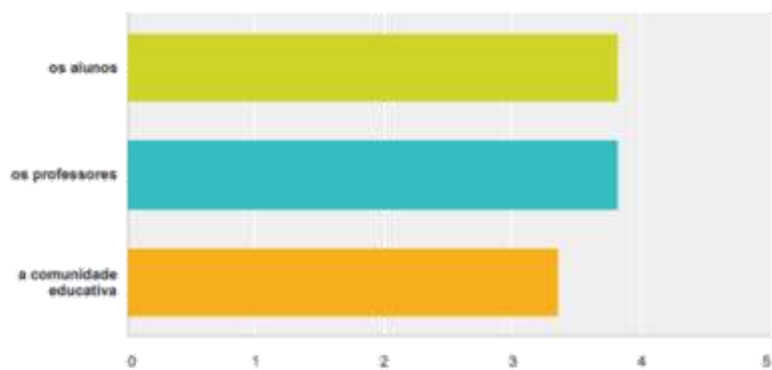
Respostas: 17 Ignoradas: 2



	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
pode monitorizar e apoiar o progresso, o desempenho e os resultados das aprendizagens, dando feedback dos mesmos aos alunos	0,00% 0	0,00% 0	17,65% 3	82,35% 14	17	3,82
aumenta a motivação dos alunos	0,00% 0	5,88% 1	82,35% 14	11,76% 2	17	3,06
refere-se sobretudo à certificação das aprendizagens dos alunos	0,00% 0	29,41% 5	64,71% 11	5,88% 1	17	2,76
é importante para mim, enquanto professor, para conhecer o progresso, o desempenho e os resultados dos meus alunos, bem como para planificar trabalho futuro	0,00% 0	0,00% 0	17,65% 3	82,35% 14	17	3,82
melhora a aprendizagem e o ensino	0,00% 0	5,88% 1	64,71% 11	29,41% 5	17	3,24
é irrelevante para a aprendizagem dos alunos e para o trabalho do professor	76,47% 13	23,53% 4	0,00% 0	0,00% 0	17	1,24

### Q13 Podem aprender com a avaliação...

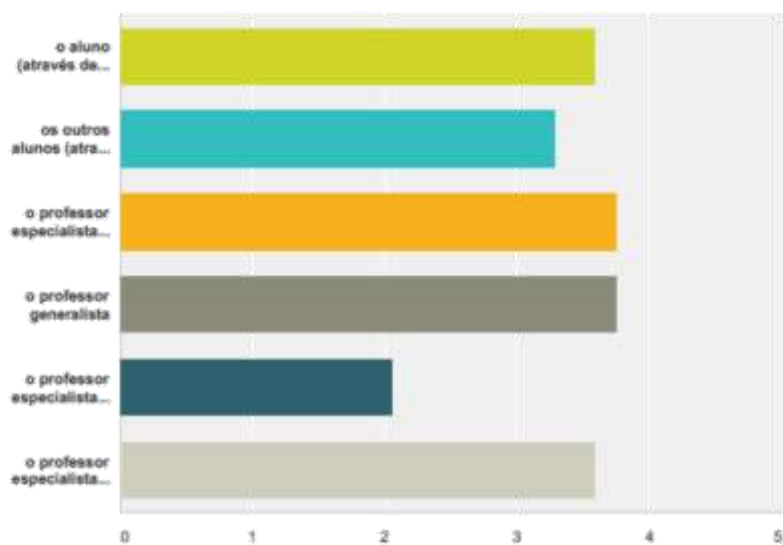
Respondidas: 17 Ignoradas: 2



	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
os alunos	0,00% 0	0,00% 0	17,65% 3	82,35% 14	17	3,82
os professores	0,00% 0	0,00% 0	17,65% 3	82,35% 14	17	3,82
a comunidade educativa	0,00% 0	5,88% 1	52,94% 9	41,18% 7	17	3,35

## Q14 Podem avaliar...

Respondidas: 17 Ignoradas: 2

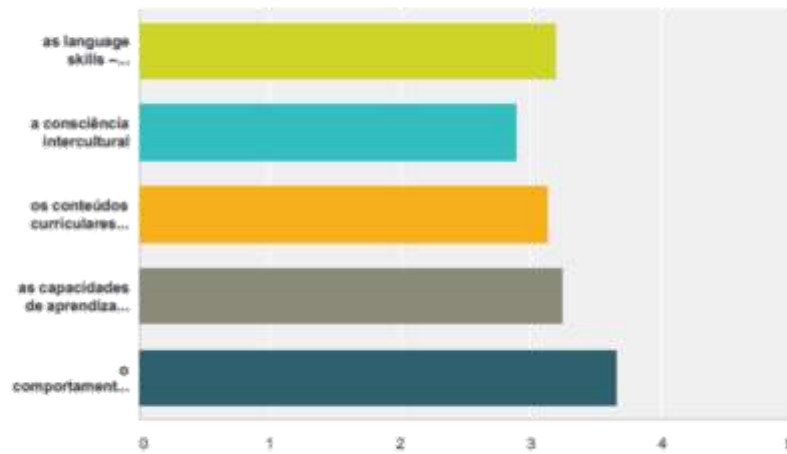


	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
o aluno (através de autoavaliação)	0,00% 0	0,00% 0	41,18% 7	58,82% 10	17	3,59
os outros alunos (através de heteroavaliação)	0,00% 0	0,00% 0	70,59% 12	29,41% 5	17	3,29
o professor especialista de língua	0,00% 0	0,00% 0	23,53% 4	76,47% 13	17	3,76
o professor generalista	0,00% 0	0,00% 0	23,53% 4	76,47% 13	17	3,76
o professor especialista de língua e o professor generalista separadamente	29,41% 5	41,18% 7	23,53% 4	5,88% 1	17	2,06
o professor especialista de língua e o professor generalista em conjunto	0,00% 0	0,00% 0	41,18% 7	58,82% 10	17	3,59



### Q15 Qual o seu grau de confiança quando avalia...?

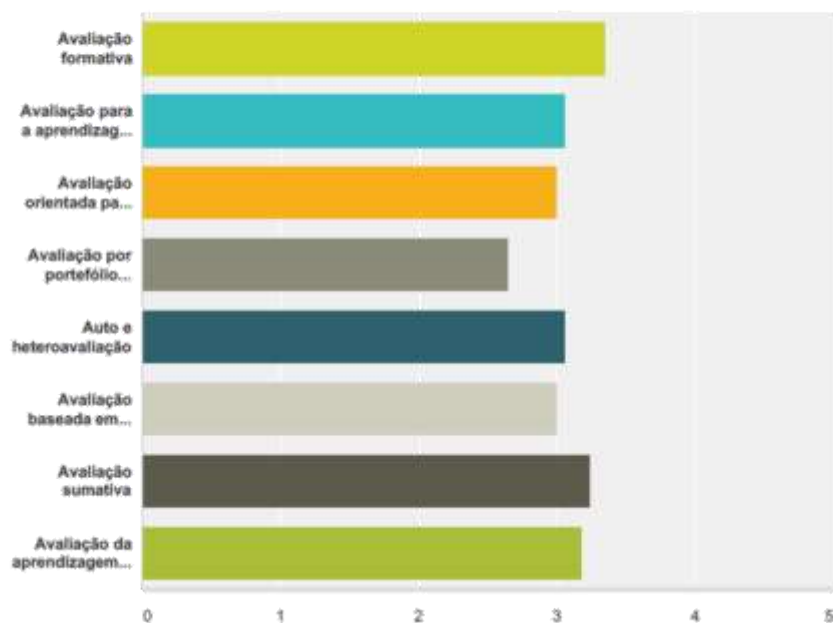
Respondidas: 17 Ignoradas: 2



	1 - Nada confiante	2 - Pouco confiante	3 - Confiante	4 - Muito confiante	Total	Avaliação média
as language skills – listening, speaking, reading e writing	0,00% 0	17,65% 3	47,06% 8	35,29% 6	17	3,18
a consciência intercultural	0,00% 0	29,41% 5	52,94% 9	17,65% 3	17	2,88
os conteúdos curriculares através do Inglês	0,00% 0	5,88% 1	76,47% 13	17,65% 3	17	3,12
as capacidades de aprendizagem dos alunos (learning skills)	0,00% 0	0,00% 0	76,47% 13	23,53% 4	17	3,24
o comportamento/attitudes dos alunos	0,00% 0	0,00% 0	35,29% 6	64,71% 11	17	3,65

### Q16 Qual o seu grau de confiança sobre os seguintes tipos de avaliação?

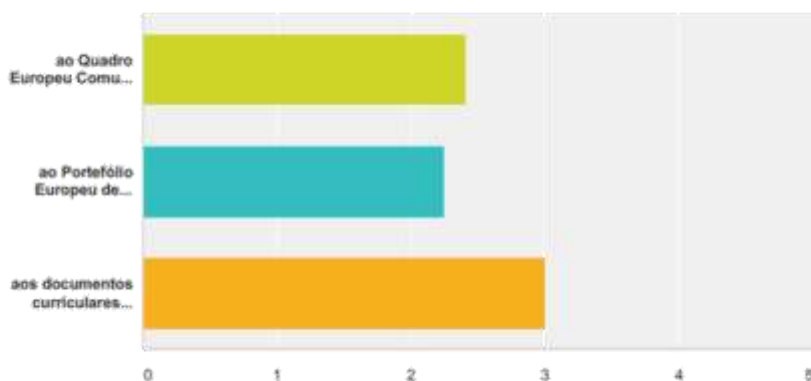
Respondidas: 17 Ignoradas: 2



	1 - Nada confiante	2 - Pouco confiante	3 - Confiante	4 - Muito confiante	Total	Avaliação média
Avaliação formativa	0,00% 0	11,76% 2	41,18% 7	47,06% 8	17	3,35
Avaliação para a aprendizagem (AfL – Assessment for Learning)	0,00% 0	23,53% 4	47,06% 8	29,41% 5	17	3,06
Avaliação orientada para a aprendizagem (LoA - Learning-oriented Assessment)	0,00% 0	29,41% 5	41,18% 7	29,41% 5	17	3,00
Avaliação por portefólio (portfolio assessment)	0,00% 0	41,18% 7	52,94% 9	5,88% 1	17	2,65
Auto e heteroavaliação	0,00% 0	17,65% 3	58,82% 10	23,53% 4	17	3,06
Avaliação baseada em tarefas (task-based assessment)	0,00% 0	29,41% 5	41,18% 7	29,41% 5	17	3,00
Avaliação sumativa	0,00% 0	17,65% 3	41,18% 7	41,18% 7	17	3,24
Avaliação da aprendizagem (AoL - Assessment of Learning)	0,00% 0	23,53% 4	35,29% 6	41,18% 7	17	3,18

### Q17 Qual o seu grau de confiança relativamente...

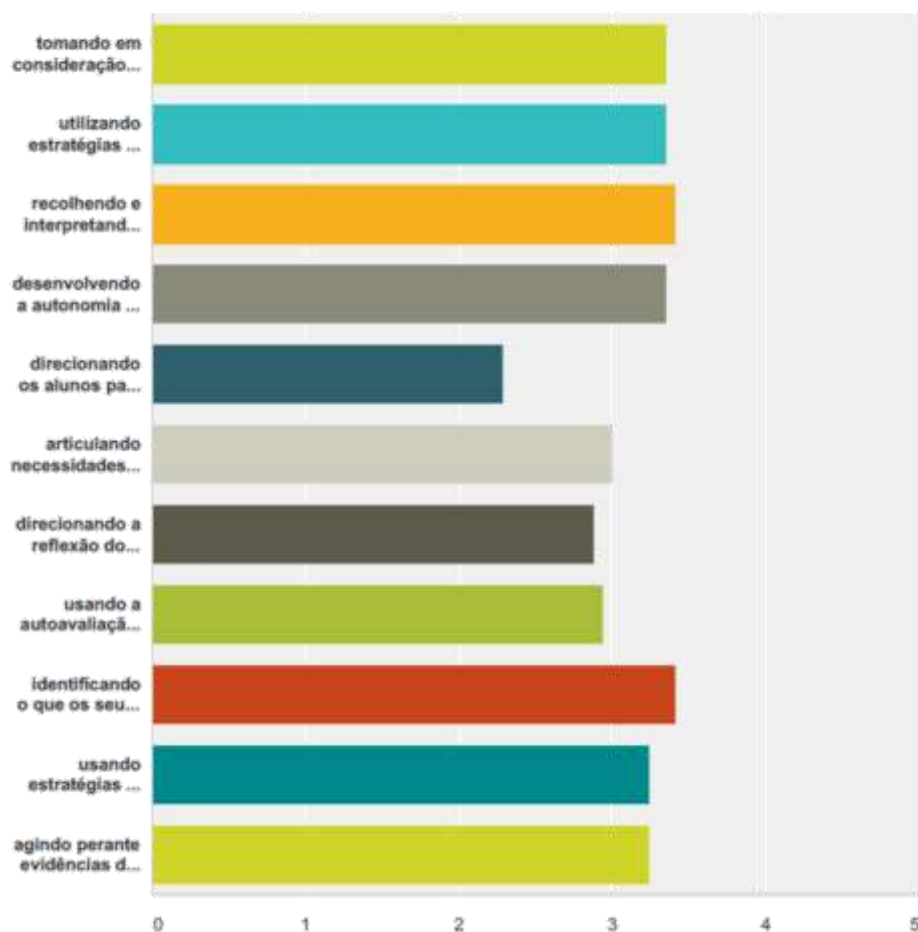
Respondidas: 17 Ignoradas: 2



	1 - Nada confiante	2 - Pouco confiante	3 - Confiante	4 - Muito confiante	Total	Avaliação média
ao Quadro Europeu Comum de Referência para as Línguas: Aprendizagem, ensino e avaliação (QECR)	17,65% 3	23,53% 4	58,82% 10	0,00% 0	17	2,41
ao Portefólio Europeu de Línguas (PEL), designadamente O meu primeiro Portefólio Europeu de Línguas destinado aos alunos dos 6 aos 10 anos de idade	17,65% 3	41,18% 7	41,18% 7	0,00% 0	17	2,24
aos documentos curriculares de referência nacionais (por exemplo, programas; metas curriculares; orientações programáticas para o ensino de Inglês no 1.º CEB; currículo através do Inglês)	0,00% 0	29,41% 5	41,18% 7	29,41% 5	17	3,00

## Q18 Com que periodicidade planifica...?

Respondidas: 17 Ignoradas: 2

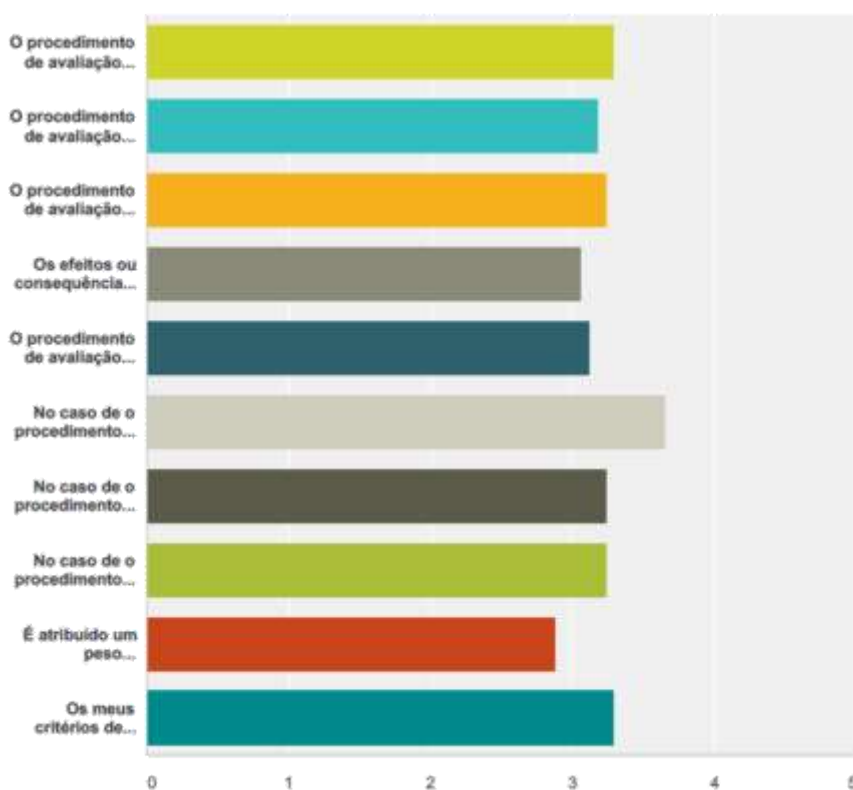


	1 - Nunca	2 - Raramente	3 - Frequentemente	4 - Muito frequentemente	Total	Avaliação média
tomando em consideração o desenvolvimento cognitivo, social, emocional e físico dos alunos na conceção de tarefas de avaliação apropriadas	0,00% 0	11,76% 2	41,18% 7	47,06% 8	17	3,35
utilizando estratégias de avaliação formativa e sumativa para apoiar o desenvolvimento da aprendizagem de conteúdos, de língua e das capacidades de aprendizagem (learning skills)	0,00% 0	17,65% 3	29,41% 5	52,94% 9	17	3,35
recolhendo e interpretando evidências sobre a aprendizagem dos seus alunos	0,00% 0	11,76% 2	35,29% 6	52,94% 9	17	3,41
desenvolvendo a autonomia do aluno, incluindo a sua capacidade de melhor gerir a aprendizagem	0,00% 0	17,65% 3	29,41% 5	52,94% 9	17	3,35
direcionando os alunos para a utilização de abordagens baseadas no portefólio (por exemplo, o PEL), como instrumento para fomentar a avaliação	5,88% 1	58,82% 10	35,29% 6	0,00% 0	17	2,29

articulando necessidades e objetivos de avaliação com instrumentos de avaliação que lhes sejam correspondentes	0,00%	29,41%	41,18%	29,41%	17	3,00
	0	5	7	5		
direcionando a reflexão do aluno sobre objetivos de aprendizagem e critérios de sucesso	0,00%	29,41%	52,94%	17,65%	17	2,88
	0	5	9	3		
usando a autoavaliação e a heteroavaliação	0,00%	17,65%	70,59%	11,76%	17	2,94
	0	3	12	2		
identificando o que os seus alunos já sabem	0,00%	11,76%	35,29%	52,94%	17	3,41
	0	2	6	9		
usando estratégias de correção	0,00%	17,65%	41,18%	41,18%	17	3,24
	0	3	7	7		
agindo perante evidências de avaliação	0,00%	29,41%	17,65%	52,94%	17	3,24
	0	5	3	9		

**Q19 Quando desenvolve um determinado procedimento de avaliação (por exemplo, testes ou tarefas de avaliação), com que periodicidade coloca a si mesmo as seguintes questões?**

Respondidas: 17 Ignoradas: 2

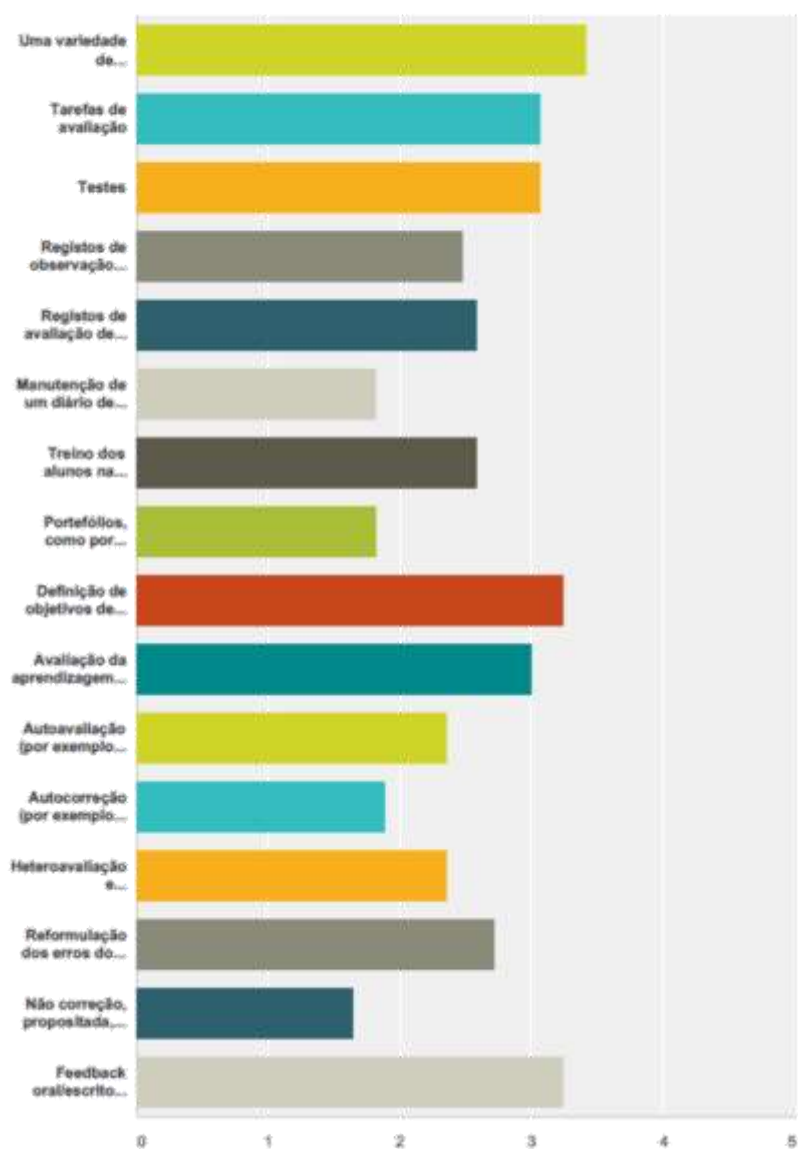


	1 - Nunca	2 - Raramente	3 - Frequentemente	4 - Muito frequentemente	Total	Avaliação média
O procedimento de avaliação avalia/testa o que é suposto avaliar/testar?	0,00%	0,00%	70,59%	29,41%	17	3,29
	0	0	12	5		
O procedimento de avaliação discrimina níveis de desempenho dos alunos?	0,00%	5,88%	70,59%	23,53%	17	3,18
	0	1	12	4		
O procedimento de avaliação permite dar feedback construtivo de forma imediata?	0,00%	6,00%	76,47%	23,53%	17	3,24
	0	0	13	4		
Os efeitos ou consequências desse procedimento de avaliação são positivos ou negativos?	0,00%	5,88%	82,35%	11,76%	17	3,06
	0	1	14	2		
O procedimento de avaliação tem em conta as características dos alunos, bem como as suas fases de desenvolvimento cognitivo, emocional e social?	0,00%	11,76%	64,71%	23,53%	17	3,12
	0	2	11	4		

No caso de o procedimento de avaliação ser um teste, este inclui uma amostra representativa de itens lecionados?	0,00% 0	0,00% 0	35,29% 6	64,71% 11	17	3,65
No caso de o procedimento de avaliação ser um teste, este inclui uma variedade de técnicas de testagem?	0,00% 0	5,88% 1	64,71% 11	29,41% 5	17	3,24
No caso de o procedimento de avaliação ser um teste, este testa a língua e o conteúdo em conjunto ou separadamente?	0,00% 0	0,00% 0	76,47% 13	23,53% 4	17	3,24
É atribuído um peso equilibrado à língua e ao conteúdo?	0,00% 0	23,53% 4	64,71% 11	11,76% 2	17	2,88
Os meus critérios de correção são relevantes e eficazes?	0,00% 0	0,00% 0	70,59% 12	29,41% 5	17	3,29

## Q20 Com que periodicidade utiliza as seguintes estratégias/instrumentos de avaliação?

Respostas: 17 Ignoradas: 2



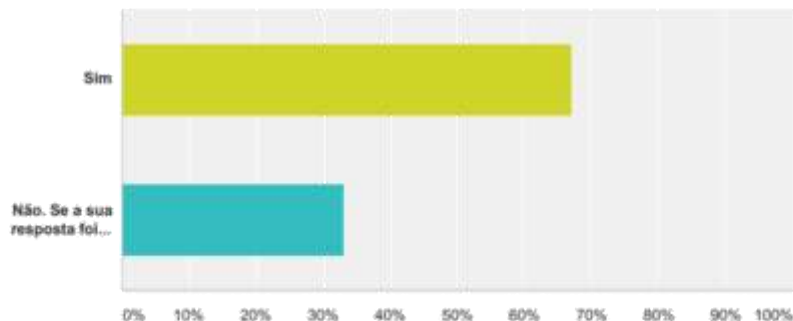
	1 - Nunca	2 - Raramente	3 - Frequentemente	4 - Muito frequentemente	Total	Avaliação média
Uma variedade de estratégias/instrumentos de avaliação, especialmente de tipo informal e "não ameaçador" (por exemplo, mostra de trabalhos de turma em Estudo do Meio – "como funciona o sistema digestivo")	0,00% 0	0,00% 0	58,82% 10	41,18% 7	17	3,41
Tarefas de avaliação	0,00% 0	0,00% 0	94,12% 16	5,88% 1	17	3,06
Testes	0,00% 0	0,00% 0	94,12% 16	5,88% 1	17	3,06
Registos de observação (listas de verificação, grelhas de observação, escalas de classificação), com categorias distintas para ilustrar, por exemplo, o progresso em listening, reading, writing, speaking, na consciência intercultural, nos conteúdos, nas capacidades de aprendizagem e no comportamento/attitudes	17,65% 3	29,41% 5	41,18% 7	11,76% 2	17	2,47
Registos de avaliação de final de período/ano letivo, com categorias distintas para ilustrar, por exemplo, o progresso em listening, reading, writing, speaking, na consciência intercultural, nos conteúdos, nas capacidades de aprendizagem e no comportamento/attitudes	11,76% 2	23,53% 4	58,82% 10	5,88% 1	17	2,59
Manutenção de um diário de aprendizagem para os alunos registarem reflexões simples	35,29% 6	52,94% 9	5,88% 1	5,88% 1	17	1,82
Treino dos alunos na utilização de listas de vocabulário; livros com vocabulário/imagens	11,76% 2	29,41% 5	47,06% 8	11,76% 2	17	2,59
Portefólios, como por exemplo o PEL	29,41% 5	58,82% 10	11,76% 2	0,00% 0	17	1,82
Definição de objetivos de aprendizagem claros, simples e atingíveis e escrita dos mesmos no quadro no início de cada aula	0,00% 0	5,88% 1	64,71% 11	29,41% 5	17	3,24
Avaliação da aprendizagem, através de critérios de sucesso focados no que os alunos conseguiram aprender no final de cada aula (por exemplo, um poster de parade intitulado "Sucesso na Aprendizagem" com critérios de sucesso; smiley faces; suns and clouds; stars)	0,00% 0	17,65% 3	64,71% 11	17,65% 3	17	3,00
Autoavaliação (por exemplo, através de K-W-L charts, tabelas de avaliação onde os alunos podem fornecer exemplos sobre o que sabem (What I know), o que querem vir a saber (what I want to know) e o que aprenderam (what I've learned)	5,88% 1	52,94% 9	41,18% 7	0,00% 0	17	2,35
Autocorreção (por exemplo, através da manutenção de um X-FILE, ou ficheiro secreto dos erros cometidos pelos alunos nos trabalhos escritos e com a correção correspondente)	29,41% 5	52,94% 9	17,65% 3	0,00% 0	17	1,88
Heteroavaliação e heterocorreção (por exemplo, atribuição de trabalho escrito aos alunos e, após a finalização do primeiro draft, pedir-lhes que trabalhem em pares para ver se conseguem deletar alguns erros cometidos pelo seu par)	11,76% 2	47,06% 8	35,29% 6	5,88% 1	17	2,35
Reformulação dos erros dos alunos, através de um foco limitado nas técnicas de correção diretas	5,88% 1	23,53% 4	64,71% 11	5,88% 1	17	2,71
Não correção, propositalmente, dos erros dos alunos	41,18% 7	52,94% 9	5,88% 1	0,00% 0	17	1,65
Feedback oral/escrito na aula e ajustamento de estratégias/instrumentos de avaliação	0,00% 0	0,00% 0	76,47% 13	23,53% 4	17	3,24

Retrieved from <<https://pt.surveymonkey.net/home/>> [Accessed 16/08/2014]

NBSP teachers

**Q1 Ensina num contexto de aprendizagem de EBP/CLIL no 1.º CEB que utiliza o Inglês como língua adicional?**

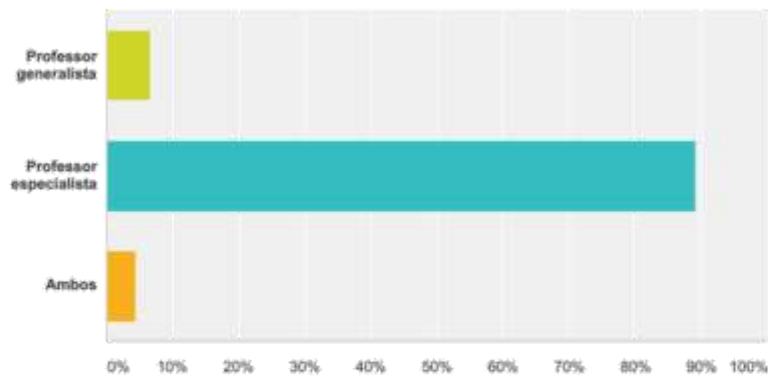
Respondidas: 94 Ignoradas: 0



Opções de resposta	Respostas
Sim	67,02% 63
Não. Se a sua resposta foi "Não", por favor pressione "seguinte" para terminar a sua participação. Obrigad@.	32,98% 31
<b>Total</b>	<b>94</b>

**Q2 É professor generalista do 1.º CEB ou especialista de língua inglesa?**

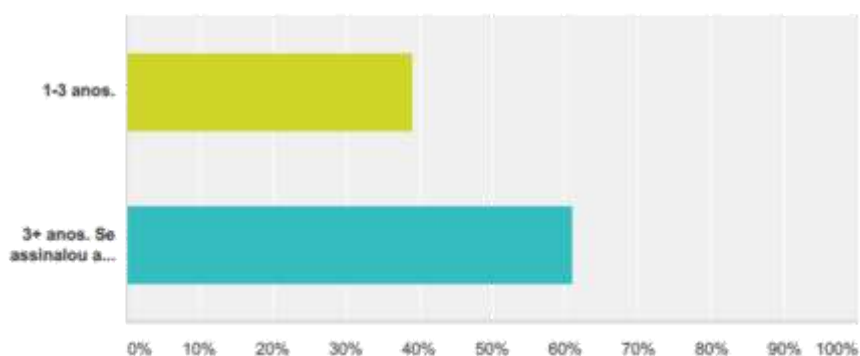
Respondidas: 46 Ignoradas: 0



Opções de resposta	Respostas
Professor generalista	6,52% 3
Professor especialista	89,13% 41
Ambos	4,35% 2
<b>Total</b>	<b>46</b>

**Q3 Há quanto tempo leciona num contexto de aprendizagem de EBP/CLIL no 1.º CEB que usa o Inglês como língua adicional?**

Respondidas: 46 Ignoradas: 48



Opções de resposta	Respostas
1-3 anos.	39,13% 18
3+ anos. Se assinalou a opção "3+ anos", por favor indique abaixo o número de anos.	60,87% 28
<b>Total</b>	<b>46</b>

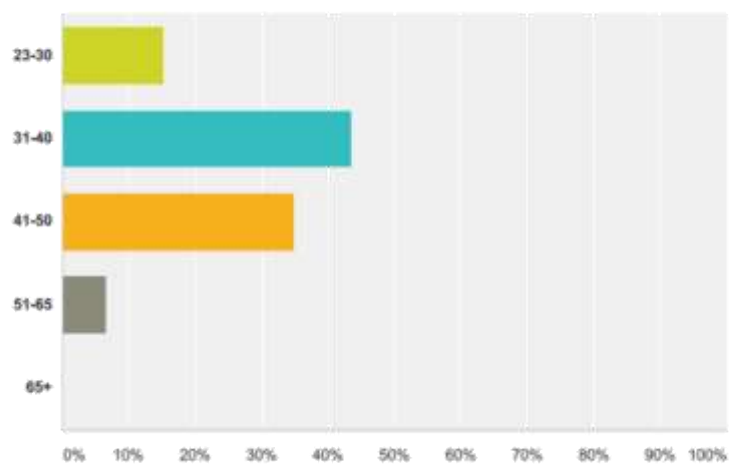
#	3+ anos. Se assinalou a opção "3+ anos", por favor indique abaixo o número de anos.	Data
1	20	03/07/2014 08:04
2	12	02/07/2014 16:04
3	9	02/07/2014 02:02
4	8	01/07/2014 10:28
5	9 anos	01/07/2014 10:23
6	12	01/07/2014 10:08
7	7	30/05/2014 14:50
8	33	30/05/2014 13:36
9	8 anos	28/05/2014 04:10
10	7	27/05/2014 05:16
11	4	27/05/2014 04:37
12	4	26/05/2014 14:52
13	8	26/05/2014 05:44
14	28	26/05/2014 02:18
15	6	26/05/2014 01:56
16	7	26/05/2014 01:41
17	9	26/05/2014 01:16



18	5	25/05/2014 15:59
19	4	24/05/2014 15:04
20	23	24/05/2014 10:14
21	11	24/05/2014 04:23
22	8	24/05/2014 03:19
23	16	24/05/2014 01:27
24	6	24/05/2014 01:27
25	10	24/05/2014 00:51
26	4	23/05/2014 13:46
27	8	23/05/2014 12:02
28	7	23/05/2014 09:38

#### Q4 Que idade tem?

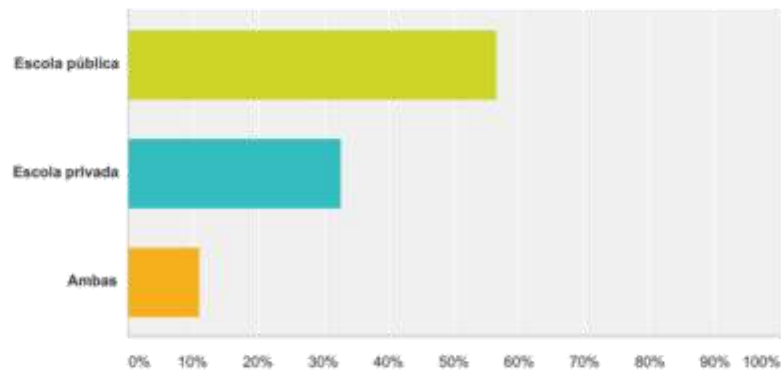
Respondidas: 46 Ignoradas: 48



Opções de resposta	Respostas	
23-30	15,22%	7
31-40	43,48%	20
41-50	34,78%	16
51-65	6,52%	3
65+	0,00%	0
<b>Total</b>		<b>46</b>

### Q5 Ensina numa escola pública ou privada?

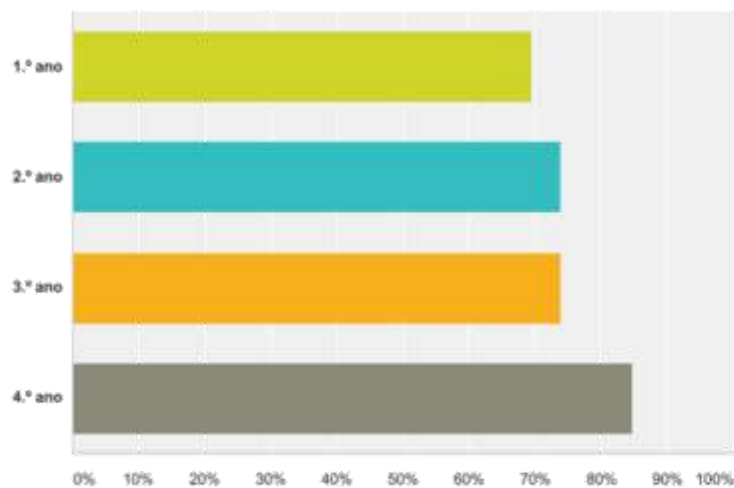
Respondidas: 46 Ignoradas: 48



Opções de resposta	Respostas	
Escola pública	56,52%	26
Escola privada	32,61%	15
Ambas	10,87%	5
<b>Total</b>		<b>46</b>

### Q6 Que anos de escolaridade do 1.º CEB leciona no ano letivo de 2013-2014? (Poderá assinalar mais do que uma opção nesta questão)

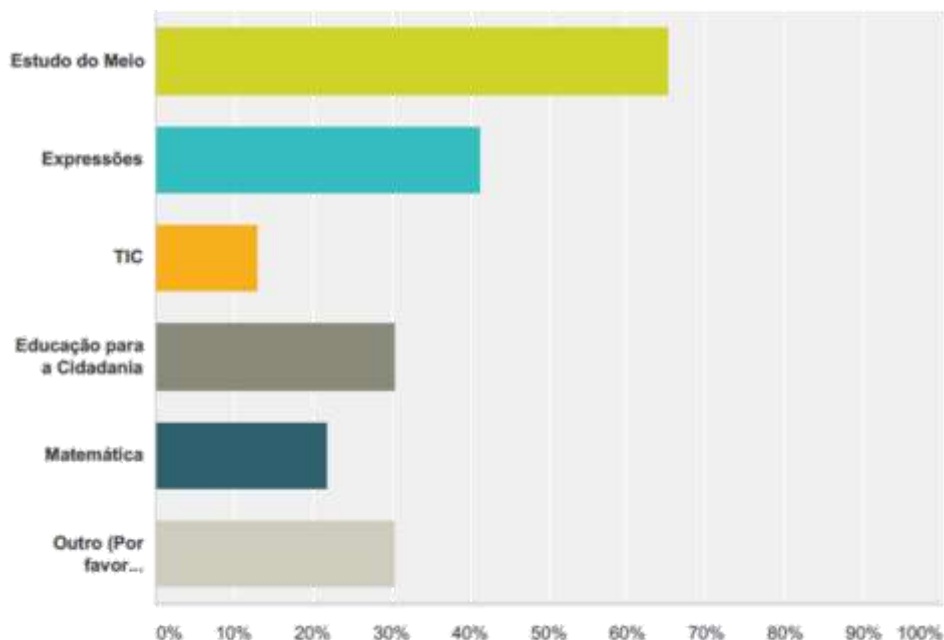
Respondidas: 46 Ignoradas: 48



Opções de resposta	Respostas	
1.º ano	69,57%	32
2.º ano	73,91%	34
3.º ano	73,91%	34
4.º ano	84,78%	39
<b>Total de questionados: 46</b>		

### Q7 Quais os conteúdos do currículo ensinados em Inglês? (Poderá assinalar mais do que uma opção nesta questão)

Respondidas: 46 Ignoradas: 0



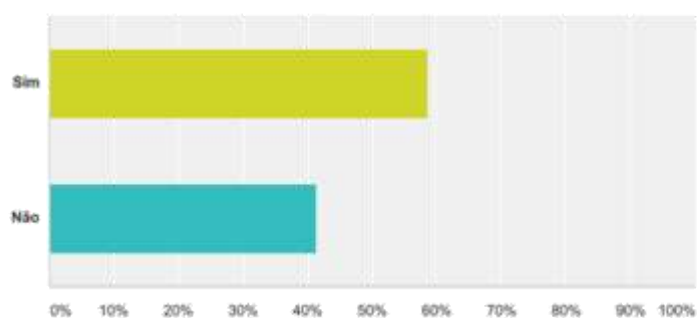
Opções de resposta	Respostas
Estudo do Meio	65,22% 30
Expressões	41,30% 19
TIC	13,04% 6
Educação para a Cidadania	30,43% 14
Matemática	21,74% 10
Outro (Por favor especifique)	30,43% 14
<b>Total de questionados: 46</b>	

#	Outro (Por favor especifique)	Data
1	Gramática simples e diversas outras áreas.	03/07/2014 08:04
2	bilingue na pre primaria	02/07/2014 10:04
3	nenhum	01/07/2014 10:26
4	ingles	01/07/2014 10:06
5	inglês	02/06/2014 14:44
6	Os conteúdos variam de acordo com o ano de escolaridade.	28/05/2014 04:10

7	Língua Inglesa	26/05/2014 09:12
8	Língua Inglesa	26/05/2014 05:44
9	Conteúdos especificados nas Orientações Programáticas do Ensino do Inglês para o 1º Ciclo	26/05/2014 01:41
10	orientações programáticas do ME	26/05/2014 01:16
11	Special celebrations	25/05/2014 03:27
12	Coisas básicas, cores, apresentação pessoal, verbos de ação, animais, família, escola, casa	24/05/2014 09:37
13	temas presentes nos manuais	24/05/2014 05:52
14	Inglês	23/05/2014 13:46

**Q8 Fez ou está atualmente a fazer formação contínua em algum tipo de oferta de EBP/CLIL no 1.º CEB?**

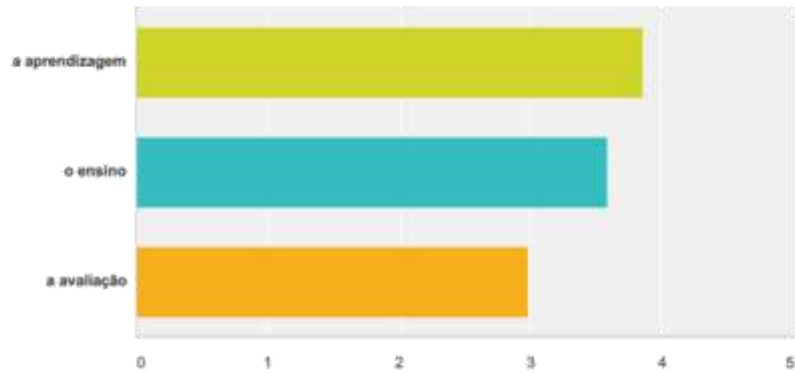
Respostas: 46 Ignoradas: 48



Opções de resposta	Respostas	
Sim	58,70%	27
Não	41,30%	19
<b>Total</b>		<b>46</b>

### Q9 Na minha prática letiva, valorizo mais...

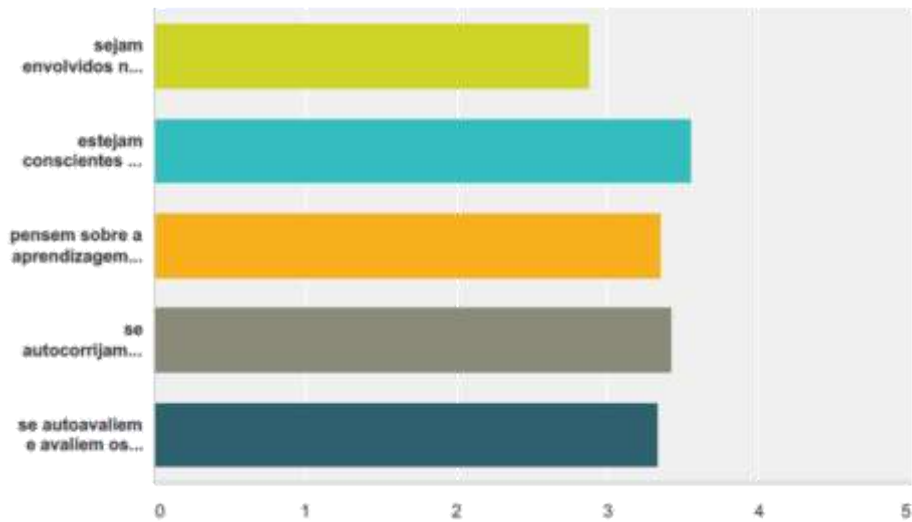
Respondidas: 40 Ignoradas: 54



	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
a aprendizagem	0,00% 0	0,00% 0	15,00% 6	85,00% 34	40	3,85
o ensino	0,00% 0	0,00% 0	42,50% 17	57,50% 23	40	3,58
a avaliação	2,50% 1	10,00% 4	75,00% 30	12,50% 5	40	2,98

### Q10 A aprendizagem pressupõe que os alunos...

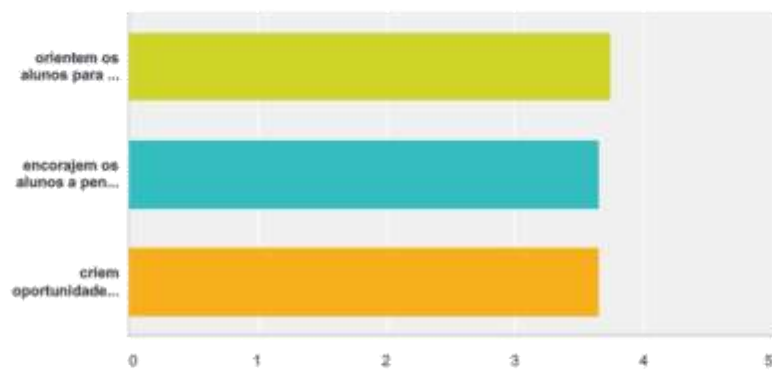
Respondidas: 40 Ignoradas: 54



	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
sejam envolvidos na planificação das aulas	5,00% 2	25,00% 10	47,50% 19	22,50% 9	40	2,88
estejam conscientes dos objetivos de aprendizagem	0,00% 0	2,50% 1	40,00% 16	57,50% 23	40	3,55
pensem sobre a aprendizagem e organizem a sua aprendizagem	2,50% 1	7,50% 3	42,50% 17	47,50% 19	40	3,35
se autocorrijam e corrijam os seus pares	0,00% 0	5,00% 2	47,50% 19	47,50% 19	40	3,42
se autoavaliem e avaliem os seus pares	0,00% 0	10,00% 4	47,50% 19	42,50% 17	40	3,33

### Q11 O ensino pressupõe que os professores...

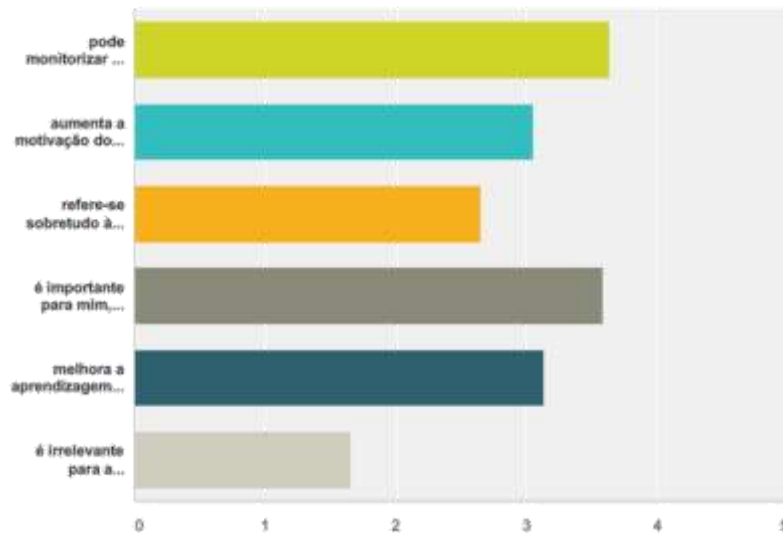
Respondidas: 40 Ignoradas: 54



	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
orientem os alunos para se tomarem mais autónomos e motivados	0,00% 0	0,00% 0	25,00% 10	75,00% 30	40	3,75
encorajem os alunos a pensar sobre a forma como aprendem e sobre o que aprendem	0,00% 0	5,00% 2	25,00% 10	70,00% 28	40	3,65
criem oportunidades de aprendizagem e avaliação, de forma integrada	0,00% 0	0,00% 0	35,00% 14	65,00% 26	40	3,65

### Q12 A avaliação...

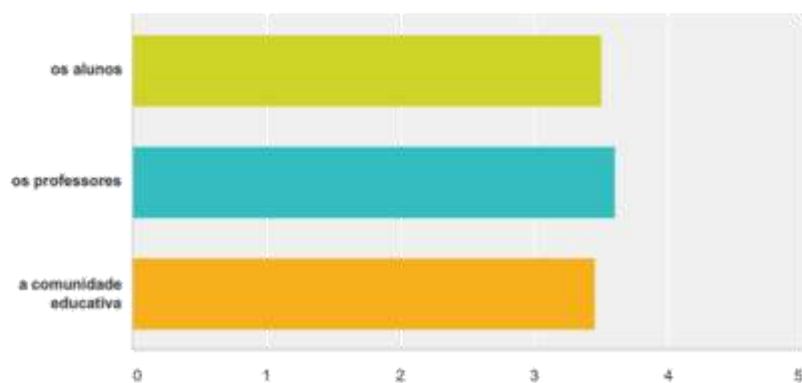
Respondidas: 40 Ignoradas: 54



	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
pode monitorizar e apoiar o progresso, o desempenho e os resultados das aprendizagens, dando feedback dos mesmos aos alunos	0,00% 0	0,00% 0	37,50% 15	62,50% 25	40	3,63
aumenta a motivação dos alunos	0,00% 0	20,00% 8	55,00% 22	25,00% 10	40	3,05
refere-se sobretudo à certificação das aprendizagens dos alunos	5,00% 2	40,00% 16	40,00% 16	15,00% 6	40	2,65
é importante para mim, enquanto professor, para conhecer o progresso, o desempenho e os resultados dos meus alunos, bem como para planificar trabalho futuro	0,00% 0	0,00% 0	42,50% 17	57,50% 23	40	3,58
melhora a aprendizagem e o ensino	2,50% 1	10,00% 4	60,00% 24	27,50% 11	40	3,13
é irrelevante para a aprendizagem dos alunos e para o trabalho do professor	57,50% 23	25,00% 10	12,50% 5	5,00% 2	40	1,65

### Q13 Podem aprender com a avaliação...

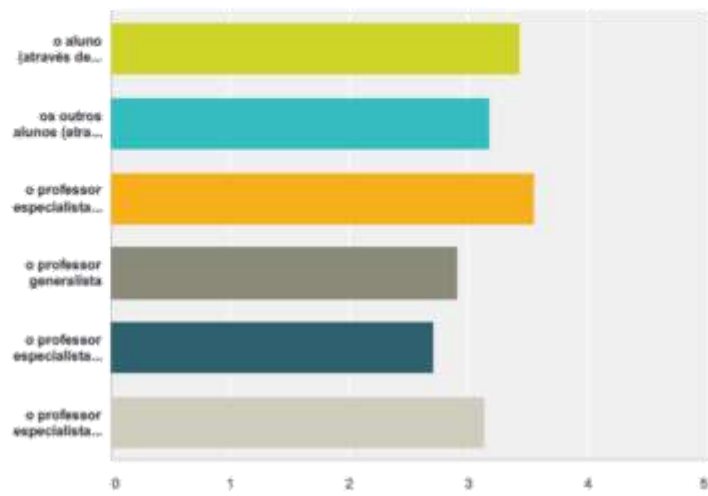
Respondidas: 40 Ignoradas: 54



	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
os alunos	0,00% 0	5,00% 2	40,00% 16	55,00% 22	40	3,50
os professores	0,00% 0	2,50% 1	35,00% 14	62,50% 25	40	3,60
a comunidade educativa	0,00% 0	7,50% 3	40,00% 16	52,50% 21	40	3,45

### Q14 Podem avaliar...

Respondidas: 40 Ignoradas: 54

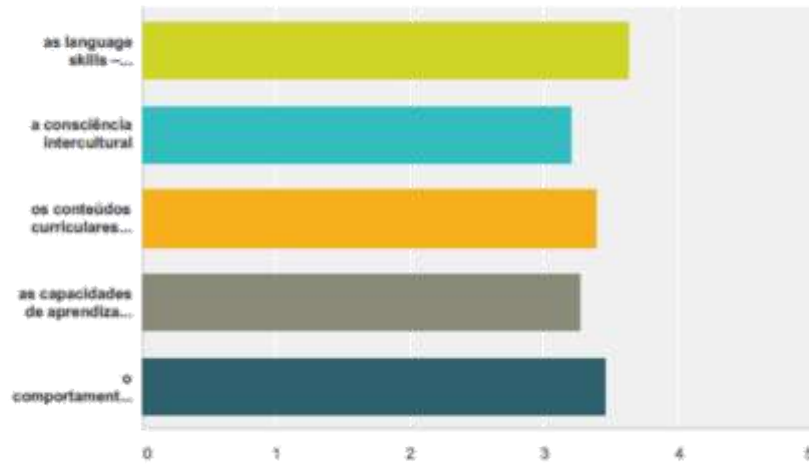


	1 - Discordo totalmente	2 - Discordo	3 - Concordo	4 - Concordo totalmente	Total	Avaliação média
o aluno (através de autoavaliação)	0,00% 0	5,00% 2	47,50% 19	47,50% 19	40	3,42
os outros alunos (através de heteroavaliação)	2,50% 1	10,00% 4	55,00% 22	32,50% 13	40	3,17
o professor especialista de língua	0,00% 0	2,50% 1	40,00% 16	57,50% 23	40	3,55
o professor generalista	5,00% 2	17,50% 7	60,00% 24	17,50% 7	40	2,90
o professor especialista de língua e o professor generalista separadamente	5,00% 2	32,50% 13	50,00% 20	12,50% 5	40	2,70
o professor especialista de língua e o professor generalista em conjunto	2,50% 1	15,00% 6	50,00% 20	32,50% 13	40	3,13



### Q15 Qual o seu grau de confiança quando avalia...?

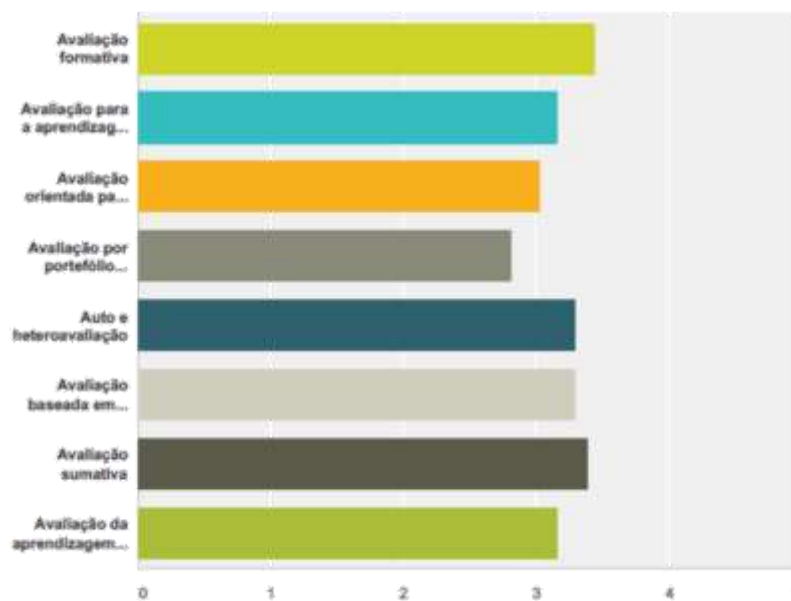
Respostas: 37 Ignoradas: 57



	1 - Nada confiante	2 - Pouco confiante	3 - Confiante	4 - Muito confiante	Total	Avaliação média
as language skills --listening, speaking, reading e writing	0,00% 0	0,00% 0	37,84% 14	62,16% 23	37	3,62
a consciência intercultural	0,00% 0	13,51% 5	54,05% 20	32,43% 12	37	3,19
os conteúdos curriculares através do inglês	0,00% 0	10,81% 4	40,54% 15	48,65% 18	37	3,30
as capacidades de aprendizagem dos alunos (learning skills)	0,00% 0	13,51% 5	45,95% 17	40,54% 15	37	3,27
o comportamento/atitude dos alunos	0,00% 0	8,11% 3	37,84% 14	54,05% 20	37	3,46

### Q16 Qual o seu grau de confiança sobre os seguintes tipos de avaliação?

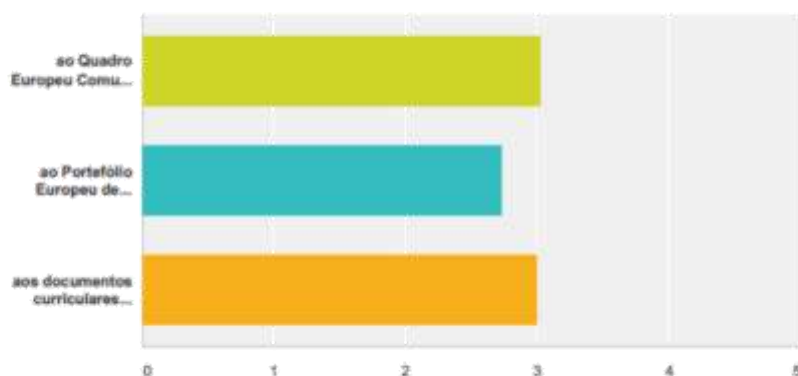
Respostas: 37 Ignoradas: 57



	1 - Nada confiante	2 - Pouco confiante	3 - Confiante	4 - Muito confiante	Total	Avaliação média
Avaliação formativa	0,00% 0	5,41% 2	45,95% 17	48,65% 18	37	3,43
Avaliação para a aprendizagem (AFL - Assessment for Learning)	0,00% 0	18,92% 7	45,95% 17	35,14% 13	37	3,16
Avaliação orientada para a aprendizagem (LoA - Learning-oriented Assessment)	0,00% 0	24,32% 9	48,65% 18	27,03% 10	37	3,03
Avaliação por portefólio (portfolio assessment)	2,70% 1	35,14% 13	40,54% 15	21,62% 8	37	2,81
Auto e heteroavaliação	0,00% 0	13,51% 5	43,24% 16	43,24% 16	37	3,30
Avaliação baseada em tarefas (task-based assessment)	0,00% 0	8,11% 3	54,95% 20	37,04% 14	37	3,30
Avaliação sumativa	0,00% 0	10,81% 4	40,54% 15	48,65% 18	37	3,38
Avaliação da aprendizagem (AoL - Assessment of Learning)	0,00% 0	16,22% 6	51,35% 19	32,43% 12	37	3,16

### Q17 Qual o seu grau de confiança relativamente...

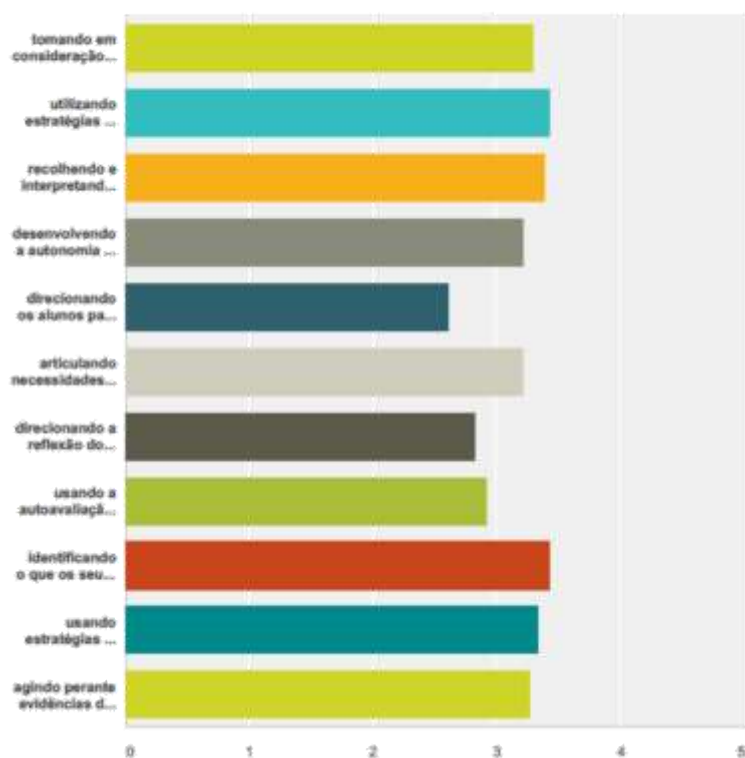
Respondidas: 37 Ignoradas: 0



	1 - Nada confiante	2 - Pouco confiante	3 - Confiante	4 - Muito confiante	Total	Avaliação média
ao Quadro Europeu Comum de Referência para as Línguas: Aprendizagem, ensino e avaliação (QECR)	2,70% 1	24,32% 9	40,54% 15	32,43% 12	37	3,03
ao Portefólio Europeu de Línguas (PEL), designadamente O meu primeiro Portefólio Europeu de Línguas destinado aos alunos dos 6 aos 10 anos de idade	8,11% 3	35,14% 13	32,43% 12	24,32% 9	37	2,73
aos documentos curriculares de referência nacionais (por exemplo, programas; métricas curriculares; orientações programáticas para o ensino de Inglês no 1.º CEB; currículo através do Inglês)	0,00% 0	18,92% 7	62,16% 23	18,92% 7	37	3,00

## Q18 Com que periodicidade planifica...?

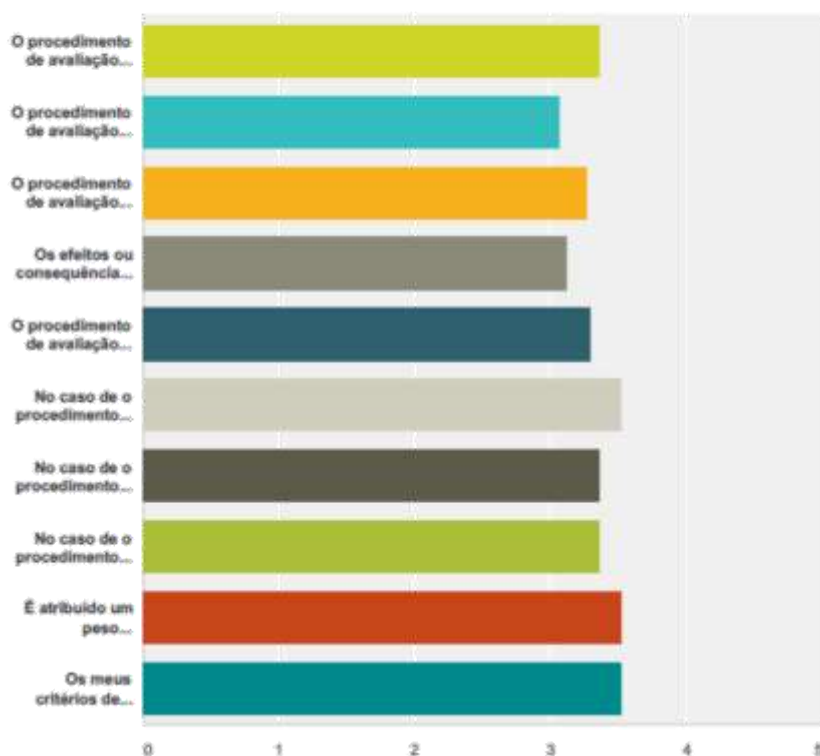
Respostas: 33 Ignoradas: 01



	1 - Nunca	2 - Raramente	3 - Frequentemente	4 - Muito frequentemente	Total	Avaliação média
tomando em consideração o desenvolvimento cognitivo, social, emocional e físico dos alunos na conceção de tarefas de avaliação apropriadas	0,00% 0	12,12% 4	45,45% 15	42,42% 14	33	3,30
utilizando estratégias de avaliação formativa e sumativa para apoiar o desenvolvimento da aprendizagem de conteúdos, de língua e das capacidades de aprendizagem (learning skills)	0,00% 0	12,12% 4	33,33% 11	54,55% 18	33	3,42
recolhendo e interpretando evidências sobre a aprendizagem dos seus alunos	0,00% 0	6,06% 2	48,48% 16	45,45% 15	33	3,38
desenvolvendo a autonomia do aluno, incluindo a sua capacidade de melhor gerir a aprendizagem	3,03% 1	12,12% 4	45,45% 15	39,39% 13	33	3,21
direcionando os alunos para a utilização de abordagens baseadas no portefólio (por exemplo, o PEL), como instrumento para fomentar a avaliação	12,12% 4	33,33% 11	36,36% 12	18,18% 6	33	2,61
articulando necessidades e objetivos de avaliação com instrumentos de avaliação que lhes sejam correspondentes	0,00% 0	15,15% 5	48,48% 16	36,36% 12	33	3,21
direcionando a reflexão do aluno sobre objetivos de aprendizagem e critérios de sucesso	3,03% 1	33,33% 11	42,42% 14	21,21% 7	33	2,82
usando a autoavaliação e a heteroavaliação	3,03% 1	24,24% 8	51,52% 17	21,21% 7	33	2,91
identificando o que os seus alunos já sabem	0,00% 0	9,09% 3	39,39% 13	51,52% 17	33	3,42
usando estratégias de correção	0,00% 0	6,06% 2	54,55% 18	39,39% 13	33	3,33
agindo perante evidências de avaliação	0,00% 0	6,06% 2	60,61% 20	33,33% 11	33	3,27

**Q19 Quando desenvolve um determinado procedimento de avaliação (por exemplo, testes ou tarefas de avaliação), com que periodicidade coloca a si mesmo as seguintes questões?**

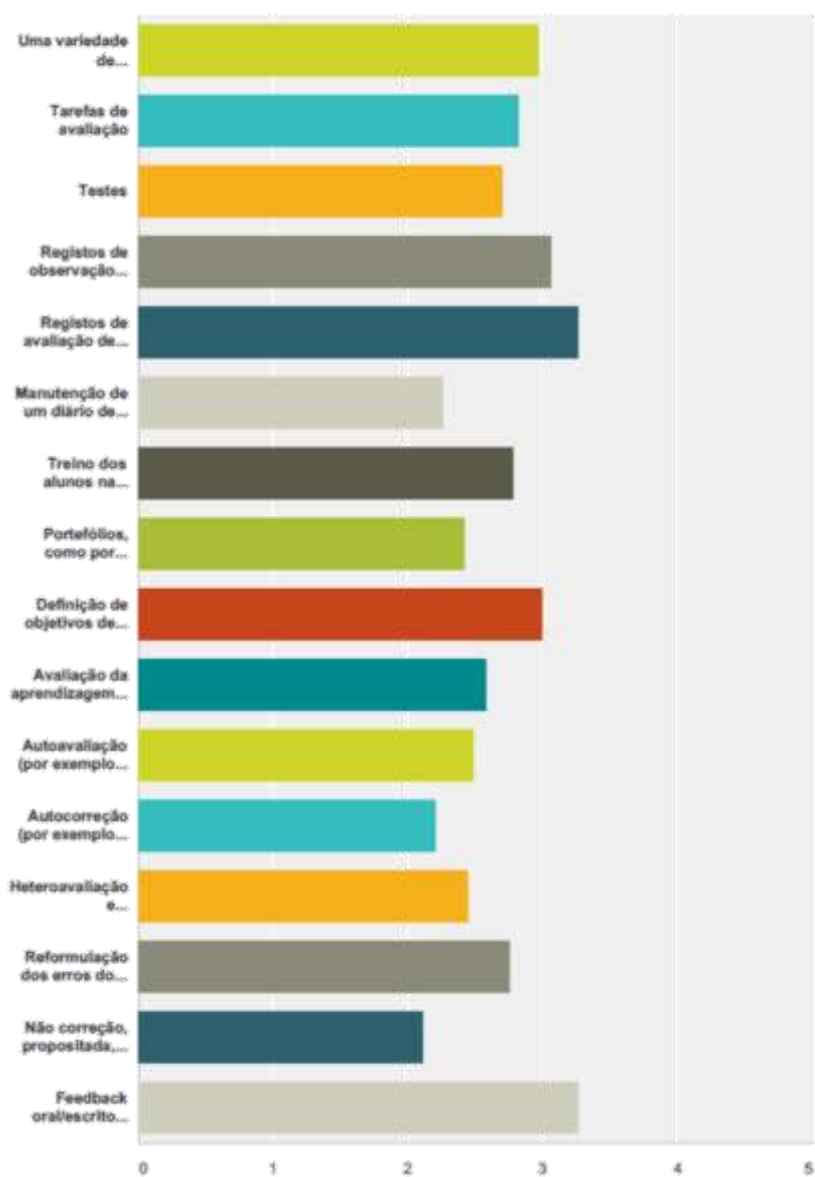
Respondidas: 33 Ignoradas: 61



	1 - Nunca	2 - Raramente	3 - Frequentemente	4 - Muito frequentemente	Total	Avaliação média
O procedimento de avaliação avalia/testa o que é suposto avaliar/testar?	3,03% 1	3,03% 1	48,48% 16	45,45% 15	33	3,36
O procedimento de avaliação discrimina níveis de desempenho dos alunos?	3,03% 1	18,18% 6	48,48% 16	30,30% 10	33	3,06
O procedimento de avaliação permite dar feedback construtivo de forma imediata?	0,00% 0	12,12% 4	48,48% 16	39,39% 13	33	3,27
Os efeitos ou consequências desse procedimento de avaliação são positivos ou negativos?	0,00% 0	18,18% 6	51,52% 17	30,30% 10	33	3,12
O procedimento de avaliação tem em conta as características dos alunos, bem como as suas fases de desenvolvimento cognitivo, emocional e social?	0,00% 0	9,09% 3	51,52% 17	39,39% 13	33	3,30
No caso de o procedimento de avaliação ser um teste, este inclui uma amostra representativa de itens lecionados?	0,00% 0	6,06% 2	36,36% 12	57,58% 19	33	3,62
No caso de o procedimento de avaliação ser um teste, este inclui uma variedade de técnicas de testagem?	3,03% 1	3,03% 1	48,48% 16	45,45% 15	33	3,36
No caso de o procedimento de avaliação ser um teste, este testa a língua e o conteúdo em conjunto ou separadamente?	3,03% 1	9,09% 3	36,36% 12	51,52% 17	33	3,36
É atribuído um peso equilibrado à língua e ao conteúdo?	0,00% 0	3,03% 1	42,42% 14	54,55% 18	33	3,52
Os meus critérios de correção são relevantes e eficazes?	0,00% 0	3,03% 1	42,42% 14	54,55% 18	33	3,52

**Q20 Com que periodicidade utiliza as seguintes estratégias/instrumentos de avaliação?**

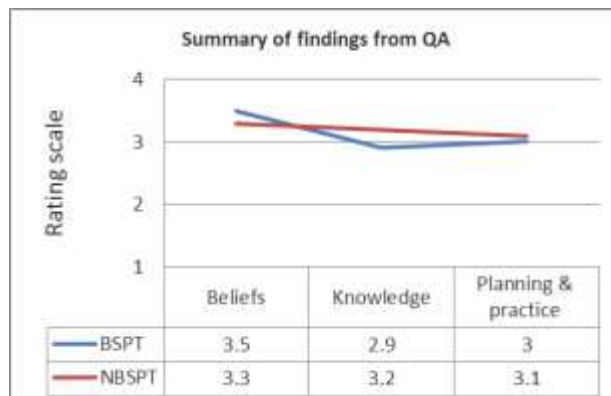
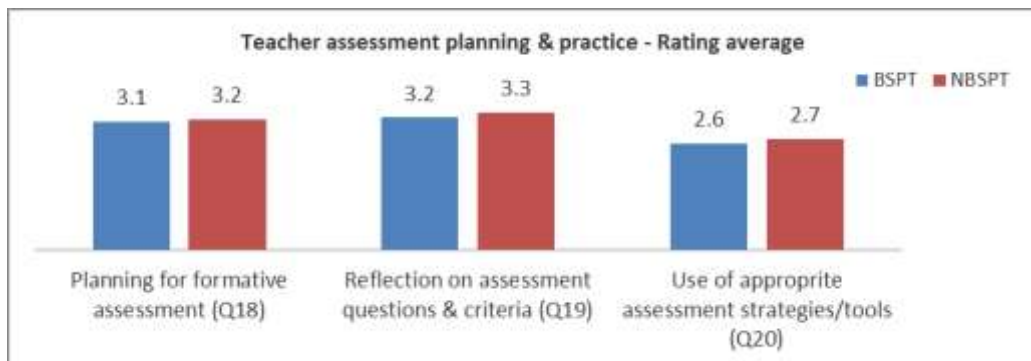
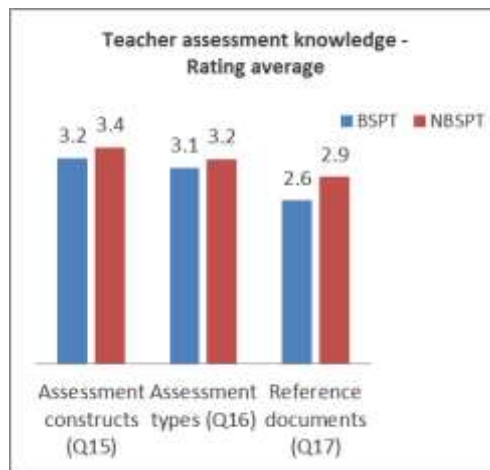
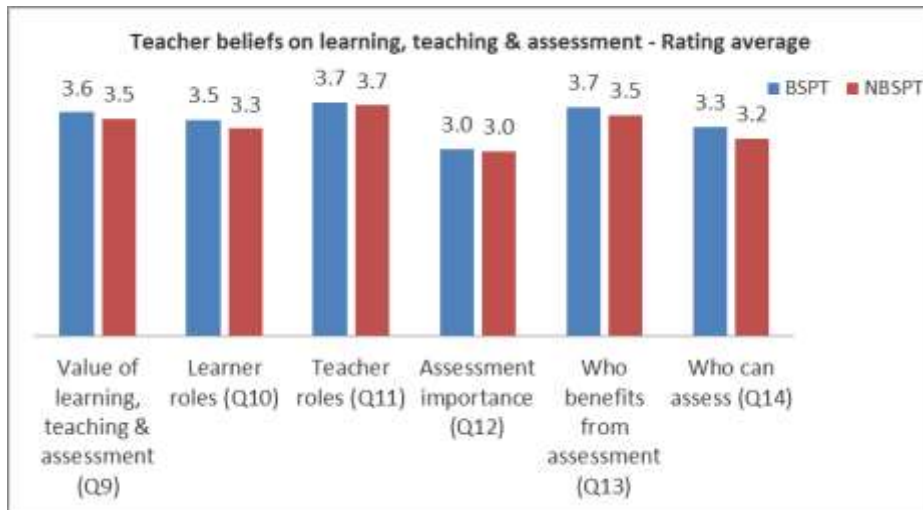
Respondidas: 33 Ignoradas: 61



	1 - Nunca	2 - Raramente	3 - Frequentemente	4 - Muito frequentemente	Total	Avaliação média
Uma variedade de estratégias/instrumentos de avaliação, especialmente do tipo informal e "não ameaçador" (por exemplo, mostra de trabalhos de turma em Estudo do Meio – "como funciona o sistema digestivo")	9,09% 3	21,21% 7	33,33% 11	36,36% 12	33	2,97
Tarefas de avaliação	3,03% 1	27,27% 9	54,55% 18	15,15% 5	33	2,82
Testes	9,09% 3	30,30% 10	42,42% 14	18,18% 6	33	2,70
Registos de observação (listas de verificação, grelhas de observação, escalas de classificação), com categorias distintas para ilustrar, por exemplo, o progresso em listening, reading, writing, speaking, na consciência intercultural, nos conteúdos, nas capacidades de aprendizagem e no comportamento/atitude	6,06% 2	21,21% 7	33,33% 11	39,39% 13	33	3,06
Registos de avaliação de final de período/ano letivo, com categorias distintas para ilustrar, por exemplo, o progresso em listening, reading, writing, speaking, na consciência intercultural, nos conteúdos, nas capacidades de aprendizagem e no comportamento/atitude	3,03% 1	12,12% 4	39,39% 13	45,45% 15	33	3,27
Manutenção de um diário de aprendizagem para os alunos registarem reflexões simples	27,27% 9	33,33% 11	24,24% 8	15,15% 5	33	2,27
Treino dos alunos na utilização de listas de vocabulário; livros com vocabulário/imagens	6,06% 2	33,33% 11	36,36% 12	24,24% 8	33	2,79
Portefólios, como por exemplo o PEL	21,21% 7	33,33% 11	27,27% 9	18,18% 6	33	2,42
Definição de objetivos de aprendizagem claros, simples e atingíveis e escrita dos mesmos no quadro no início de cada aula	12,12% 4	12,12% 4	39,39% 13	36,36% 12	33	3,00
Avaliação da aprendizagem, através de critérios de sucesso focados no que os alunos conseguiram aprender no final de cada aula (por exemplo, um poster de parede intitulado "Sucesso na Aprendizagem" com critérios de sucesso; smiley faces; auns and clouds; stars)	18,18% 6	24,24% 8	39,39% 13	18,18% 6	33	2,58
Autoavaliação (por exemplo, através de K-W-L charts, tabelas de avaliação onde os alunos podem fornecer exemplos sobre o que sabem (What I know), o que querem vir a saber (what I want to know) e o que aprenderam (what I've learned)	18,18% 6	30,30% 10	36,36% 12	15,15% 5	33	2,48
Autocorreção (por exemplo, através da manutenção de um X-FILE, ou ficheiro secreto dos erros cometidos pelos alunos nos trabalhos escritos e com a correção correspondente)	24,24% 8	39,39% 13	27,27% 9	9,09% 3	33	2,21
Heteroavaliação e heterocorreção (por exemplo, atribuição de trabalho escrito aos alunos e, após a finalização do primeiro draft, pedir-lhes que trabalhem em pares para ver se conseguem detetar alguns erros cometidos pelo seu par)	18,18% 6	33,33% 11	33,33% 11	15,15% 5	33	2,45
Reformulação dos erros dos alunos, através de um foco limitado nas técnicas de correção diretas	9,09% 3	27,27% 9	42,42% 14	21,21% 7	33	2,76
Não correção, propositada, dos erros dos alunos	30,30% 10	36,36% 12	24,24% 8	9,09% 3	33	2,12
Feedback oral/escrito na aula e ajustamento de estratégias/instrumentos de avaliação	3,03% 1	9,09% 3	45,45% 15	42,42% 14	33	3,27

Retrieved from <<https://pt.surveymonkey.net/home/>> [Accessed 16/08/2014]

BSP and NBSPT teachers

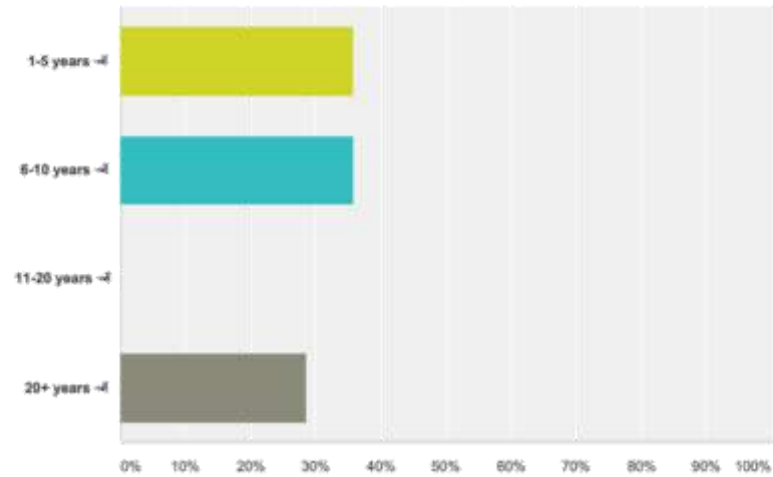


## Appendix 8b – Overall analysis of answers to questionnaire B (experts)

Experts

**Q1 How long have you been involved in an EBE/CLIL context at primary level which uses English as an additional language?**

Respondidas: 14 Ignoradas: 0

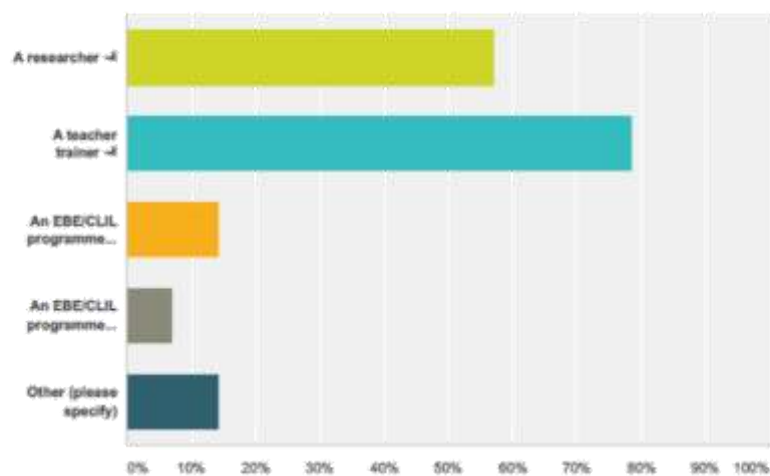


Opções de resposta	Respostas
1-5 years	35,71% 5
6-10 years	35,71% 5
11-20 years	0,00% 0
20+ years	28,57% 4
<b>Total</b>	<b>14</b>



## Q2 Are you?

Respostas: 14 Ignoradas: 0

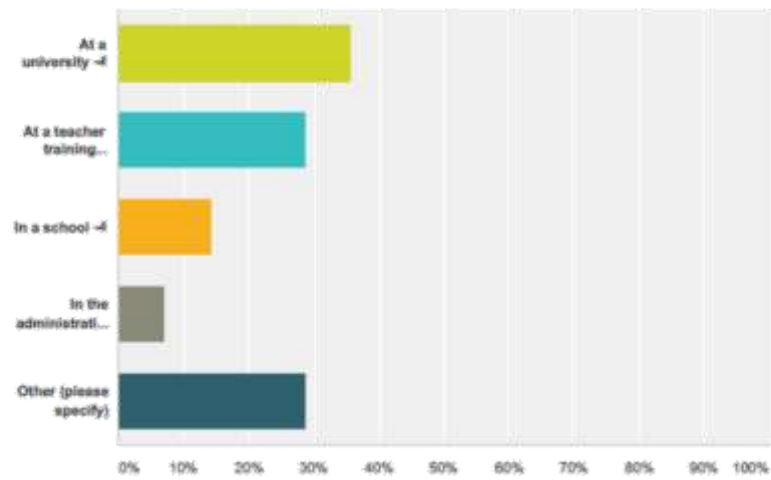


Opções de resposta	Respostas
A researcher -4	57,14% 6
A teacher trainer -4	76,57% 11
An EBE/CLIL programme coordinator at school level -4	14,29% 2
An EBE/CLIL programme coordinator at regional/national level -4	7,14% 1
Other (please specify)	14,29% 2
<b>Total de respondentes: 14</b>	

nº	Other (please specify)	Data
1	author	13/10/2014 09:20
2	writer	14/06/2014 16:20

### Q3 Where do you work?

Respondidas: 14 Ignoradas: 0

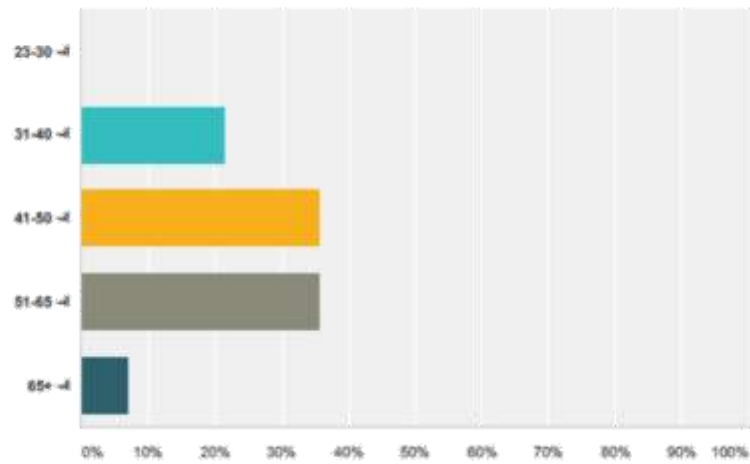


Opções de resposta	Respostas
At a university -4	35,71% 5
At a teacher training institution -4	28,57% 4
In a school -4	14,29% 2
In the administration -4	7,14% 1
Other (please specify)	28,57% 4
<b>Total de respondentes: 14</b>	

n°	Other (please specify)	Data
1	Free lance researcher, trainer, materials writer	29/06/2014 15:31
2	self-employed	14/06/2014 16:20
3	freelance	14/06/2014 07:42
4	Currently outside Europe, but will cooperate with various organizations and authorities from July 2014 through own enterprise	31/05/2014 17:19

#### Q4 How old are you?

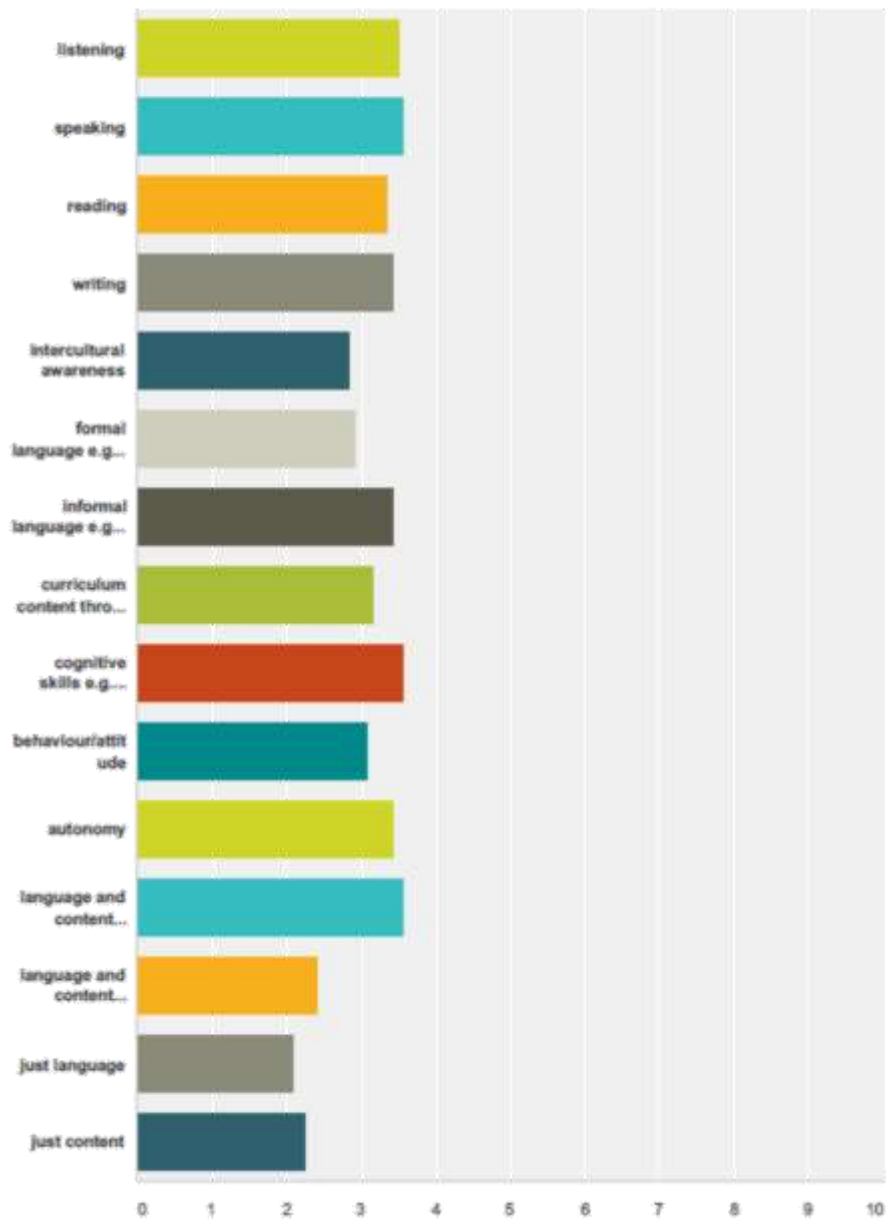
Respostas: 14 Ignoradas: 0



Opções de resposta	Respostas
23-30 -4	0,00% 0
31-40 -4	21,43% 3
41-50 -4	35,71% 5
51-65 -4	35,71% 5
65+ -4	7,14% 1
Total	14

## Q5 How important is it to assess ...?

Respondidas: 12 Ignoradas: 2



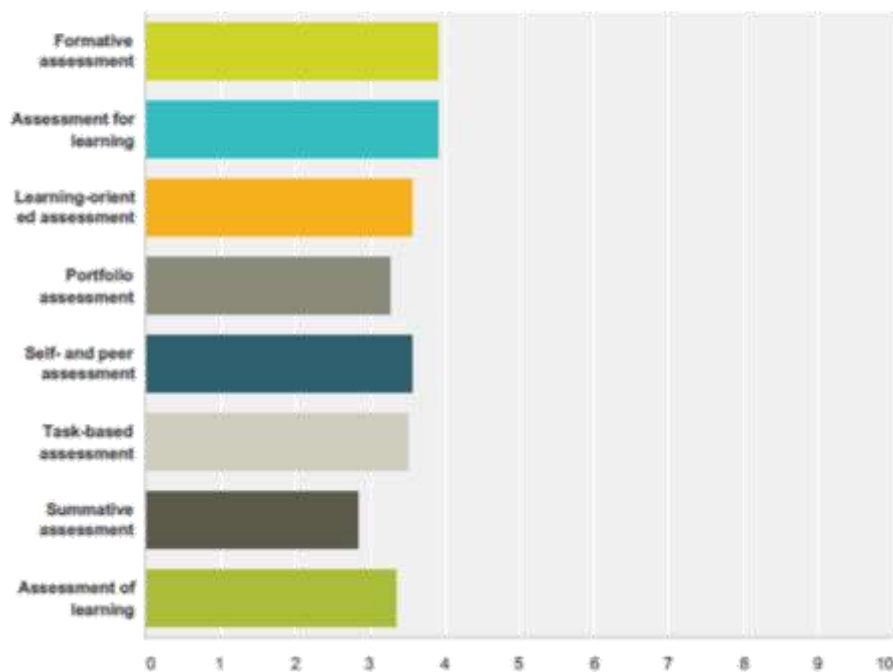
	1 - Not important at all	2 - Not very important	3 - Important	4 - Very important	Total	Méda ponderada
listening	0,00% 0	16,67% 2	16,67% 2	66,67% 8	12	3,50

speaking	0,00% 0	16,67% 2	8,33% 1	75,00% 9	12	3,58
reading	0,00% 0	25,00% 3	16,67% 2	58,33% 7	12	3,33
writing	0,00% 0	25,00% 3	8,33% 1	66,67% 8	12	3,42
intercultural awareness	16,67% 2	16,67% 2	33,33% 4	33,33% 4	12	2,83
formal language e.g. cognitive academic language proficiency (CALP)	16,67% 2	16,67% 2	25,00% 3	41,67% 5	12	2,02
informal language e.g. basic interpersonal communication skills (BICS)	0,00% 0	8,33% 1	41,67% 5	50,00% 6	12	3,42
curriculum content through English	16,67% 2	0,00% 0	33,33% 4	50,00% 6	12	3,17
cognitive skills e.g. learning skills; critical thinking skills; learning to learn	0,00% 0	0,00% 0	41,67% 5	58,33% 7	12	3,58
behaviour/attitude	0,00% 0	33,33% 4	25,00% 3	41,67% 5	12	3,08
autonomy	0,00% 0	8,33% 1	41,67% 5	50,00% 6	12	3,42
language and content together	8,33% 1	0,00% 0	16,67% 2	75,00% 9	12	3,58
language and content separately	25,00% 3	25,00% 3	33,33% 4	16,67% 2	12	2,42
just language	41,67% 5	25,00% 3	16,67% 2	16,67% 2	12	2,08
just content	41,67% 5	16,67% 2	16,67% 2	25,00% 3	12	2,25

n°	Other (please specify and rate its degree of importance)	Date
1	All of the above answers really depend on what your aims and model of CLE are and whether you want to check where there are strengths/weaknesses (in content/cognition and language) and which may be influencing (positively or negatively) the other(s) i.e., which is the strongest/weakest link.	03/06/2014 15:38

## Q6 How important are the following types of assessment?

Respondidas: 12 Ignoradas: 2

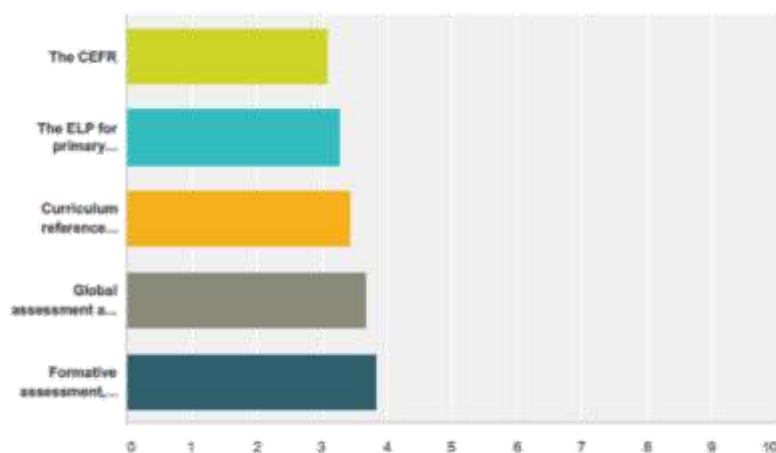


	1 - Not important at all	2 - Not very important	3 - Important	4 - Very important	Total	Média ponderada
Formative assessment	0,00% 0	0,00% 0	8,33% 1	91,67% 11	12	3,92
Assessment for learning	0,00% 0	0,00% 0	8,33% 1	91,67% 11	12	3,92
Learning-oriented assessment	0,00% 0	0,00% 0	41,67% 5	58,33% 7	12	3,58
Portfolio assessment	0,00% 0	16,67% 2	41,67% 5	41,67% 5	12	3,25
Self- and peer assessment	0,00% 0	8,33% 1	25,00% 3	66,67% 8	12	3,58
Task-based assessment	0,00% 0	0,00% 0	50,00% 6	50,00% 6	12	3,50
Summative assessment	16,67% 2	8,33% 1	50,00% 6	25,00% 3	12	2,83
Assessment of learning	0,00% 0	8,33% 1	50,00% 6	41,67% 5	12	3,33

n°	Other (Please specify and rate its degree of importance)	Data
	Não há nenhuma resposta.	

### Q7 How important is it to train EBE/CLIL teachers in the following?

Respondidas: 12 Ignoradas: 2

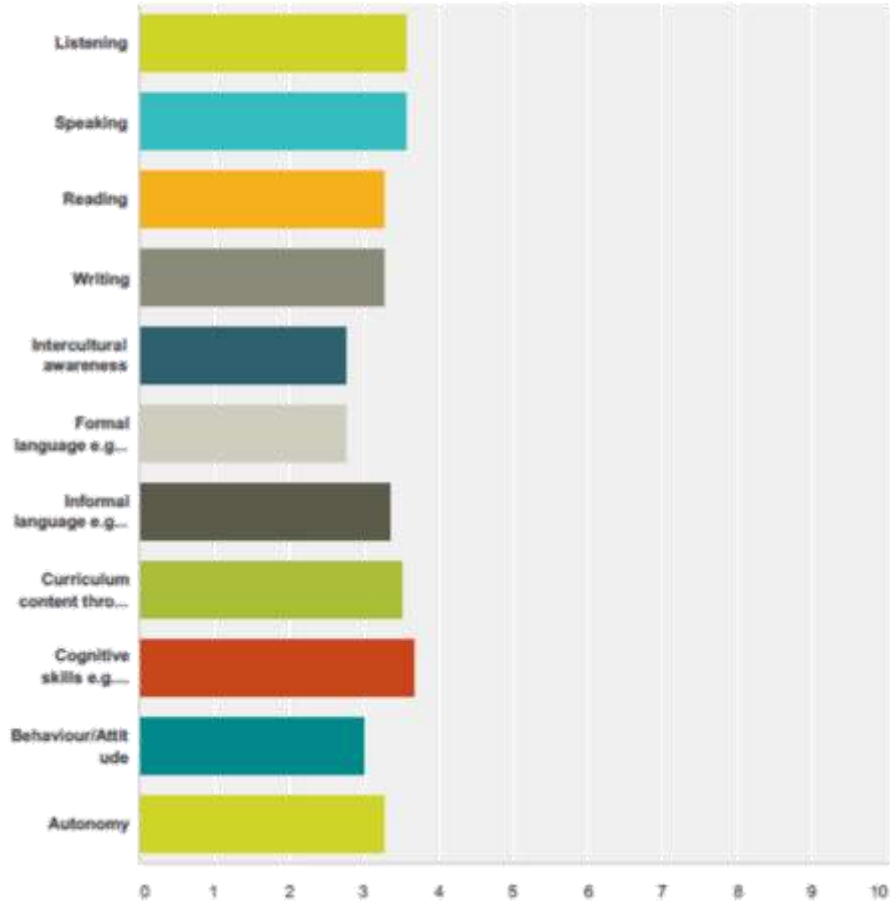


	1 - Not important at all	2 - Not very important	3 - Important	4 - Very important	Total	Média ponderada
The CEFR	0,00% 1	0,00% 1	50,00% 6	50,00% 6	12	3,08
The ELP for primary targeting 6-10 year-olds	0,00% 0	16,67% 2	41,67% 5	41,67% 5	12	3,25
Curriculum reference documents (e.g. syllabi; guidelines; learning standards/outcomes)	0,00% 0	0,00% 0	58,33% 7	41,67% 5	12	3,42
Global assessment at primary level	0,00% 0	0,00% 0	33,33% 4	66,67% 8	12	3,67
Formative assessment, assessment for learning and/or learning-oriented assessment at primary level	0,00% 0	0,00% 0	16,67% 2	83,33% 10	12	3,83

n°	Other (Please specify and rate its degree of importance)	Data
	Não há nenhuma resposta.	

## Q8 What should be the weighting of the following?

Respondidas: 12 Ignoradas: 2



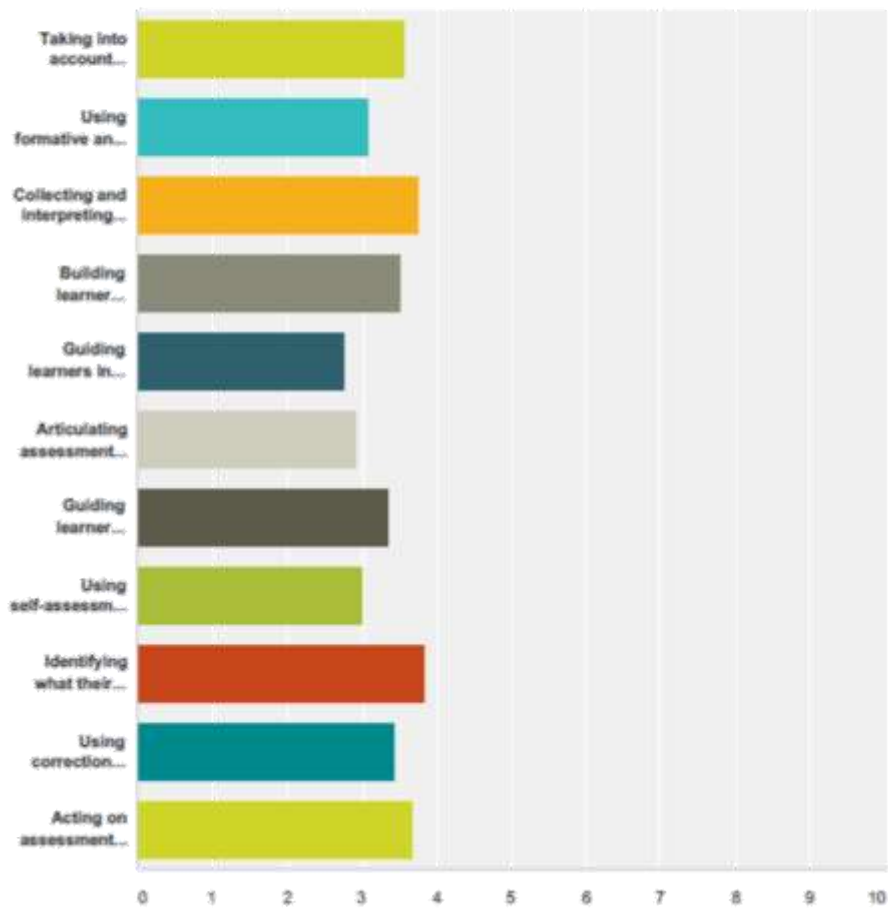
	1 - Very low	2 - Low	3 - Medium	4 - High	Total	Mé dia ponderada
Listening	0,00% 0	8,33% 1	25,00% 3	66,67% 8	12	3,58
Speaking	0,00% 0	16,67% 2	8,33% 1	75,00% 9	12	3,58
Reading	0,00% 0	16,67% 2	41,67% 5	41,67% 5	12	3,25
Writing	8,33% 1	8,33% 1	33,33% 4	50,00% 6	12	3,25
Intercultural awareness	16,67% 2	25,00% 3	25,00% 3	33,33% 4	12	2,75
Formal language e.g. cognitive academic language proficiency (CALP)	25,00% 3	8,33% 1	33,33% 4	33,33% 4	12	2,75

Informal language e.g. basic interpersonal communication skills (BICS)	0,00%	8,33%	50,00%	41,67%	12	3,33
	0	1	6	5		
Curriculum content through English	0,00%	0,00%	50,00%	50,00%	12	3,50
	0	0	6	6		
Cognitive skills e.g. learning skills; critical thinking skills; learning to learn	0,00%	0,00%	33,33%	66,67%	12	3,67
	0	0	4	8		
Behaviour/Attitude	8,33%	16,67%	41,67%	33,33%	12	3,00
	1	2	5	4		
Autonomy	8,33%	8,33%	33,33%	50,00%	12	3,25
	1	1	4	6		

n°	Other (please specify and rate its weighting)	Date
1	This depends on the age of the learners - there will be a heavier weighting of listening and speaking skills with younger children. Assessing CALP will also be more important later on in the language learning journey	13/10/2014 09:25

### Q9 How often should teachers plan for the use of the following assessment strategies/tools/records?

Respondidas: 12 Ignoradas: 2

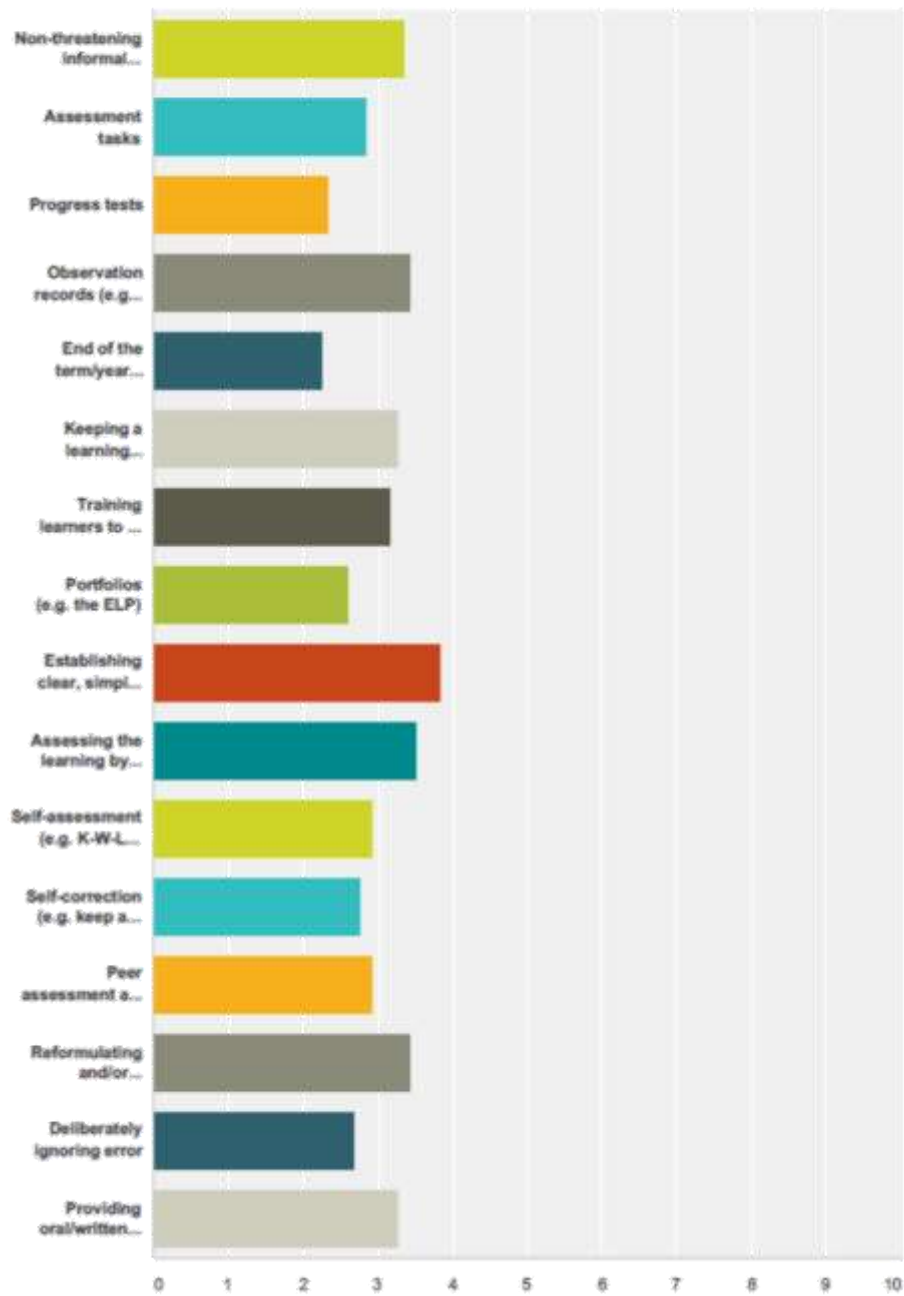




	1 - Never	2 - Occasionally during a curriculum topic unit/school term	3 - Every week	4 - Every lesson	Total	Médis ponderada
Taking into account learners' cognitive, social, emotional and physical development in order to design appropriate tasks for assessment	0,00% 0	16,67% 2	8,33% 1	75,00% 9	12	3,56
Using formative and summative assessment strategies to support content, language and learning skills development	0,00% 0	25,00% 3	41,67% 5	33,33% 4	12	3,08
Collecting and interpreting evidence about their learners' learning	0,00% 0	0,00% 0	25,00% 3	75,00% 9	12	3,75
Building learner autonomy including the capacity to better manage learning	0,00% 0	8,33% 1	33,33% 4	58,33% 7	12	3,50
Guiding learners in using portfolios (e.g. the ELP) as a tool for assessment	0,00% 0	41,67% 5	41,67% 5	16,67% 2	12	2,75
Articulating assessment needs and goals with related assessment tools	0,00% 0	33,33% 4	41,67% 5	25,00% 3	12	2,92
Guiding learner reflection on learning goals and success criteria	0,00% 0	16,67% 2	33,33% 4	50,00% 6	12	3,33
Using self-assessment and/or peer assessment	0,00% 0	33,33% 4	33,33% 4	33,33% 4	12	3,00
Identifying what their learners already know	0,00% 0	0,00% 0	16,67% 2	83,33% 10	12	3,83
Using correction strategies	0,00% 0	16,67% 2	25,00% 3	58,33% 7	12	3,42
Acting on assessment evidence	0,00% 0	8,33% 1	16,67% 2	75,00% 9	12	3,87
<b>n°</b>	<b>Other (please specify and rate its frequency)</b>				<b>Data</b>	
1	Comment: Most of these questions relate to actions which should be inherent in a teacher's daily classroom teaching.				13/10/2014 09:33	

**Q10 How often should teachers use the following assessment strategies/tools/records?**

Respondidas: 12 Ignoradas: 2



	1 - Never	2 - Occasionally during a curriculum topic unit/school term	3 - Every week	4 - Every lesson	Total	Media ponderada
Non-threatening informal assessment strategies/tools (e.g. Science class work displays – "how the digestive System works")	0,00% 0	16,67% 2	33,33% 4	50,00% 6	12	3,33
Assessment tasks	0,00% 0	50,00% 6	16,67% 2	33,33% 4	12	2,83
Progress tests	0,00% 0	75,00% 9	16,67% 2	8,33% 1	12	2,33
Observation records (e.g. checklists, observation grids, rating scales, anecdotal records, running records, work samples), with categories such as progress in listening, reading, writing, speaking, intercultural awareness, content, learning skills and behaviour/attitude	0,00% 0	16,67% 2	25,00% 3	58,33% 7	12	3,42
End of the term/year report cards or learner reports with categories such as progress in listening, reading, writing, speaking, intercultural awareness, content, learning skills and behaviour/attitude	0,00% 0	83,33% 10	8,33% 1	8,33% 1	12	2,25
Keeping a learning diary/journal to record simple reflections	0,00% 0	16,67% 2	41,67% 5	41,67% 5	12	3,25
Training learners to use vocabulary lists; picture vocabulary books	0,00% 0	16,67% 2	50,00% 6	33,33% 4	12	3,17
Portfolios (e.g. the ELP)	0,00% 0	58,33% 7	25,00% 3	16,67% 2	12	2,58
Establishing clear, simple and achievable learner goals and writing them on the board at the beginning of each lesson	0,00% 0	0,00% 0	16,67% 2	83,33% 10	12	3,83
Assessing the learning by means of success criteria focusing on what they can achieve at the end of each lesson (e.g. a wall display "Success in learning" with can do statements; smiley faces; suns and clouds; stars)	0,00% 0	8,33% 1	33,33% 4	58,33% 7	12	3,50
Self-assessment (e.g. K-W-L charts whereby learners can provide examples of what they know, what they wonder, what they have learned)	0,00% 0	33,33% 4	41,67% 5	25,00% 3	12	2,92
Self-correction (e.g. keep an 'X-FILE' of the mistakes they make in their written work with the corresponding correction)	0,00% 0	41,67% 5	41,67% 5	16,67% 2	12	2,75
Peer assessment and peer correction (e.g. set learners written work and after completing the first draft, ask them to work in pairs and see if they can spot any mistakes in their partner's work)	0,00% 0	25,00% 3	58,33% 7	16,67% 2	12	2,92
Reformulating and/or recasting error, with a limited focus on direct correction techniques	8,33% 1	8,33% 1	16,67% 2	66,67% 8	12	3,42
Deliberately ignoring error	8,33% 1	41,67% 5	25,00% 3	25,00% 3	12	2,67
Providing oral/written formative feedback in class and adjusting assessment strategies/tools	0,00% 0	25,00% 3	25,00% 3	50,00% 6	12	3,25
<b>n°</b>	<b>Other (please specify and rate its frequency)</b>				<b>Data</b>	
1	Comment: many of these teacher actions should be inherent in their daily practice. Something like deliberately ignoring error depends very much upon the context and the child. If a child who rarely speaks makes a contribution to class, I would probably ignore any mistakes they make. However if a child who speaks a lot and who is not put off by receiving corrections, makes a mistake I am more likely to recast or ask the class to think about how to say it better.				13/10/2014 09:33	

Retrieved from <<https://pt.surveymonkey.net/home/>> [Accessed 03/08/2015]

## Appendix 9a – Transcripts from interviews

### 9a.1 - SC 1

School cluster code & no. interviewees (content & language)	SC1 Collective interview to 3 CT + 1 LT/LA
Procedure & date	Interview answers sent by email on 16/06/2014

Block/ Question	Data
A.1. 1.1. 1.2	Yes, assessment is a plus to improve the teaching and the learning process as it enables us to detect the difficulties felt by learners and it thus gives us the opportunity to reinforce the content that we acknowledge as not having been fully assimilated by the learners. On the other hand, it allows us to potentiate their skills and use them to expand our learners' cognition.
B.2. 2.1. 2.2. 2.3. 2.4.	It is the way the learner communicates what we have taught, either orally or in writing. Furthermore, it is the way they reply to the questions they are asked, how they complete their worksheets, their daily tasks and how they solve problems while they do their learning tasks.
C.3. 3.1.	Yes, training in assessment is always beneficial, considering the idiosyncrasies the teaching-learning process currently involves.
D.4. 4.1.	In the scope of the BSP, we think it co-teaching could be very useful and productive so that we could apply some of the assessment techniques we view as important and effective. In fact, accordingly, a variety of direct observation checklists could be used aiming at progress in language, content, learner involvement and participation.

### 9a.2 - SC 2

School cluster code & no. interviewees (content & language)	SC2 Focus Group: 1 - 1 CT + 2 LT/LA
Procedure & date	Interview answers sent by email on 22/07/2014

Block/ Question	Data
A.1. 1.1. 1.2.	Yes, essentially if done by means of formative assessment as a process of collecting evidence from learning and interpreting that evidence to provide feedback on the progress of learners' performance, so as to make them the leading stakeholders on their learning. That collection of information is made by direct observation, oral questionnaires and checklists (lista de verificação).
B.2. 2.1. 2.2. 2.3. 2.4.	The fact that the learner is able to use the [target] language to communicate; and here the errors that do not interfere with the meaning of the message should be ignored. Error should be regarded during the process of collection of information as part of the learning and they should not, therefore, be penalised. Furthermore, we need to identify the cause of the error, understand how it works and the strategy used by the learner. Only then is it possible for us teachers to adjust our teaching to the learning needs of the learners and help them be aware of their errors.
C.3. 3.1.	Of course. It is always an area which raises doubts and that requires preparation and research, notably as regards the assessment of language skills in English of learners who are involved in the early learning of this language. Having training in assessment classroom practice will be very useful.
D.4. 4.1.	<p>The modalities [types] of assessment to be considered in the teaching practice have to take into account the three functions [purposes] that are attributed to assessment: a diagnosing function [purpose] of where the learner is at the beginning (diagnostic assessment), a function [purpose] of regulating the teaching and learning process (formative assessment) and a function [purpose] of certifying the results obtained at the end of certain and more or less long periods of teaching and learning (summative assessment). Despite knowing these distinctions, we are not always able to put them into practice in a generalised and systematic way. The assessment tools that we ought to use towards a systematic and continuous assessment should be varied so as to reduce subjectivity and assess in a more rigorous and objective way.</p> <p>As to the assessment resources we would like to use, we can indicate the following ones: checklists (listas de verificação), marking scales (escalas de classificação), observation grids (grelhas de observação), multiple choice, true/false, cloze, matching, observation of notebooks, group work, correction in the classroom of the work done by the learners, individually or in group, listening and speaking exercises, self-assessment worksheets, written tests.</p>

### 9a.3 - SC3

School cluster code & no. interviewees (content & language)	SC3 2 Focus Groups: one with 1 CT and another with 2 LT/LA
Procedure, duration & date	Interview conducted face-to-face in a classroom during lunch break (15' for each focus group)

Block/ Question	Data from LT3/LA3	Data from CT3
A.1. 1.1. 1.2.	<p>Yes, because it is through assessment that we see if children are learning and how they are learning, what their difficulties are and how they can overcome that difficulty. The purpose of assessment is not to grade, it is to inform us teachers and help us readjust our classroom planning and practice. Quality is not testing because a child can know and not be able to show their knowledge on a particular test. Quality is knowing what they like and don't like, what they understand and don't understand and not only the results of a written test. Language and content are assessed in an integrated way at all times.</p>	<p>Yes, through assessment we can understand the level of difficulty of the learners. Assessment is the indicator that informs us if it is necessary to reinforce, clarify, readjust, support learning on an individual basis by means of worksheets, homework or reformulate a given classroom work/activity with further clarification/explanation of the teacher.</p> <p>Assessment tasks focus on content and language in an integrated way. Sometimes language is more developed (e.g. additional focus on form regarding the 3<sup>rd</sup> person singular of the Present Tense because this tends to be misused by the children). We often address this particular difficulty within different content topics.</p> <p>Quality in formative assessment means that the assessment (format) needs to provide information on the point of learning the child is at. This is done by the assessment formats previously referred to and also through organising children's work.</p>
B.2. 2.1. 2.2. 2.3. 2.4.	<p>Through reading, speaking and writing activities (vocabulary, phrases, texts). Error is not penalized but it is always corrected. The error is used in a different content and activity. Codeswitching is used as a natural opportunity to recast, reformulate and repeat.</p>	<p>When we ask learners to do a task, the way the child responds or steps in to answer even in an intuitive way.</p> <p>Code-switching is positive because it demonstrates knowledge of a given content even if this is only partially done through English. When the child receives feedback from the teacher in English and understands this and sometimes asks the teacher to express what they have learnt through Portuguese ("Can I speak Portuguese?")</p> <p>Error is not penalised. It is a way to understand and a way to show that they are starting to understand "If I understand my error, then I am ready to correct it), it is an additional opportunity for correction.</p>
C.3. 3.1.	<p>Yes, definitely. We could benefit from specific training in assessment. Being a new project we don't know if we are assessing content and language properly. We feel the need to have feedback on our tests and other assessment formats to know if we are on the right track ... that feedback would be very important.</p>	<p>There is always the need for training because we are always learning.</p>

D.4. 4.1.	Suitable assessment formats for content and language.	If we had a computer in the classroom we could use self-assessment checklists, observation grids of learning progress which could be helpful for assessment. I think it would also be useful to have a query/question corner/box so that any learner can share their doubts when they don't understand. We can take these home and use their doubts/questions as feedback to go back to the classroom and address the same content point that needs work.
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#### 9a.4 - SC 4

School cluster code & no. interviewees (content & language)	SC4 2 Focus Groups: one with 6 CT and another with 2 LT/LA
Procedure, duration & date	Interview conducted face-to-face in the teachers' meeting room at the end of the afternoon classes (20' for each focus group)

Block/ Question	Data from LT4/LA4	Data from all the 6 CT4
A.1. 1.1. 1.2.	<p>Yes, by guiding learners into identifying their learning difficulties and into overcoming them. Formative assessment needn't be formal assessment, it can be oral feedback, worksheets, tests (fichas de avaliação) and any oral and written interactions e.g. roleplay, games. Everything is corrected in the classroom except tests. Oral feedback is given to the learners at all times. It is necessary to have a balance between teaching, learning and assessment in order to have feedback from the learners on their learning.</p> <p>'Quality?' in formative assessment means having time to collect information to know which path to take. From topic to topic readjusting, excluding, modifying or creating. Because of working closely together with primary teachers, content learning comes first. It is difficult to have enough time to assess language in EM as there is no time for it. It could be possible to do it in the OC but priority is given to content. In the AEC assessment is difficult because it is not easy to get the learners focused.</p>	Formative assessment to detect failure, to go back to a given aspect of learning that was more difficult for the children. Once a week there is an overall assessment of the content learnt during that week. From the information on that weekly assessment, we reformulate, reinforce and repeat.
B.2. 2.1. 2.2.	Language and content learning is evidenced by the assessment of speaking and writing. Silence is a result i.e. if the class gives no feedback to the teacher on their learning, in terms of oral utterances and written ..., the teachers interpret this absence of feedback as meaning that learning has not been in place.	Motivation, participation, even if the learners respond in Portuguese. They understand content very well but they don't speak fluently in English. It is difficult for them to speak English and use English to talk with one another. It is only in the OC that they speak.

2.3. 2.4.	Error is positive. We try to make the children feel at ease about making mistakes because what is important is efficacy. It is always corrected and taken as an opportunity to reformulate. But due to the fact that focus is given to the learning of EM through English, prevents children from learning situations of communication as they learn about content. Code-switching is also positive. E.g. in tests children mix Portuguese and English to express the knowledge of a given content.	Error is corrected both in oral utterances and in written work. Error is not penalized e.g. Rosa dos Ventos Project. It had spelling mistakes but the content was correct and so the spelling mistakes were not penalised.
C.3. 3.1.	Assessment cannot be separated from learning. Assessment and learning are intertwined. One T said she could benefit from specific training in assessment at primary level within this specific audience: young learners.	Only in English for teachers. The methodology and the assessment practice used in the project is very similar to the ones we used to use before (the project).
D.4. 4.1.	We naturally devise assessment materials according to the need of the moment maybe because we feel it is not as much our responsibility to devise assessment materials but the content teachers' instead.	Grids, peer assessment checklists for group work, weekly self-assessment checklist with colours.

#### 9a.5 - SC 5

School cluster code & no. interviewees (content & language)	SC5 2 Focus Groups: one with 1 CT and another with 2 LT/LA
Procedure, duration & date	Interview conducted face-to-face in the teachers' meeting room during the lunch break (20' for each focus group)

Block/ Question	Data from LT5/LA5	CT5
A.1. 1.1. 1.2.	By means of formative assessment in pair and group work. This way you can check where learners experienced more difficulty and indicate what we need to do to reformulate and the content where it is necessary to insist. Formal formative assessment is done through worksheets and their correction is done together with the learners, who like to check why they were wrong "I changed that letter but I know why I was wrong." It serves the purpose of making learners become aware of error as they try to figure out why this happened. There was also this situation where the family neglected their daughters' schooling and this had an impact on the child's low self-esteem and on the way she learned. There are situations of lack of parental time. The children's assessment materials are lost. Some children feel guilty because they have a sense of responsibility. If the family was more present, there would be more (positive) impact on the way they learn. They have done two formal assessment tests	Yes, by questioning learners at the end of the lesson on the content taught, based on the learning objectives defined at the beginning of lesson. I also assess by means of worksheets and of the doubts and questions the learners pose and which lay a foundation for me to reformulate and insist once more. Worksheets are marked in groups and on the board. Learners mark 'correct' or 'incorrect' and correct. This is more productive because they become more aware of error and it is crucial and beneficial to correct right away.  I think the assessment that I do is quality assessment.



	so far (one test per period lasting 50 minutes each) and learners felt that these were decisive. Parents only attach importance to testing. In terms of language skills writing is more important than speaking. The tests are mainly focused on writing but also require listening. In addition to testing, formative assessment is done without students realising that it is in fact assessment, for example, we use memory games, spelling games, listening and speaking activities to assess learners as well. However, learners are very focused on question/answer assessment. Quality assessment translates into diversity of formative assessment strategies enabling learners to learn the language.	However, I have never reflected upon what quality means. My major concern is content and not language e as much. The assessment tools I use are focused on content and not language but I would like to develop content and language in a balanced way, partly in <i>Estudo do Meio</i> and partly in English. This is the role of both teachers, of the content teacher and the language teacher. Error is discounted as it is in Portuguese.
B.2. 2.1. 2.2. 2.3. 2.4.	It means that they (the learners) interiorise what is happening in the classroom – speaking listening & writing activities.  Error is always corrected. It is penalised in writing if it has been very much worked in the classroom. For example, I do not penalise the fact that learners mix up Tuesday and Thursday, I take a note on it but do not penalize it. At the end of the term, the persistence in the error has a weight because it has been trained a lot so it is not acceptable that the error remains. Correction is done immediately, as they speak or read.	Through learners’ feedback which is provided on a daily basis, through their doubts and difficulties and by tests – oral and written feedback. If they only did tests in English they would get a negative mark because they know the content but do not know the language well enough to express their content knowledge through the means of English. Error is automatically corrected and it is discounted. It depends on the learner if error is corrected word by word or just in the end of their speech. Code switching between Portuguese and English is okay but learners should speak English more as long as they were progressing well (in their content learning). Correction is very important.
C.3. 3.1.	Training in this specific area of assessment in the 1st cycle of primary is crucial due to the tests and the remaining formative assessment tools and strategies to be devised.	I think so (shrugs shoulders). It can be interesting because we can always learn more and reflect upon formative assessment to exchange ideas and to share practice.
D.4. 4.1.	All assessment resources in use for the 1st cycle of primary, particularly the ones that are available or that can be produced/devised online (e.g. classdodjo, monkey, prezi) and facilitate formative assessment and which learners can use with the available Magalhães <sup>34</sup> .	The same I already use, although it could always be useful to have other appropriate assessment tools. However, everything I now have serves its (assessment) purpose.

## 9a.6 - SC6

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<sup>34</sup> Free or low-cost laptops distributed to children in the 1st cycle of primary in Portugal, as a result of a political measure entitled *Plano Tecnológico da Educação* (of the 27th and 28th Portuguese Constitutional Governments that had as main goals to democratise the access to information technologies (ICT) in 2008/2009. The name Magalhães is after Magellan, the Portuguese Navigator (15<sup>th</sup>-16<sup>th</sup> Century).

School cluster code & no. interviewees (content & language)	SC6 Individual interviews: one with CT6.1, another with CT6.2 and one with LA6
Procedure, duration & date	Interview conducted face-to-face with LA 6 in a classroom hall during classes (15'); interview answers sent by email from CT6.1 and CT6.2 separately

Block/ Question	Data from LA6	Data from CT6.1.	Data from CT6.2.
A.1. 1.1. 1.2.	<p>As a LA, the teacher only makes language corrections. Assessment instruments are not shared between the CT &amp; the LA as this is not a role assigned to the LT.</p> <p>The assessment used by the CT only focuses on content and not on language. However, the LT told an anecdote about the CT making language corrections such as replacing singular with plural where the latter was the right one.</p> <p>Assessment formats are worksheets which are named after “formative” assessments and are used for formal assessment purposes.</p> <p>The LT stated that these “formative assessments” are not used to provide feedback, to correct errors or to improve results. However, the LT states this is an impression as she does not co-teach in assessment lessons. AfL tools such as traffic lights, stars and stripes and similar are not used as often as in year one and they are not presently embedded in the the CTs’ daily teaching routines. When asked about the reasons why this happens, the LT stated that content teaching became the most important thing in the sense of “teaching to the test”. However, learning objectives are used on a daily basis, either oral ones or in written form (as in written on the board). CT7.1. used to have an assessment chart which is currently little used.</p> <p>Fr this LA, “quality” means the use of more elaborate worksheets, attention to learners’ difficulties, devising remedial tasks through self-correction or peer-correction with the help of more advanced learners and a focus on language. When asked about the role of the AEC LT in this, the LA stated she did not know whether language assessment activities were done because they only liaise with the CTs to link English topics with curriculum content.</p>	<p>I use assessment as a way to lead learners into reflecting on their learning process. As regards the English language level, assessment essentially happens on na oral basis and always aiming at reinforcing learning in a positive way.</p>	<p>Yes. Assessment is essentially done by means the correction of oral production, using positive reinforcement tools (e.g. thumbs up / so so/ down; smiley faces; smiley caterpillars).</p>

<p>B.2. 2.1. 2.2. 2.3. 2.4.</p>	<p>In terms of the language skills, the LA considers that progress in the productive skills of speaking and writing evidence language and content learning e.g. when learners manage to articulate their speech and produce full sentences this is evidence that they are learning as opposed to just repeating words. The LT feels that maybe because the CTs are not at easy with their own proficiency level in English they don't stimulate the learners to speak more. As for the receptive skills, learners are doing best at listening and at reading e.g. they read out loud well (intonation and pronunciation) and they understand questions and some autonomously answer more complex questions.</p> <p>None of the CT penalizes error but they don't ignore them. In speaking they let the learners speak and then they make the most of errors to create opportunities to elucidate and/or correct in the end.</p> <p>Code-switching is preferable to not speaking at all. When learners mix Portuguese and English, CT recast. Code-switching only happens with content as this is not automatised and because there is little time for consolidation, perhaps not enough practice, no homework in English is assigned to the learners (only in Portuguese) and they tend to forget about the content. Classroom language is totally acquired by learners.</p>	<p>The following constitute evidence [of language and content learning]: the observation of the [learners'] attitude and behaviour towards the tasks proposed; the learners' ability to express themselves in an autonomous way; the learners' ability to formulate questions and answer correctly.</p> <p>Error is usually corrected through correct repetition [drilling]. This is done orally and always with positive reinforcement.</p> <p>Learners switch Portuguese and English when they do not know the specific vocabulary. The role of the CT is to correct and help recasting in English every time this happens.</p>	<p>It is the fact that the learner is able to address the content of <i>Estudo do Meio</i> through the medium of English (e.g. answer appropriately; ask questions).</p> <p>Error is always corrected so as to encourage the learner to improve their performance and so as not to penalize them.</p> <p>Learner alternate between the use of Portuguese and English whenever they do not know or do not remember the appropriate vocabulary. This is as far as possible immediately corrected by the CT if as long as she knows the words in English.</p>
<p>C.3. 3.1.</p>	<p>No, CTs know about assessment and how to use it because they have learnt it in the training provided in the scope of the Project. They do it informally and not in a planned way. However, they don't see it as a daily routine and they focus mainly on content delivery.</p>	<p>I need more training in English language so as to answer the learners' needs in oral interaction situations, as well as more training in assessment tools, such as those referred in the questionnaire and which are suitable for the implementation of the BSP.</p> <p>This is a very important fact because learner involvement in in self-assessment enables them to improve their learning and the content teacher has to feel prepared to do it in English.</p>	<p>I need more training in the area of assessment because I do not have the formative assessment tools or strategies which are considered appropriate to English language learning in the context of this Project.</p>
<p>D.4.</p>	<p>More assessment records e.g. listening assessment tools, checklists to record</p>	<p>We need to know assessment tools such</p>	<p>We need to know assessment</p>

4.1.	progress in learning at the end of a unit/topic to check the main content learning, self-assessment scales, mini-assessments with feedback and correction, interactive assessment tasks because learners are mostly visual and hands on.	as the ones mentioned in the questionnaire: journals, portfolios, grids, word lists ...	tools which are considered as appropriate and which are mentioned in the questionnaire and of which we were not informed (e.g. tests, assessment grids, learning journals, the ELP, the CEFR).
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## Appendix 9b – Categories and units of analysis from interviews

Question (Q)	Focus (F)	Category (Cat)/ Subcategory (Scat)	Units of analysis
Q1 – Do you use assessment as a way to improve learning? If so, how?	F1 – What is 'quality' in formative assessment? Are these assessment tasks creating opportunities for language and content learning?	View on assessment <ul style="list-style-type: none"> <li>Positive/negative</li> </ul>	Overall positive view on assessment, particularly formative assessment on the part of all the 24 interviewed subject in all 6 school clusters: (...) assessment improves the teaching and the learning process; enables teachers to detect the difficulties felt by learners and gives teachers the opportunity to reinforce the content that teachers acknowledge as not having been fully assimilated by the learners; and potentiates their skills and use them to expand our learners' cognition. (SC1) (...) it is through assessment that we see if children are learning and how they are learning, what their difficulties are and how they can overcome that difficulty. (SC3) Yes, by guiding learners into identifying their learning difficulties and into overcoming them. (LA4 & LT4) Assessment is used to improve language learning by means of language corrections (LA6); to lead learners into reflecting on their learning process; to reinforce learning in a positive way on an oral basis (CT6.1); to essentially correct oral production, using positive reinforcement tools (CT6.2)
		Ways of assessment promoting language & content learning <ul style="list-style-type: none"> <li>Collecting &amp; interpreting evidence</li> <li>Informing T/L &amp; Readjusting</li> </ul>	(collect & interpret) Formative assessment is used as a process of collecting evidence from learning (SC2), e.g. through detecting learners' difficulties (SC1, LA3, LT3, LT4, LT5, CT5, LA6) and interpreting that evidence to provide feedback on the progress of learners' performance, so as to help them overcome their difficulties (SC1, LA3, LT3, LT4, LT5, CT5, LA6) and make them the active (SC2) and reflective learners (CT6.1). (inform & readjust) Not by grading but by informing teachers and help them readjust classroom planning and practice (LA3 & LT3, SC2); by operating as an indicator that informs T if it is necessary to reinforce, clarify, readjust, reformulate a given classroom work/activity with further clarification/explanation of the T, reinforce, repeat (CT4) and support learning on an individual basis (CT3); It helps detect if children are learning and how they are learning, what their difficulties are and how they can overcome that difficulty (LA3 & LT3) by reinforcing the content that has been acknowledged as not having been fully assimilated by the L (SC1); formative assessment detects failure, enables going back to a given aspect of learning that was more difficult for the children (CT4);

		<ul style="list-style-type: none"> <li>○ Supporting learning</li> </ul> <p>Examples of strategies &amp; tasks</p> <ul style="list-style-type: none"> <li>○ Formal (worksheets % tests)/informal (non-threatening; positive reinforcement; AfL tools; learning objectives; oral/written interaction; questioning; feedback; direct observation; checklists; questionnaires; homework; weekly overall assessment.</li> </ul>	<p>(support) It potentiates learning skills and using them to expand learners' cognition (SC1); it guides L into identifying their learning difficulties and into overcoming them. (LA4 &amp; LT4); it is used to improve language learning by means of language corrections (LA6); to lead learners into reflecting on their learning process; to reinforce learning in a positive way on an oral basis (CT6.1); to essentially correct oral production, using positive reinforcement tools (CT6.2); it improves the teaching and the learning process (CS1).</p> <p>(Formal) worksheets (CT3, LA4, LT4 &amp; LT5, LA6) are used for formal content assessment purposes and not used to provide feedback, to correct errors or to improve results (LA6). They are marked jointly with the learners (LT4), in groups and on the board (CT5). Ls mark 'correct' or 'incorrect' and correct and like checking why they did something incorrectly (e.g. "I switched that letter with another letter but I know why I was wrong" (LT5). Ts think this is more productive because they become more aware of error and it is crucial and beneficial to correct right away (CT5); tests (LA4 &amp; LT4), one per term lasting 50' (LT5). These are much valued by parents and children react more to question/answer and not as much to thinking. In terms of the construct of tests, language skills, writing is more valued than speaking and (therefore) tests are more focused on writing and also listening (LT5). (Informal) FA done in a way that learners do not feel they are being assessed (e.g. memory games, spelling games, listening e speaking activities) (LT5); Assessment tools focused on content and not language but I would like to develop content and language in a balanced way, partly in Estudo do Meio and partly in English. This is the role of both teachers, of the CT and the LT (CT5); AfL tools (e.g. traffic lights, stars and stripes and similar) are not used as often as they were in year 1 and they are not presently embedded in the CTs' daily teaching routines (The LA thinks this is because the CTs feel they have to teach to the national tests and for that reason no longer have time for classroom assessment) (LA6); <b>positive reinforcement tools</b> (e.g. thumbs up / so so/ down; smiley faces; smiley caterpillars) (CT6.2); learning objectives defined at the beginning of lesson (CT5) and used on a daily basis, either oral ones or in written form (on the board) (LA6). CT6.1. used to have an <b>assessment chart</b> which is currently little used (LA6); any oral and written interactions (e.g. roleplay, games) and oral feedback given to the L at all times (LA4 &amp; LT4); questioning Ls at the end of the lesson on the content taught, based on the learning objectives presented at the beginning of the lesson (CT5); Ls' questions and doubts which tell the T to reformulate and insist once more (CT5);</p>
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		<ul style="list-style-type: none"> <li>○ Interaction patterns (individual/pair/group)</li> <li>○ Content &amp; language focus</li> </ul>	<p>direct observation, oral questionnaires and checklists (<i>listas de verificação</i>) (SC2); homework (CT3); weekly overall assessment of the content learnt during that week (CT4);</p> <p>individual (SC2, CT3), pair (SC5) and group work (SC2, LT5, SC4) used to check learners' difficulties and point what is necessary to reformulate or the content where we need to insist (LT5);</p> <p>assessment tasks focusing on content and language in an integrated way. Sometimes language is more developed (e.g. additional focus on form regarding the 3<sup>rd</sup> person singular of the Present because this tends to be misused by the L). Ts often address this particular difficulty within different content topics. (CT3);</p>
		<p>Features of quality formative assessment</p> <ul style="list-style-type: none"> <li>○ collecting information on Ls' learning preferences and learning progress</li> <li>○ having a diversity of assessment tools</li> <li>○ assessing content and language in an integrated way &amp; more language focus</li> <li>○ not being time consuming</li> </ul>	<p><b>[Quality</b> does not mean testing because a child can know and not be able to show their knowledge on a particular test (CT3) or only the results of a written test (LA3 &amp; LT3)]</p> <p>knowing what Ls <b>like and don't like</b> (LA3 &amp; LT3); <b>what they understand and don't understand</b> (LA3 &amp; LT3); that the assessment (format) needs to provide <b>information on the point of learning the child is at</b>; using <b>a diversity</b> of FA tools and strategies which enable learners to learn the language (LT5); using <b>more elaborate worksheets, attention to learners' difficulties, devising remedial tasks through self-correction or peer-correction</b> with the help of more advanced learners and a focus on language (LA6); and <b>organising children's work</b> (CT3);</p> <p>having <b>time to collect information</b> to know which path to take. From topic to topic readjusting, excluding, modifying or creating. Because of working closely together with primary teachers, content learning comes first. It is difficult to have enough time to assess language in EM as there is no time for it. It could be possible to do it in the OC but priority is given to content. In the AEC assessment is difficult because it is not easy to get the learners focused (LA4 &amp; LT4);</p> <p><b>assessing language and content in an integrated way at all times</b> (LA3 &amp; LT3) .</p>
Q2 – For you, what constitutes evidence of language and content learning?	F2 – What constitutes evidence of learning progress? How do they view error? Are errors penalised?	<p>Evidence of learning progress</p> <ul style="list-style-type: none"> <li>○ communication of knowledge through the language skills in the target language</li> </ul>	<p>It is shown by the way Ls <b>communicate</b> what we have taught, either orally or in writing; reply to the questions they are asked; how they complete their worksheets &amp; their daily tasks; through reading, speaking and writing activities (vocabulary, phrases, texts) (LA3 &amp; LT3);</p> <p>This is shown in speaking, listening &amp; writing activities (LT3), particularly in the assessment of <b>speaking and writing</b>. the Ts interpret this absence of feedback as meaning that learning has not been in place. (LA4 &amp; LT4): "Silence is a result i.e. if the class gives no feedback to the T on their learning, in terms of oral utterances and written work." The <b>progress in the language skills, particularly in the productive skills of speaking and writing demonstrate language and content learning</b> (e.g. when learners manage to articulate their speech and produce full sentences this is evidence that they are learning as opposed to just repeating</p>

	How do they view code-switching?	<ul style="list-style-type: none"> <li>○ automatisation</li>   <li>○ learning skills</li> <li>○ attitude/behavior</li> <li>○ autonomy</li> </ul>	<p>words. As to the year 3 learners in this SC, the LA learners are doing best receptive level, namely at listening and at reading ( e.g. they read out loud well (intonation and pronunciation) and they understand questions and some autonomously answer more complex questions) (LA); when learners are asked to do a task, the way the child responds or steps in to answer even in an intuitive way (CT3); interiorise what is happening in the classroom (LT3); Through learners’ oral and written feedback (...) on a daily basis, through their doubts and difficulties and through tests (CT5) (automatisation); how they solve problems while they do their learning tasks (SC1); and the <b>learners’ ability to formulate questions and answer correctly</b> constitute evidence of language and content learning (CT6.1); the learner <b>being able to address the content of Estudo do Meio through the medium of English</b> (e.g. answer appropriately; ask questions) (CT6.2) (learning skills); the observation of the [learners’] <b>attitude and behaviour</b> towards the tasks proposed; the <b>learners’ ability to express themselves in an autonomous way</b>.</p>
		<p>View on error</p> <ul style="list-style-type: none"> <li>○ penalised/not penalised</li>   <li>○ ignored/corrected</li>   <li>○ immediate/delayed</li> </ul>	<p>Error is generally <b>not penalised and seen as positive</b>, although it is not ignored. Ts consider <b>FA</b> is meant for Ls to become aware of error because Ls try to understand why it happened (LT5); <b>Ts</b> try to make the children feel at ease about making mistakes because what is important is efficacy. 3 teachers in one of the SC consider that error also has a weight. <b>It is penalised in writing and at the end of the term</b>, after having been trained a lot previously because they consider that in such situations, it is not acceptable that the error remains. For example, they not penalise the fact that learners mix up Tuesday and Thursday (LT5) but errors are discounted (in English) as they are in Portuguese (CT5).</p> <p>Only the teachers in one SC (SC2) think that in situations where the L is able to use the [target] language to communicate and where errors do not interfere with the meaning of the message, these error should be ignored (SC2). In all other classroom situations most Ts feel errors should be always corrected although not penalised so as to encourage the learner to improve their performance (CT3, LA3 &amp; LT3, CT5, CT6.2). 2 of the Ts stated that, in fact, everything is corrected in the classroom except tests (LA4 &amp; LT4). For example, in speaking Ts tend to let the learners speak and then they make the most of errors to create opportunities to elucidate and/or correct in the end (LA6). Error is usually corrected through the repetition and drilling of the correct form, which is done orally and always with positive reinforcement (CT6.1). Error is also used in a different content and activity (LA3 &amp; LT3) as an additional opportunity for correction (CT3) and reformulation (CT4). It is a way to understand and a way to show that they are starting to understand “If I understand my error, then I am ready to correct it) (CT3). In written work error is not penalized as. For example in a Estudo do Meio project called <i>Rosa dos Ventos</i> there were spelling mistakes in some of the Ls’ work but the content of Estudo do Meio was correct and so the spelling mistakes were corrected but not penalised (CT4).</p> <p>Correction is done immediately, as Ls speak or read. (LT5, CT5), it depends on the learner if error is corrected</p>



		correction	word by word or just in the end of their speech.
		View on code-switching <ul style="list-style-type: none"> <li>○ penalised/not penalised</li> <li>○ ignored/recast</li> <li>○ shows progress in content/shows lack of progress in language</li> </ul>	<p><b>Code-switching</b> is not penalised. Code-switching only happens with content as this is not automatized and because there is little time for consolidation, perhaps not enough practice, no homework in English is assigned to the learners (only in Portuguese) and they tend to forget about the content. On the other hand, classroom language is totally acquired by learners (LA6). Learners switch Portuguese and English when they do not know or do not remember the specific and appropriate vocabulary (CT6.1 and CT6.2). In tests children mix Portuguese and English to express the knowledge of a given content (LA4 &amp; LT4).</p> <p>It is used as a natural opportunity to recast, reformulate and repeat (LA3 &amp; LT3); Code-switching is preferable to not speaking at all. When learners mix Portuguese and English, the CTs recast. The role of the CT is to correct and help recast in English every time this happens (CT6.1) and as far as possible it immediately corrected by the CT if as long as the T knows the words in English (CT6.2).</p> <p>It demonstrates knowledge of a given content even if this is only partially done through English. When the child receives feedback from the teacher in English and understands this and sometimes asks the teacher to express what they have learnt through Portuguese (“Can I speak Portuguese?”) (CT3). Not as positive views on code-switching are shared by Ts in 2 SC. They see it as a sign that there was not much progress in language ability. Although Ls are motivated and involved and understand content very well, they respond in Portuguese to content but “they don’t speak fluently in English. It is difficult for them to speak English and use English to talk with one another. It is only in the OC that they speak.” (CT4) Ls “should speak English more as long as they were progressing well (in their content learning).” (CT5)</p>
Q3 – Do you feel you would benefit from more training in assessment?	F3 – What are their assessment training needs? Why?	Assessment training <ul style="list-style-type: none"> <li>○ needed/unnecessary</li> <li>○ reasons</li> </ul>	<p>Needed for all, except 2 Ts. L6 in SC6 thinks the CTs know about assessment and how to use it. They have learnt it in the training provided in the scope of the Project. They do it informally and not in a planned way. However, they don’t see it as a daily routine and they focus mainly on content delivery. CT4 in SC4 thinks the methodology and the assessment practice used in the project are very similar to the ones they used to use before (the project). (CT4).</p> <p>to cope with the idiosyncrasies in the teaching and learning process (SC1);  to cope with the novelty that the BSP represents and which makes Ts feel lack the knowledge to properly assess content and language (LA3 &amp; LT3);  it an area which raises doubts and that requires preparation and research, notably as regards the assessment of language skills in English of learners who are involved in the early learning of this language (SC2);  Because assessment cannot be separated from learning, they are intertwined (CT4);</p>

		<ul style="list-style-type: none"> <li>○ specific needs</li> </ul>	<p>It can be interesting to learn more and reflect upon formative assessment to exchange ideas and to share practice. (CT5);</p> <p><b>to have feedback on tests and other assessment formats to know if Ts are on the right track</b> (LA3 &amp; LT3). To have specific training in assessment at primary level within this specific audience: young learners. (LA4 &amp; LT4)</p> <p>To have specific training in assessment in the 1st cycle of primary is considered crucial due to the tests and the remaining formative assessment tools and strategies to be devised (LT5);</p> <p>To have more training in assessment tools, such the ones referred in the questionnaire and which are suitable for the implementation of the BSP. “This is very important as <b>learner involvement in self-assessment enables them to improve their learning</b> and the content teacher has to feel prepared to do it in English.” (CT6.1) <b>Yes</b>, more training in assessment is needed <b>because I do not have the formative assessment tools or strategies which are considered appropriate to English language learning in the context of this Project.</b> (CT6.2).</p>
Q4 – What would be good assessment materials for you to use in your assessment planning and practice? (or what kind of assessment material would you like to	F4 – What assessment resources do they need?	<p>Assessment resources needs suitable for:</p> <ul style="list-style-type: none"> <li>○ General diagnostic, formative &amp; summative purposes</li> <li>○ For providing feedback &amp; recording progress</li> <li>○ For grading</li> <li>○ Specific for the 1st cycle of primary</li> <li>○ Specific for content &amp; language</li> <li>○ Involving a variety of techniques</li> </ul>	<p>A variety of direct observation checklists aiming at progress in language, content, learner involvement/participation (SC1);</p> <p>A variety of diagnostic, formative and summative assessment tools to use systematically so as to reduce subjectivity and assess in a more rigorous and objective way (e.g. <i>listas de verificação</i>/checklists, <i>escalas de classificação</i>/marking scales, <i>grelhas de observação</i>/observation grids, multiple choice, true/false, cloze, matching, observation of notebooks, group work, correction in the classroom of the work done by the learners, individually or in group, listening and speaking exercises, self-assessment worksheets, written tests (SC2);</p> <p>All assessment resources in use for the 1st cycle of primary, particularly the ones that are available or that can be produced/devised online (eg classdodjo, monkey, prezi) and facilitate formative assessment and which learners can use with the available Magalhães<sup>35</sup> (LT5);</p> <p>Suitable assessment formats for content and language (LA3 &amp; LT3) to be used on a classroom, e.g. <b>self-</b></p>

<sup>35</sup> Free or low-cost laptops distributed to children in the 1st cycle of primary in Portugal, as a result of a political measure entitled *Plano Tecnológico da Educação* (of the 27th and 28th Portuguese Constitutional Governments that had as main goals to democratise the access to information technologies (ICT) in 2008/2009. The name Magalhães is after Magellan, the Portuguese Navigator (15<sup>th</sup>-16<sup>th</sup> Century).

use/have access to?)		<ul style="list-style-type: none"> <li>○ Involving several interaction patterns</li> </ul>	<p><b>assessment checklists, observation grids on learning progress which could be helpful for assessment; query/question corner/box so that any learner can share their doubts when they don't understand. Their doubts/questions can be brought home as information and then be used as feedback when going back to the classroom and address the same content point that needs work.</b> (CT3); grids, peer assessment checklists for group work, weekly self-assessment checklist with colours. (CT4); <b>more assessment records</b> e.g. listening assessment tools, checklists to record progress in learning at the end of a unit/topic to check the main content learning, self-assessment scales, mini-assessments with feedback and correction, interactive assessment tasks because learners are mostly visual and hands on. (LA6); <b>assessment tools such as the ones mentioned in the questionnaire:</b> journals, portfolios, grids, word lists ... (CT6.1), which are considered as appropriate and which are mentioned in the questionnaire and of which the teachers are not informed about (e.g. tests, assessment grids, learning journals, the ELP, the CEFR). (CT6.2)</p>
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## Appendix 10 – Overall analysis of data from classroom observation checklists

### A - Lesson planning for assessment

*Teachers demonstrate their ability to ...*

Descriptor 1 - ... plan for a range of assessment approaches, including assessment for learning (AfL), assessment of learning (AoL) and the needs of learners

Descriptor 2 - ... plan for classroom assessment effectively, appropriate to the content objectives through English

Descriptor 3 - ... plan for the assessment of key language - language of learning, language for learning and language through learning.

Descriptor 4 - ... plan for the assessment of language performance, in the skills of reading, listening, speaking and writing and their sub-skills

### B - Assessment in practice

*Teachers demonstrate their ability to ...*

Descriptor 5 - ... use a range of assessment approaches to evaluate learners' understanding, progress and achievement of expected content learning outcomes

Descriptor 6 - ... use a range of assessment approaches to evaluate pupils' understanding, progress and achievement of expected language learning outcomes (regarding key language and language skills/sub-skills)

Descriptor 7 - ... use a range of activities to promote AfL and AoL in the classroom

Descriptor 8 - ... involve learners in assessing their learning through self-assessment

Descriptor 9 - ... involve learners in assessing learning through peer assessment

Descriptor 10 - ... provide learners with constructive feedback on their learning

Descriptor 11 - ... amend their teaching practice in the light of feedback

Descriptor 12 - ... regularly monitor and correct learners' work, including non-written work and homework

Descriptor 13 - ... check learners' understanding during and at the end of lessons

Descriptor 14 - ... gather information on learners' learning at appropriate times and at regular intervals

### C - Assessment records

*Teachers demonstrate their ability to ...*

Descriptor 15 - ... use a variety of assessment records

Descriptor 16 - ... use the assessment information to a specific end

Descriptor 17 - ... use assessment records which are useful and easy to interpret

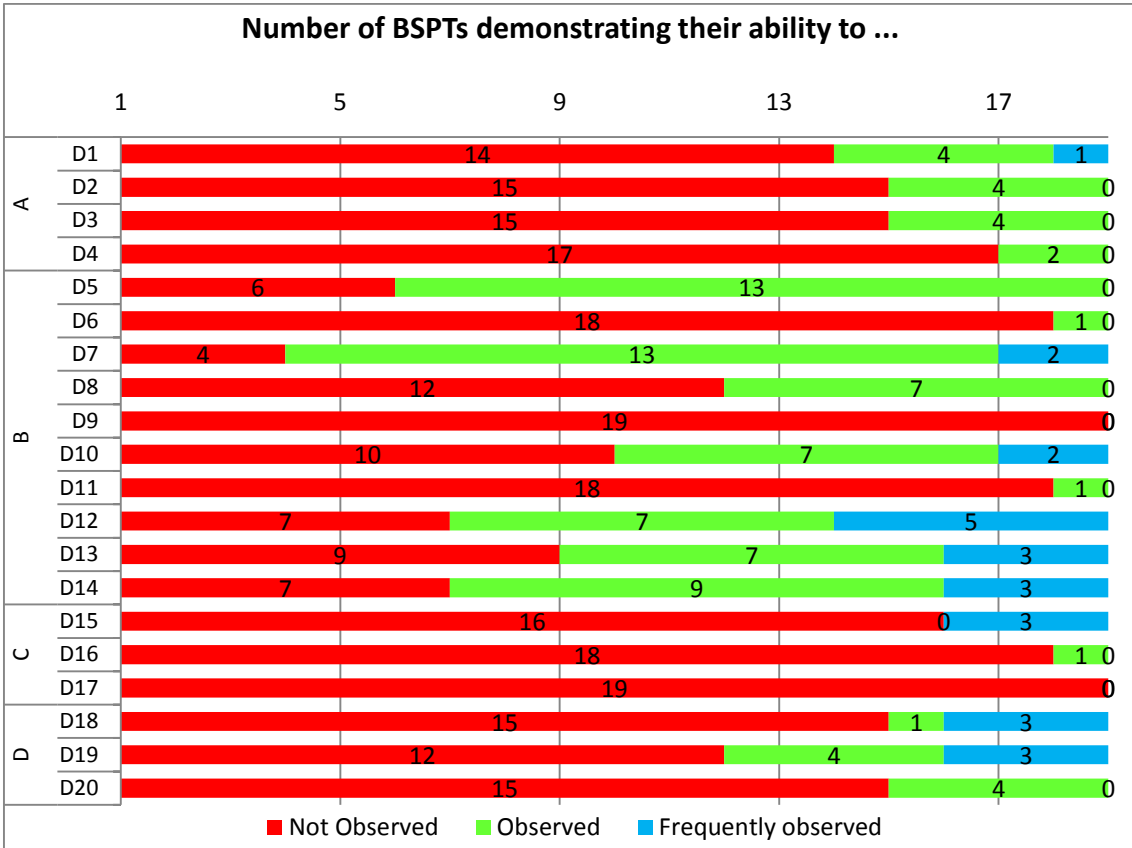
### D - Communication of progress

*Teachers demonstrate their ability to ...*

Descriptor 18 - ... meaningfully inform learners regarding their progress in terms of language and content at suitable intervals?

Descriptor 19 - ... provide corrective feedback regarding learners' language errors

Descriptor 20 - ... provide learners with meaningful feedback on their work to improve their learning.



## Appendix 11 – Overall analysis of classroom assessment samples

### Quality Criteria for Assessment/Guiding questions

Principle	Criteria	Questions	Audience	Reference
Usefulness for learning progress & achievement	VALIDITY	<p>CONTENT VALIDITY Does it assess what it is supposed to assess? Are questions aligned with what they intend to assess (objectives &amp; criteria)?</p> <p>CONSTRUCT VALIDITY Are techniques familiar to the learners used? Are they valid? Does it assess the underlying language ability and content knowledge and skills?</p> <p>FACE VALIDITY Does it look right? Is it accurate? Is it attractive?</p>	general	Hughes, 1989, Bachman & Palmer, 1996 in McKay, 2006:113.
	RELIABILITY	<p>ASSESSMENT RELIABILITY Does it give consistency of results? Does it discriminate between different levels of learners' ability? Does it assess a representative sample of items taught? Are instructions clear? Are items unambiguous? Are there several 'new starts' and different topics? And different versions equivalent and comparable?</p> <p>SCORE RELIABILITY Are learners assessed against specific objectives and criteria?</p> <p>SCORER RELIABILITY Would different people mark it the same way?</p>	general	Hughes, 1989,, Bachman & Palmer, 1996 in McKay, 2006:113.
	BACKWASH/ IMPACT	Does it have a beneficial or harmful effect on teaching and learning?	general	Hughes, 1989, Bachman & Palmer, 1996 in McKay, 2006:113.
	PRACTICALITY	Is it easy and economical in terms of time and money to construct? Administer? Mark and score?	general, Yls	Hughes, 1989, Bachman & Palmer, 1996 in McKay, 2006:113.

### YL and CLIL specific criteria concurring to the previous criteria

Criteria	Questions	Audience	Reference
QUALITY	Are support processes ensured?	general	Hughes, 1989, McKay, 2006:113
FAIRNESS	Is it a suitable and fair assessment task/test for all children? If it is suitable for most children, are there some children who might need additional support if we use	Yls	Bachman & Palmer, 1996 in McKay, 2006:113.

	this task/test?		
INTERAC-TION	To what extent is the assessment task interactive? To what extent is the child's language ability (skills) involved in accomplishing the task?	Yls	Bachman & Palmer, 1996 in McKay, 2006:115.
AUTHEN-TICITY	To what extent are the assessment tasks authentic to suit the developmental characteristics of these learners?	Yls, CLIL learners	Bachman & Palmer, 1996 in McKay, 2006:113, Massler & Stolz, 2013:77.
VARIETY	To what extent do assessment tasks vary to suit the developmental characteristics of these learners?	Yls, CLIL learners	McKay, 2006:113, Massler & Stolz, 2013:77.

### Analysis of 11 assessment samples against the previous criteria

Samples/ Criteria	Formative assessment purpose						Summative assessment purpose				
	Informal			Formal			SC3 Critérios de avaliação dos alunos	SC3 Test	SC5 Test	SC4 Test	SC5 Test
	SC2 Statement s & stars	SC6 Traffic lights caterpillar	SC6 Assessment poster	SC3 Self- evaluation	SC4 Weekly assessment	SC4 Revision work					

Description	These are statements used at the end of a lesson against which children have to express their degree of difficulty by colouring 1 to 3 stars.	These are used after each activity by children to express their degree of difficulty against that activity.	These are used at the end of a lesson to summarise what has been done throughout that lesson.	This is a self-assessment worksheet children fill in at the end of a term that aims to assess what learners liked/didn't like & know/don't know about content & language learnt.	This is a weekly worksheet that aims to assess what children learnt about the digestive & respiratory system (content) that week.	This is a EM worksheet used to revise the body systems learnt with a test preparation purpose.	These are assessment constructs against which learners are assessed during a term. It includes a grading scale used for marking test results.	This is a EM and English test and it tests both content & language.	This is a EM test and it is testing content.	This is a EM test and it is testing content.	This is a EM test and it is testing content.
Content Validity (alignment)	✓ With content × Not with language	✓With content × Not with language	✓With content × Not with language	✓ With content × Not with language	✓With content × Not with language	✓With content × Not with language	✓With language & behaviour/ Attitudes × Not with content	✓With content and language	✓ With content. × Not with language	✓With content × Not with language	✓With content × Not with language
Construct validity (familiar techniques)	× Children did not know what to do with these and just coloured the stars randomly	✓Similar techniques to those observed in the lesson activities.	✓Similar techniques to those observed in the lesson activities.	✓Similar techniques to those observed in the lesson activities.	✓Similar techniques to those observed in the lesson activities.	✓Similar techniques to those observed in the lesson activities.	-	✓Similar techniques to those observed in the lesson activities.	✓Similar techniques to those observed in the lesson activities.	✓Similar techniques to those observed in the lesson activities.	✓Similar techniques to those observed in the lesson activities.



(content & language ability)	without association to self-assessment. This suggests the children aren't used to do self-assessing their work. ×It only assesses content knowledge of EM, not skills, <i>Expressões</i> .or language	-	× It assesses the children's memory of the tasks carried out, not their understanding of them.	✓	×It only assesses content knowledge of EM, not skills, <i>Expressões</i> .or language	×It only assesses content knowledge of EM, not skills, <i>Expressões</i> .or language	×It does not cover the exact same constructs as in the SC3 Self-evaluation.	✓It assesses content knowledge of EM and <i>Expressões</i> skills × It attempts to assess language skills but not their overall language ability (lack of sub-skills)	×It only assesses content knowledge of EM , not skills, <i>Expressões</i> or language	×It only assesses content knowledge of EM , not skills, <i>Expressões</i> or language.	×It only assesses content knowledge of EM , not skills, <i>Expressões</i> or language
Face Validity	✓	✓	✓	✓	✓	✓	✓	✓	It has grammar errors.	✓	✓
Reliability (clear instructions)	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	× the instructions of 16 does not match.
(item representativeness)	× the statements should be converted	-	✓	✓	✓ several items to assess	✓ several items to assess	-	✓ Several items for the digestive and	× Only one item for each content	✓2 items for each system: excretory & reproductive.✓	× only one item for testing the

	into more specific success criteria				the digestive & the respiratory systems	the digestive & the respiratory systems		circulatory systems	✓2 items for each system.		systems	
Scorer R.	-											
Score R.												
Backwash	✓				× these revision worksheets resemble tests too much		× The tests hardly have a positive impact on learning (see reasons below*)					
Practicality	✓ to devise, administer, use, inform & record.						-	✓ for the teacher to devise and administer × not to mark				

QUALITY	×	✓	✓	-	-	-	-	-	-	-	-
FAIRNESS	✓	✓	✓	✓	✓	✓	*These tests × take too long to administer and it is not fair to require children whose attention spans are still short to sit still for a whole hour to do them × They only test learning gone by without conveying information to adjust teaching and learning × do not have a variety of techniques which could provide further opportunities for learning × only require reading and writing mostly × lack the authenticity of tasks that would include doing/performing actions and hand-on tasks with movement, play, sight, listening				
INTERACTION	✓	✓	✓	✓	✓	✓					
AUTHENTICITY	✓	✓	✓	✓	✓	✓					
VARIETY	✓	✓	✓	✓	✓	✓					

Legend: ✓ Yes/evidenced; ×No/not evidenced ; - no information available/not applicable

## **Appendix 12 – Framework for assessment – a sample**

The sample presented here is directed at teachers working in an EBE/CLIL setting at early primary level. It is divided into 3 sections: the first pinpoints the assessment essentials building on the supportive nature of assessment that you should revisit to boost your confidence on this topic; the second suggests a continuum of assessment methods, techniques and tools that you can incorporate in your usual unit/block planning; and the third offers a model for using an assessment sequence in one of your lessons.

### **Section 1. Assessment literacy – Re-visiting assessment essentials**

This section suggests a rationale to help you re-envision assessment by focusing on progress without losing sight of achievement. Example 1 (below) attempts to illustrate stage 1 of assessment which draws on the *learner* as the centre of assessment and branches into five questions whose answers determine the key concepts you need to know before assessing, namely *Why* (assess)? *What* (to assess)? *Who* (assesses)? *How* (to assess)? and *When* (do we assess)?

The answer to the *why* question starts with the more global purpose of assessment which is to support learning/teaching; it then expands into more detailed purposes that help remind you that to assess, you need to monitor progress, not only by collecting evidence of learning but also by providing feedback that will in the end adjust your teaching. Your assessment also needs to be guided by principles that account for the needs of young learners in a bilingual provision. This means you must use assessments that enable learners to show how they progress in child-appropriate ways. These require engagement, challenge and a holistic approach to learning that allow them to understand content in a language other than their own.

Based on the purposes and principles that can guide you in a supportive use of assessment, you need to know *what* you assess based on reference points for learning and teaching. These come both from the curriculum, the English language levels set for early primary and the young learner and CLIL specific literature, which tell you that your assessment focuses are basically four: content knowledge and skills, language skills including the specific CLIL language *of*, *for* and *as* learning, cognition/learning to

learn and behaviour/attitude. These should be considered in learning, teaching and assessment.

Content provides the topic areas of knowledge and skills that children need to know in the *Estudo do Meio* and *Expressões* lessons. These content demands need to be supported by ongoing communicative and cognitive development. On the one hand this is provided by the CLIL language and the language skills; and on the other hand by gradually moving from lower order cognitive skills (LOCS) to higher order cognitive skills (HOCS) and fostering learning to learn skills that help learners gradually become more aware of how to learn. The combination of content, language and learning to learn, which can in your teaching setting be understood as the first step to cognition, is therefore crucial to help your learners develop the exact target language and the thinking skills they need to understand and express their knowledge of content through a foreign language. Since you are dealing with young learners, you cannot neglect their personal, social and emotional growth which is why behaviour/attitude should be assessed as part of young learners learning process.

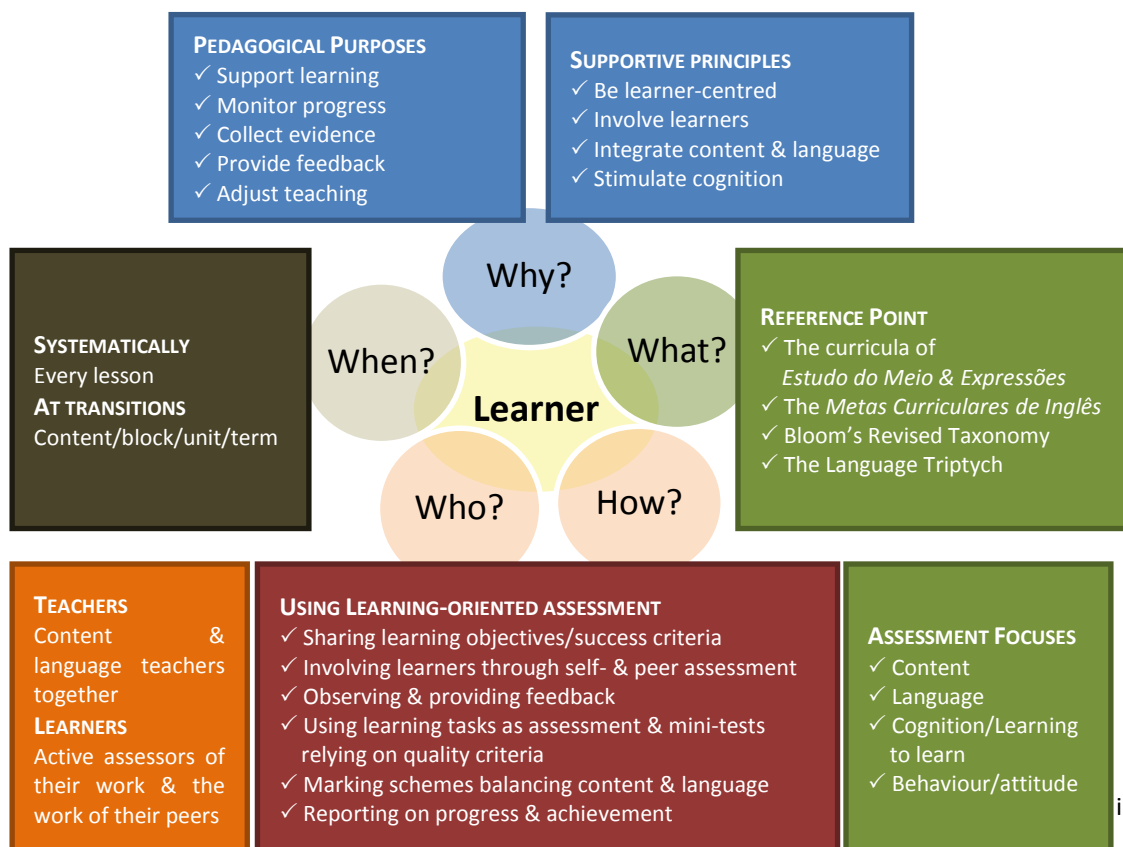
The answers to *how*, *who* and *when* are intertwined as they tell you exactly in what manner, by whom and how often those four focuses can be assessed in practical terms as part of the learning and teaching routine. First, you need to devise learning objectives and success criteria for content, language, behaviour/attitude and learning to learn that support children in becoming more cognitively and communicatively empowered. Second, involve learners in self- and peer assessment as this will make them one of the main stakeholders in assessment and more and more aware of what and how they learn and gradually become reflective thinkers and active assessors. Third, as a teacher, you are the other party in assessment. This means that you need to, jointly with your content or language colleague, monitor learner progress by observing how they perform and giving feedback on their performance against the previously established learning objectives. Fourth, you also need these to devise learning tasks as assessment and mini-tests relying on quality criteria that ensure our assessments are valid, reliable, have a beneficial impact on learning and are practical to administer. In this process the key idea is to support and gather evidence on an ongoing basis of how children progress so as to inform and adjust learning and

teaching and ultimately report accurately on achievement to parents. The combination of progress and achievement is at the core of learning-oriented assessment (LoA), as it is by fostering progress that we reach achievement.

Content and language teachers have to plan their teaching and assessment closely together using their specialist knowledge of each area to make assessment as valid and reliable as possible. As a result, if you are the content teacher, you can focus more on content knowledge and skills, whereas if you are the language teacher, you can focus on the language skills and the CLIL specific language that will support content development. This is only possible if cognition is incorporated into your assessment planning and practice and if you and your content or language colleague liaise with one another in this process.

The assessment of behaviour/attitude and learning to learn should happen in both the content and the language lessons to ensure consistency of procedures. Consistency involves doing systematic assessment work every lesson to help learners feel more and more confident in assessing their work and that of others. Furthermore, it gives you a series of snapshots of learning, getting and providing feedback, recording and interpreting information, adjusting from there and reporting progress and achievement. This will inevitably feed a valid and reliable assessment practice.

### Example 1 – A rationale for supportive and pedagogical assessment



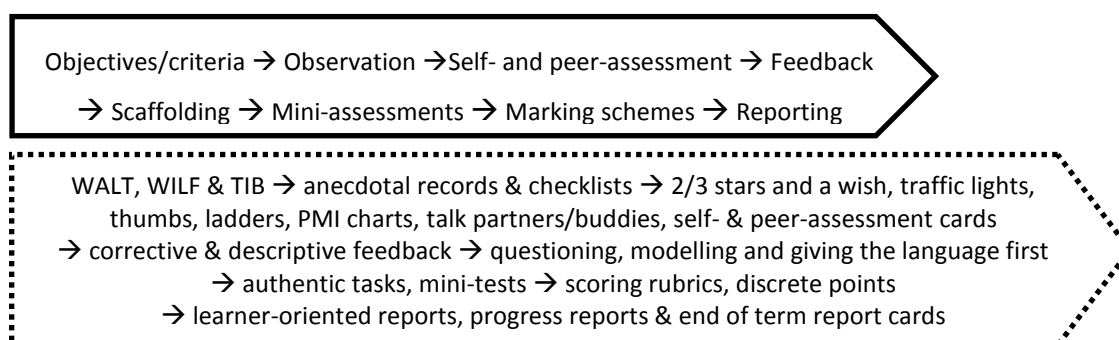
All the key concepts overviewed are a crucial starting point for a principled assessment framework which can contribute to a more sound understanding of assessment. These concepts can be revisited as guiding principles you should know as a teacher before assessment planning and practice to reinforce consistency of practice leading to consistency of results. However, this is not enough. It is necessary to put this theory into practice. Section 2 provides an outline of practical techniques and tools which are in line with the methods suggested, so as to help you plan your teaching practice including assessment.

### **Section 2. Assessment planning – A continuum of methods/tools**

Based on the rationale provided above, Section 2 looks at stage 2 of assessment. It will provide guidelines for how to plan for the assessment of a part of a unit/block by integrating it with learning and teaching and using the methods drawn on the literature review. These will be complemented with related practical techniques and tools which have been partly referred to in the literature review, adapted from online primary and CLIL teaching websites, or from the Bilingual Schools Project teachers' own material as the section was being devised.

The underlying assumption to the design of this section is confidence in the theoretical background that supports our choice of methods. From this point we can research, select and adapt the techniques and tools that fit the needs of our learners. Example 2 summarises this selection which will be addressed in this section as to what they are, why they are beneficial for assessment and how and when to use them.

### **Example 2 – A continuum of assessment methods/tools**



## 1. Learning objectives and success criteria

*Guideline 1 – Set objectives and criteria and share them with the learners*

The reference point for devising the assessments above comes from the intersection of the curriculum of *Estudo do Meio* and *Expressões*, the *Metas Curriculares* for English, the LOCS and HOCS offered by Bloom's Revised Taxonomy and the specific CLIL language *of* and *for* learning.

For this particular example, the choice fell upon *Estudo do Meio* Block 1 – All about you/Content 2 – *Your Body – The Body Systems*, because it had content addressed in most of the lessons observed in the scope of our research. Below are its curriculum learning aims:

“Identify phenomena related to some of the body systems

- Digestive system (feeling hungry, feeling full ...)
- Circulatory system (pulse, bleeding ...)
- Respiratory system (respiratory movements, lack of air ...)

Understand how the systems work (digestive system, respiratory system, circulatory system, excretory system, reproductive system)

Know the organs associated with the systems (mouth, stomach, intestines, heart, lungs, kidneys ...)

- Identify where the organs are in pictures or models of the human body

Recognise pleasant and unpleasant situations and different reactions to them (heat, cold ...)

Recognise emotions and corresponding physical reactions (happiness/smiling, sadness/crying...)

Recognise some feelings (love, friendship) and how you show them (caring, tenderness, anger ...).”

Extract adapted from the year 3 bilingual curriculum based on the *Estudo do Meio* Curriculum for year 3,  
Block 1 – *All about you/Content 2 – Your Body – The Body Systems*

When thinking how children can meet the previous aims, through age-related learning activities, other aims from *Expressões* were selected that would complement the development of *Estudo do Meio* in the integrated approach that is suitable for early primary by enabling children to create their own models of the body systems. As a result, the following curriculum aims from *Expressões* were chosen:

“Explore the possibilities of different materials: wool, cork, fabric, paper, illustrations by tearing, shredding, cutting, folding and looking for shapes, colour, texture, thickness.

Make collages/glue crafts, by gluing different torn, shredded and cut materials.”

Extract translated and adapted from the *Expressões* curriculum for year 3,  
Block 3 – Exploring different arts & crafts techniques: cutting, gluing, folding

Both these curricula provide the meaning for learning the language and this needs a definition of levels per school year. Given the fact that the *Metas Curriculares* for English establish language levels from A1 to B1+, it is now possible to incorporate these levels in the language objectives for this specific learning setting. A possibility would be to use A1 for years 1 and 2, A1 + in year 3 and A2 in year 4. Below is a description of the expected level for A1+:

“[The learner] is able to understand and use familiar and everyday expressions and very basic phrases aimed at satisfying specific needs. [The learner] can introduce himself and others and can ask and answer questions about personal aspects such as where people live, the people he knows and the things he has. [The learner] can interact in a simple way provided that the other person talks slowly and clearly and is willing to support him.”

Extract translated from the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos*

Content and language aims can more effectively convey an idea of progress if the embed Bloom’s revised taxonomy as the latter offers verbs that can best support the formulation of objectives and criteria that foster learner’s cognition moving from lower (LOCS) to higher levels of learning (HOCS).

Some examples, adapted from Mehisto & Asikainen (2012) and NCCA (2007), are presented below in ascending levels. Their abbreviation is in the list below since they will be useful to rate the objectives presented in example 5 according to cognitive levels:

### **Example 3 – Verbs associated to HOCS and LOCS**

Create (C) – plan, construct, invent, write, imagine, combine, produce, role-play ....  
Evaluate (E) – assess, choose, decide, edit, recommend, judge, justify, prioritise, rate, verify ....  
Analyse (An) – order/categorise, connect, compare/contrast, distinguish, explain, infer ...  
Apply (Ap) – show, illustrate, solve, complete, modify, record, calculate ...  
Understand (U) – retell, predict, interpret, ask, answer, summarise, describe ...  
Remember (R) – identify, recognise, locate, define, tell, name, list, show, match, listen ...

Adapted from the material provided by  
Mehisto & Asikainen (2012) entitled Good CLIL materials, NCCA (2007)  
and <<http://www.k5chalkbox.com/blooms-taxonomy-questions.html>> [Accessed 01/08/2015]

Finally, the language *of* and *for* learning is the CLIL key language that children have to develop to demonstrate their understanding of content in another language. It needs to be carefully considered in the objectives and criteria for this block of content.



Below is an example, especially devised for a part one of the body systems: the circulatory system, integrating arts and crafts:

#### Example 4 – The CLIL key language

<p><b>Language of learning</b>  <b>Parts of the body</b> – blood, blood vessels, arteries, veins, capillaries, heart, lungs  <b>Other nouns</b> – heart rate, pulse, oxygen, carbon dioxide, systemic circulation, pulmonary circulation  <b>Arts &amp; crafts materials</b> – wool, cork, fabric, paper, illustrations, collages/glue crafts</p>	<p><b>Useful patterns and phrases:</b>          ... Is made up of... and by...; Moves through / around /along / down / up          Contains up to...; Carries ... from...to; .... are..... that (verb); It works like a ...; It's about the size of a ...; There are two/three types of...; Travels back to /from/around/through; Tear, shred, cut, fold, make, glue/stick; Look for different shapes, colour, texture, thickness; It is oval/red/wavy/straight/soft/prickly/thick/thin; First, second, then, finally</p>
<p><b>Language for learning</b>          The circulatory system is <b>made up of</b> the heart and by three types of blood vessels.          The circulatory system <b>moves</b> blood <b>through</b> the heart <b>and around</b> our body.          A human body <b>contains up to</b> five litres of blood.          The blood <b>gives our body</b> the oxygen and nutrients <b>it needs</b>.          Blood <b>also carries</b> waste <b>that we need to eliminate from</b> our body.  <b>There are three types of</b> blood vessels.          Arteries <b>carry</b> blood and nutrients <b>from the heart to</b> all parts of the body.          Veins <b>carry</b> blood <b>back to</b> the heart <b>from the rest of our</b> body.          Capillaries <b>are</b> very small vessels <b>that connect</b> our arteries <b>and</b> veins.          The heart <b>works like</b> a pump.  <b>It's about the size of</b> your fist.  <b>There are two types of</b> circulation.  <b>Systemic circulation:</b> the blood <b>leaves the heart (through the aorta) full of</b> oxygen. <b>It is carried</b> all over our body <b>by the arteries giving</b> oxygen and nutrients <b>to the</b> cells. The blood <b>picks up</b> carbon dioxide and other waste <b>and travels back to</b> the heart <b>through</b> the veins.  <b>Pulmonary circulation:</b> blood <b>leaves the heart through</b> an artery (<b>the only artery that carries blood without oxygen</b>) <b>that leads to the</b> lungs. The blood <b>absorbs</b> oxygen <b>from the</b> lungs <b>and then travels back</b> to the heart <b>through the</b> pulmonary vein (<b>the only vein that carries blood with oxygen</b>)</p>	

Adapted from the British Council course training materials on Year 3 available (login required)  
 Retrieved from <<http://moodle.dge.mec.pt/>> [Accessed 01/08/2015]

Drawing on these four reference points, example 5 was built as a reference for planning a possible combination of objectives and criteria for assessing the circulatory system. It starts from the curriculum aims and language levels and then presents objectives and related criteria per assessment focus (the content of *Estudo do Meio* and *Expressões*, A1+ language skills, learning to learn and behaviour/attitude).

The language focus is on the four skills rather than on lexis and grammar, as these are embedded in the skills in the form of the CLIL language. The idea of the example is solely to show a range of possibilities and provide a model that could be used for the assessment planning of the remaining body systems and/or other curriculum blocks. Each objective is rated according to cognitive levels expressed through abbreviations. While devising this example, it was interesting to discover how learning to learn skills display more HOCs objectives which make this focus irreplaceable for your EBE/CLIL learning setting.

## Example 5 – Learning objectives and success criteria

### Curriculum objectives

**Estudo do Meio: The circulatory system:** to know the names of the organs, to identify where the organs are located, to describe how the organs work, to sequence the process of the system, to check the pulse (circulatory system). **Expressões: making a model of this body system or parts of it:** Explore the possibilities of different materials to make a collage of the circulatory system; **Language level:** A1+.

	Learning objectives	Success criteria ( <i>can do</i> statements)
Content	<p>ESTUDO DO MEIO</p> <ul style="list-style-type: none"> <li>to identify the purpose of the system (R/U)</li> <li>to recognise the organs of the system (R/U)</li> <li>to identify where the organs are located in the human body (R/U)</li> <li>to describe how the organs work (A)</li> <li>to order the process of the systems (A)</li> <li>to survey the pulse (E)</li> <li>to analyse cause/effect (An)</li> <li>to compare checking pulse results (A)</li> </ul> <p>EXPRESSÕES</p> <ul style="list-style-type: none"> <li>to make a model of the heart (C)</li> <li>to make a glossary of the systems (A)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why the system is important</li> <li>I can say the names of the organs</li> <li>I can locate the organs in the human body</li> <li>I can say what the organs do</li> <li>I can describe how the system starts and ends</li> <li>I can say why pulse is higher/lower</li> <li>I can compare different pulse results</li> </ul> <ul style="list-style-type: none"> <li>I can make a model of the heart</li> <li>I can make a glossary of the systems</li> </ul>
Language	<p>LISTENING</p> <ul style="list-style-type: none"> <li>to listen for detailed information (An)</li> <li>to answer questions about what the organs do (U)</li> <li>to identify the names of the organs in the circulatory system (R)</li> <li>to locate the organs of the circulatory system (R)</li> <li>to follow instructions (U)</li> </ul> <p>SPEAKING</p> <ul style="list-style-type: none"> <li>to name the organs (R)</li> <li>to describe the functions of the organs (U)</li> <li>to describe the process (U)</li> <li>to ask/answer questions about the system (U)</li> <li>to present oral work previously prepared (Ap) (e.g. to greet the audience in an oral presentation; to speak clearly and loudly; to say what the presentation is about; to face the audience)</li> <li>to pronounce words and phrases correctly (Ap)</li> <li>to use correct intonation in statements, questions and exclamations (Ap)</li> <li>to recount/retell (U)</li> <li>to role-play (C)</li> </ul> <p>READING</p> <ul style="list-style-type: none"> <li>to recognise simple instructions to do a task/activity (complete, match, link, present, cut, stick) (R)</li> <li>to read for gist (Ap)</li> <li>to read for detailed information (An)/to recognise simple paragraphs/short texts with familiar information on the body system (R)</li> <li>to search for words in a glossary on the body systems (E)</li> </ul> <p>WRITING</p> <ul style="list-style-type: none"> <li>to spell the names of the organs (R/U)</li> <li>to make a list of words and short descriptions for a glossary on the body systems (R/U)</li> <li>to organise the list in alphabetical order (An)</li> <li>to organise the glossary with headings (E)</li> <li>to write a fact sheet on the circulatory system</li> <li>to write question cards for a game (C)</li> <li>to write an invitation for a body systems exhibition (C)</li> <li>to record surveying the pulse (E)</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to a simple description of the organs and find the mistakes</li> <li>I can complete a simple description of the system</li> <li>I can follow instructions in a picture dictation</li> <li>I can answer questions about what the organs do...</li> </ul> <ul style="list-style-type: none"> <li>I can say the names of the organs</li> <li>I can describe how the organs work</li> <li>I can say how the circulatory system works</li> <li>I can ask/answer questions about the system</li> <li>I can present my work on one body system/a part of the body system</li> <li>I can pronounce the words correctly</li> <li>I can ask questions using correct intonation</li> <li>I can tell the class what I did</li> <li>I can role-play</li> </ul> <ul style="list-style-type: none"> <li>I can complete/match ...</li> <li>I can guess and label <i>What am I?</i> questions.</li> <li>I can order phrases about how to use my glossary.</li> <li>I can look up for words in my glossary</li> <li>I can find out what my partner read by asking questions</li> </ul> <ul style="list-style-type: none"> <li>I can spell the names of the organs</li> <li>I can make a list of words for a glossary</li> <li>I can organise words in alphabetical order</li> <li>I can choose the correct headings</li> <li>I can spell and write the names of the organs</li> <li>I can write short sentences about the organs and their functions</li> <li>I can write a fact file about the circulatory system</li> <li>I can write pulse results</li> </ul>
Learning to learn	<ul style="list-style-type: none"> <li>to self-assess using success criteria (E)</li> <li>to peer-assess using success criteria (E)</li> <li>to correct work using a correction code (E)</li> <li>to review work (E)</li> <li>to use a glossary (E)</li> <li>to keep my folder clean and tidy (E)</li> </ul>	<ul style="list-style-type: none"> <li>I can assess my work/the work of my partners</li> <li>I can correct my work/the work of my partners</li> <li>I can review my work after I finish</li> <li>I can look up for words in my glossary</li> <li>I can keep my folder clean and tidy</li> </ul>

Behaviour/Attitude	to take turns to speak (Ap) to work in groups/pairs (Ap) to help my partner (E) to be involved (by paying attention, being motivated, participating in the activities/tasks, showing energy/a short reaction-time, creativity and persistence) (Ap)	I can raise my hand to speak I can wait for my turn to speak I can work well in groups/pairs I can help my partner I can pay attention/I can finish my work on time/ I can do my best/I can ask for help when I don't understand/I can use my eyes to see/ears to listen ...
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*What are they (not)?* As seen above, objectives and criteria are specific, measurable, achievable, relevant and time-bound statements expressed in a language that children can understand. As such, they set up benchmarks for progress and achievement. Objectives are expressed in infinitives to convey the learning intention or what we want our children to learn and what we objectively want to assess. Criteria take the form of *can do* statements that focus on the action the children will have to perform to show they reached that objective. That action is the evidence of learning. It is important to distinguish objectives from the overall learning intentions or aims stated in the curriculum. Those should be used as reference but then be separated out into a language that is understandable by the children.

*Why are they beneficial?* They can inform you how well the four assessment focuses proposed in this framework are being grasped by children. They can also be motivational for the learners as they help them understand if they are on track with their learning. If they are not made clear to learners, they will not have a straightforward idea of how well they are progressing.

*How and when to use them?* First, you need to get the children familiar with the concept of using objectives and criteria as reference points for supporting the learning that is going to take place; and for letting children know what success looks like. They can be used in an assessment *for* learning (AfL) or formative assessment (FA) perspective, in the course of a lesson, at the end of an activity/task or at the end of a lesson when checking understanding; and in an assessment *of* learning (AoL) or summative assessment (SA) perspective that shows what children's achievements are after a unit/block or a term.

As AfL, objectives and criteria need to be systematically incorporated in the lesson routine by allowing a few minutes for them. For example, instead of using *sumários* or *planos de aula*, which mainly serve administrative purposes but hardly

mean anything to learners as to where they are expected to get in their learning, you can more purposefully take those 5-10 minutes by:

- Involving learners in a class mood by means of a hello chant
- calling them to circle time so as to move closer to them and make them feel they are parts of a group
- eliciting prior memory on the content topic, so as to link prior to new learning
- sharing objectives and criteria in plenary

In the same formative vein, 2-5 minutes after each classroom activity/task can be taken to promote self- and peer assessment against success criteria. Accordingly, another 5 minutes can be devoted to plenary at the end of the lesson to check how well the lesson objectives were achieved by the children. Finally, in an AoL perspective, children can assess their knowledge after a part or a whole block/unit or term by comparing what they have learn in relation to what was expected for them to learn.

*What kind of tools?* Learning objectives and success criteria can be used in the form of WALT (What are we going to learn), WILF (What I'm Looking For) and TIB (This is because ...) (Clarke, 2003). To make them clear and purposeful to the class, WALT, WILF and TIB can be illustrated with child-friendly pictures, such as a target and an arrow for the WALT to make it clear for the learner that this is what they are aiming at; a detective or a spy with a magnifying glass to better convey the idea that the WILF is a point of reference for the children to know what success looks like; and a picture of a child thinking to express the TIB and foster cognitive skills through the idea that we learn something for a reason. In doing so, you can display them in paper strips on the board or on a wall poster to make them visible for the children during the whole lesson or write them on the board. In order to make these more meaningful for the children, they can be involved in the making of the wall poster and coloured sentence strips illustrated by drawings or pictures made or chosen by the children in an *Expressões* lesson. WALT, WILF and TIB can be used as AfL or FA in the course of a unit/block. First, by familiarising the children with the concept and then by sharing them with the children at the beginning of each lesson and using them for assessing at the end of an activity/task. The WALT and WILF can also be used with an AoL or SA purpose at the

end of a unit/block. Below are examples of these tools with the specific content of the circulatory system as reference and with a language focus.

### Example 6 – Introducing WALT, WILF and TIB

<b>Our learning</b>
WALT → We are learning to ... → This is our <b>LEARNING OBJECTIVE</b> . It tells us what we are going to learn.
WILF → What I'm looking for ... → These are our <b>SUCCESS CRITERIA</b> . They tell us what we need to concentrate on.
TIB → This is because ... → This is our <b>REASON</b> . It tells us why we are doing an activity.

### Example 7 – Using WALT, WILF and TIB in a lesson

#### Learning objective **WALT**

We are learning to make a glossary on the body systems.

#### Success criteria **WILF**

- I can spell and write the names of the organs.
- I can write short sentences about the organs and their functions.
- I can organise my list in alphabetical order.
- I can choose the correct headings for each body system.
- I can add pictures or drawings to the glossary.

#### **TIB**

This is because the glossary can help me remember and talk about the body systems with my classmates.

Adapted from <<https://www.pinterest.com/pin/310537336783517867/>> [Accessed 01/08/2015]

## 2. Observation

### *Guideline 2 – Observe to document and reflect on progress*

*What is it (not)?* It is not simply whole-class monitoring. It is the more focused act of targeting your attention towards a specific objective and a group of learners when they are working and noticing how they are interacting among themselves or with you. It can be informal (also spontaneous, unplanned or incidental) or formal (structured, planned, anecdotal).

*Why is it beneficial for assessment?* It enables you to keep learning on track by finding out more and keep a record of how children are progressing that can tell you how to adjust your teaching so as to harmonise it with progress and achievement.

*How and when to use it?* During a lesson, you can select situations when a learner or a group of learners are doing a learning activity/task, preferably of the kind

that requires learner/learner interaction. You can focus on one skill at a time and observe how the children behave against the learning objective for that specific skill. This can be done in any lesson for a short period of time in a planned way by recording the behaviour observed and using it to make adjustments to teaching.

*What kind of tools? Anecdotal records and checklists* are examples of observation tools that can help you learn more about the learner as an individual in relation to each assessment focus. They can be helpful to gather information on progress as part of a teacher’s folder which can more easily be recalled to help make decisions. Below is a brief description of each tool and a practical example.

*Anecdotal records* are notes that can be written after the lesson is over and which tell an episode or story in a descriptive style and can include learner answers about an observed behaviour against a specific objective. After taking a quick note on the behaviour observed during an activity, this can become a more structured reflective record after the lesson is over. The following can be used for assessing behaviour/attitude after you have noticed, while monitoring a group work activity, that one learner has difficulty working in groups. By focusing on how this learner behaved while working in groups, you might find out that you need to plan group work more carefully by assigning specific roles to the children.

### Example 8 – An anecdotal record

Name: Jaime			Class: 3.º A		
Task/activity: A fact file posters on the body systems					
Focus/Objective: Behaviour/ attitude – to work well in groups; to be involved in the group activity.					
Anecdotal record					
Date	Comment				Action suggested
16 <sup>th</sup> Nov.	Jaime didn't seem to be involved when he was doing the group activity. He seemed to be bored and laid his head on the desk part of the time his peers were working. This is not his usual behaviour and he's usually eager to ask/answer questions in plenary situations and in pairs.				Talk to Jaime alone at the end of the lesson to find out why this happened.
18 <sup>th</sup> Nov.	When talking to Jaime on the 16 <sup>th</sup> I asked how he felt about doing that group activity he said "I don't like working in groups. My partners keep talking and I have nothing to do."				Find another opportunity soon for group work and assign a specific role to each member of the group.

Adapted from NCCA (2007:48)

Another observation tool is a *checklist* which can record evidence of an observed/unobserved learner behaviour against objectives for a specific assessment focus. It can be easy and quick to use either by simply writing the date when evidence is seen of the learner meeting the criteria or by using a code system, such as a tick (✓), a circle (○) or a cross (✗) for the criteria observed/not fully observed/not yet

observed, respectively. This will enable you to understand over time which objectives need to be reinforced and which are already acquired by the children and also contribute to making AoL more reliable and valid. Two examples are provided:

### Example 9 – A checklist using 4 assessment focuses

Name	Class	Date	Date	Date
<i>Can ...</i>				
<b>Content</b>				
explain why the circulatory system is important				
Identify the names of the organs				
describe what the organs do				
describe how the circulatory system starts and ends				
predict the pulse				
survey the pulse				
compare results				
<b>Language/Communication</b>				
follow instructions in a picture dictation				
listen to & complete a simple description of the circulatory system				
listen to a description of the organs & identify which organ it is				
answer questions about pulmonary/systemic circulation				
ask questions about pulmonary/systemic circulation				
give an oral presentation about the circulatory system				
<b>Learning to learn</b>				
self-assess work using criteria				
correct own work using a correction code				
<b>Behaviour/attitude</b>				
raise hand to speak				
wait for their turn to speak				

Adapted from Ioannou & Pavlou (2003:180) and Bentley (2010:86)

The first can be used by the content teacher since it has a stronger focus on content and language as a vehicle for gathering information on progress about the circulatory system. A similar checklist can be used by the language teacher with more focus on each skill and sub-skills.

### Example 10 – A checklist using a language assessment focus

Name	Class	Date			
<i>Can ...</i>			✓	○	✗
<b>Language</b>					
<b>Listening</b>					
listen to a simple description of the organs and identify which organ it is					
listen to & complete a simple description of the circulatory system					
follow instructions in a picture dictation					
answer open/closed questions					

<b>Reading</b>			
complete a simple description of the organs and identify which organ it is			
label pictures of the organs			
match pictures and names of the organs			
follow instructions to make a paper model of the heart			
look up for words in a body systems glossary			
<b>Speaking</b>			
say the names of the organs			
describe how the organs work			
say how the circulatory system works			
present work on the body systems			
ask questions using correct intonation			
<b>Writing</b>			
organise a glossary on the body systems in alphabetical order			
choose the correct headings for the organs			
spell and write the names of the organs			
write short sentences about the organs and their functions			
write a fact file (30 words) about the circulatory system			

Legend: A tick (✓) for the criteria observed, a circle (○) for not yet observed or a cross (✗) for not fully observed.

Adapted from Ioannou & Pavlou (2003:180) and Bentley (2010:86)

### 3. Self- and peer assessment

#### *Guideline 3 – Involve learners and get feedback from them*

*What is it (not)?* Self- and peer assessment means having learners assess their own work or the work of their peers, on a systematic basis, against learning objectives and criteria. It will not be effective for assessment if used without an aim or inconsistently as it will not provide any opportunity of adjusting learning or teaching. It takes time, consistency of practice and requires learner training until it becomes embedded in the lesson routine. It can also involve self- and peer correction, particularly of written work produced by the learners and their peers.

*Why is it beneficial for assessment?* It trains learners into becoming more reflective and autonomous as they can gradually become more able to see how they progress towards improving their work. Additionally, it is a means of providing you with information that enables you to keep track on learner progress.

*How and when to use it?* It should be used every lesson, to check understanding or to correct work during and at the end of any learning or assessment task/activity. It is important to allow thinking time for children to self- and peer assess against success criteria. You can record the information from this feedback after each lesson.



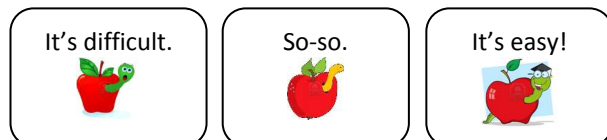
*What kind of tools?* It is key to have a repertoire of child-friendly tools which can keep learners engaged and that can gradually become more cognitively challenging as children get familiar with them.

Start with *smiley faces, traffic signs, thumbs up/down* as these are tools which can be appealing to children because they involve visuals and movement. They also enable children to easily tell us how well they understand or are involved by what they are learning and doing or how they feel about the work presented by their peers and which can progressively familiarise them with self- and peer assessment. Learners can be asked after a task/activity if this was easy/so-so or difficult. They answer by showing a smiling face, their thumbs pointing up or a green traffic light to convey that the activity/task they did was “Easy”, “Good” or that they “Got it!”; they can use a not smiling face, their thumbs sideways or a yellow traffic light for showing that they are “Not quite there yet”/“So-so”); or a sad face, thumbs down or a red traffic light meaning “I don’t understand”/“It’s difficult”. Other variations of visual support can be used which relate to something that the children have already done in class, such as caterpillars that relate to the storybook “The very hungry caterpillar” by Eric Carle (taught in year 1 of the BSP); or which relate to what they are doing in class, such as using paper hearts for the circulatory system.

### Example 11 – Smiley faces







Source: SC3 (Appendix 6)



Adapted from SC5 (Appendix 6)

*Two/Three stars and a wish* can also be used when you feel children are already used to the previous tools and may consequently be pushed further as they feel eager for a challenge. The 2/3 stars are things they learnt and the wish is something they would like to learn further in relation to an objective. A variation could be 2/3 things the learner liked about their work or the work of their peers and one thing that could be improved, expressed in a positive way.

### Example 12 – Self- and peer assessment *two/three stars and a wish*






















Self-assessment <i>Three stars and a wish</i>	Peer assessment <i>Two stars and a wish</i>
Write 3 things you learnt today.  _____ _____ _____	Write 2 things you liked in your classmates' work.  I liked _____ _____
Now write something you would like to learn or do.  I would like to ...	Now write something to help them do better next time.  Next time they can ...

Adapted from SC2 (Appendix 6)

*Flowers or hands* can be used as templates for children to provide examples that constitute evidence of what they learnt at the end of a lesson in the course of a unit/block. For example, on a flower template (idea adapted from Ioannou & Pavlou, 2003:138), children can write the objective in the middle: “to know the organs of the circulatory system ...” and in each petal they can provide an example: “I can say heart ...”, “I can spell artery”. A variation can be a hand template by using the palm for the objective and the fingers for writing the examples in the form of *can-do* statements.

In the same vein, *self-assessment cards* are useful to check learning progress through the course of a unit/block so as to inform the learner and the teacher where improvements need to be made. The following example can be used during a week’s lesson on the circulatory system before the transition to another body system. It is short and can be quickly filled in by the learner.

### Example 13 – Self-assessment card

Name:	Class:	Date:	
<b>Self-assessment Card:</b>			
I Can colour what I know  , know so-so  , or have to try harder  about the circulatory system			
<b>I can:</b>			
say why the circulatory system is important			
say the names of the organs of the circulatory system			
locate the organs in the human body			
explain what the organs do			
describe how the circulatory system starts and ends			

Adapted from Ioannou-Georgiou & Pavlou (2003:168)

*Ladders and Plus/Minus/Interesting (PMI) charts*, which come from NCCA (2007:74), can help learners to use HOCS to rate their assessment. They order and list their difficulties against specific questions that you can ask to scaffold their answers, such as: *What was part of the activity was easy for me? What was difficult?* and rank their answers to the questions on the ladder. This can be used as a starter of a lesson referring to one aspect of learning approached in a previous lesson or after a task/activity has been finished. A variation could entail learners also using the ladder with a partner. They can share information by asking one another two new things they have learnt, what they found easy/difficult and something they would like to learn.

Sharing assessment information with a partner can be done in pairs. In order to increasingly build learner confidence in self-assessment, *talk partner/buddies* (NCCA, 2007:84-85) can be a technique that enables children to think about their learning and share their reflections with a classmate, particularly with whom they are close friends. They can share their thoughts on something they think is easy, one thing they struggle with and something else they think is difficult; or on what they would like to learn about or do in class. This can involve *think, pair, share*, a technique which requires (i) pairing learners, giving them time to think, on their own, about a learning objective/success criterion or related question and possible answers; (ii) discussing the answers with their partner; and (iii) finally sharing their thoughts with the class.

*Self- and peer correction posters and correction codes* can help learners create the routine of self-checking their written work. A suggestion is given by the National Council of Teachers of English (2015)<sup>36</sup>, which was adapted to this context. You can first familiarise learners with the importance of editing their work before they finish it by telling them that this way their work can be even better. This can be drilled through activities that can rely on children's anonymous written pieces (sentences, small paragraphs, a writing sample produced by you using the learners' recurrent mistakes). You can read these out loud or write them on the board, then help them notice, underline mistakes by asking questions such as: are there capital letters missing? Is there a beginning, middle end to the paragraph? Does the sentence need a full stop?


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<sup>36</sup> Retrieved from <<http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-edit-revise-30594.html>> [Accessed 15/09/2015]

Are there any spelling mistakes? And then help them underline and signal the type of mistake by building a correction code with the children made up of C – Capitals, O – Order/Organisation, P – Punctuation and S – for Spelling mistakes) (example 15).

In language lessons combined with *Expressões*, children can build a poster (example 14) which will work as a reminder of how to correct their work using capitalisation, organisation, punctuation and spelling (COPS). The example was inspired by a primary teaching blog. In other language lessons where children are expected to write a fact sheet on the circulatory system or write an invitation for another class to come visit their work, they can correct their writing pieces or those of their classmates by having the visual support of the COPS poster and using a correction code.

#### Example 14 – COPS poster


	<b>Before you are finished, think COPS:</b> Edit your writing to make it even better!
<b>Capital letters</b> → Proper nouns (names of people, places), beginning of Sentence	
<b>Order + Organisation</b> → Has my writing got a beginning, middle, end? Does it need a title? Does it make sense?	
<b>Punctuation</b> → End of sentences : . ! ? ... Middle of sentences , ; Quotes “ ”	
<b>Spelling</b> → Look for mistakes! Look up for the correct word in your glossary ...	

Adapted from

<<http://www.3rdgradethoughts.com/2012/10/writers-workshop-revising-arms-editing.html>>

[Accessed 15/09/2015]

#### Example 15 – A correction code

<b>My writing correction code</b>

First:
Read carefully
Underline the mistake (with your pencil)
Second:
Mark C for Capitalisation
Mark O for Organisation
Mark P for Punctuation
Mark S for Spelling

*Peer assessment cards* are useful to keep learners involved when their peers are presenting an oral presentation on a fact file of the circulatory system. This can be done in a language lesson, focusing on presentation skills, after an *Estudo do Meio* and *Expressões* lesson. Below are 2 examples. One for an oral presentation by a learner who is rehearsing a presentation in their group; and another, where a group of learners is presenting their fact file on one part of the circulatory system.

### Example 16 – Peer assessment card for individual presentation

Name:	Class:	Date:
<b>Peer assessment card</b>		
<b>Presentation by:</b>		
<b>Name of the part of the body system:</b>		
My partner can greet the audience.	Yes / No	
My partner can speak clearly and loudly.	Yes / No	
My partner/the group can say what the presentation is about.	Yes / No	
My partner can face the audience.	Yes / No	
My partner can leave time for questions.	Yes / No	
I can understand him/her/them.	Yes / No	
I like the fact file.	Yes / No	
This presentation helps me understand why this part (name) _____ is important.	Yes / No	
This presentation helps me understand how this part (name) _____ works.	Yes / No	
<b>Comments:</b>		

### Example 17 – Peer assessment card for group presentation



Name:	Class:	Date:
<b>Peer assessment card</b>		
<b>Presentation by Group:</b>		
<b>Name of the body system:</b>		
The group can speak loudly.	Yes / No	
The group can speak clearly.	Yes / No	
The group can face the audience.	Yes / No	
I can understand them.	Yes / No	
I like the fact file.	Yes / No	
This presentation helps me understand why the circulatory system is important.	Yes / No	
This presentation helps me understand how the circulatory system works.	Yes / No	
<b>Comments:</b>		

Examples 16 and 17 adapted from Ioannou-Georgiou & Pavlou (2003:97)

*KWL charts* are beneficial to find out what learners already know (K), want to know (W) or have learned (L) in relation to a learning objective and success criteria. They can also be helpful in pinpointing the precise objective the children are still struggling with in relation to the previously established objectives. For example, in a content lesson, if we find out that children already know the purpose of the circulatory

systems, name and locate the organs in the human body but find it difficult to explain the process and the functions of its organs, as these can be more cognitively challenging, the following chart can be used at the beginning of a follow-up lesson on the circulatory system to inform you about what children do not know yet. The information gathered from this tool, as exemplified in the slots below, can help you know that it is necessary to go back to the process of the circulatory system and find another way to make it more understandable by the learners.

**Example 18 – A KWL chart**

Name:		Class:	Date:
<b>What I know about the CIRCULATORY SYSTEM</b>			
K What I know already	W What I want to know	L What I have learned	
<i>e.g. Some organs: heart, blood and 3 blood vessels: arteries and Capillaries</i>	<i>e.g. How the circulatory system starts and ends.</i>		
 Complete at the start of the lesson		 Complete at the end of the lesson	
Teachers notes:			

Adapted from NCCA (2007:14) and from an assessment sample provided by SC3 (Appendix 6)

In addition to these self- and peer assessment tools which provide feedback to learner/self, from learners to their peers and from learners to teachers, you also need to provide feedback to learners so as to help them improve.

**4. Feedback**

*Guideline 4 – Provide feedback to support progress*

*What is (not) feedback?* Feedback is not about praising the class as a whole all the time by saying "Excellent/Well done!" This is just one type of feedback – on self, as a person and with little impact on learning. More useful feedback acts on assessment evidence. It requires listening to children and react upon their performance while they are doing a task (feedback on process), addressing the learners while they monitor their work towards objectives (feedback about self-regulation). Feedback happens when you timely inform the learners how well they are performing or performed a task/activity and specifically show how they can improve.

*Why is it beneficial for assessment?* It can help motivate learners by focusing on what the children are learning (learning objective) and how they are behaving towards

this (success criteria) and inform about the reasons and ways the children have met or have not yet meet the criteria. This can ultimately bridge the gap between their understanding and their actual behaviour and use this to take future action.

*How and when to use it?* Effective feedback can be provided on the process of doing a task/activity and on the task/activity product. It should also be combined with a focus on the learner as self from a developmental perspective. Accordingly, it can be provided orally or in writing, it can be immediate or delayed, depending on the classroom situation and it should always be conveyed in a friendly, positive, corrective and descriptive way to precisely show learners how they can improve. As such, it should correct, assess and praise the learner on their specific achievements and by giving them hints which help them improve in relation to objectives. It should happen every lesson as learning and teaching develop and occur.

*What kind of techniques/tools?* Oral feedback can take place as a conversation using immediate or delayed correction with a language and content focus or a fluency or accuracy focus and using *questioning* to foster cognition. *Written feedback* can be given in the form of a simple descriptive comment and in a corrective way so as to indicate to learners how they can improve. Feedback should as far as possible be individual, specific and timely to have a useful impact on learning.

*Oral feedback* can be used in a natural way but with a corrective focus as you interact with the learner during the process of doing an activity/task or after this is finished. This can be done in a *verbal* way, using techniques such as *recasting*, *clarification requests*, *repetition* or *elicitation* to correct language errors that can undermine fluency in conveying meaning.

In *recasting* or *reformulating* you basically repeat what the learner said by replacing the mistake with the correct form. For example:

Teacher: What does the circulatory system do?

Learner: The circulatory system moves blood the heart and our body.

Teacher: Good, so the circulatory system moves blood **through** the heart and **around** our body? (emphasising “through” and “around” with intonation and gestures) Can you try again?

Learner: Yes, the circulatory system moves blood **through** the heart and **around** our body.

In *clarification requests*, you can ask the learner to clarify what they said but without actually mentioning or correcting the mistake. It is also an opportunity for questioning, interchanging LOCS and HOCS so as to cognitively push the learners a little, as long as this does not make them feel frustrated. For example:

Teacher: What does the circulatory system do?  
Learner: The circulatory system moves blood the heart and our body.  
Teacher: That's almost correct. Would you like to you try again?  
Learner: Yes, the circulatory system **moves** blood **through** the heart **and around** our body.

In *elicitation*, you provide an incomplete sentence and purposefully and emphatically pause so that the learner can complete the sentence. For example:

Teacher: What does the circulatory system do?  
Learner: The circulatory system moves blood the heart and our body.  
Teacher: The circulatory system moves blood ...  
Learner: The circulatory system moves blood through the heart and around our body.

In *repetition*, you repeat the mistake separately and emphatically to stress it. For example:

Teacher: What does the circulatory system do?  
Learner: The circulatory system moves blood the heart and our body.  
Teacher: *Moves blood the heart and our body...*  
Learner: The circulatory system **moves blood through the heart and around our body.**

Adapted from <<http://clilcoursesonline.com/how-to-provide-effective-feedback>>  
[Accessed 20/07/2015]

In any of these techniques it is important to see if the children repeat the correct version afterwards so that they become aware of the mistake and internalise its correct version.

These techniques can also be complemented with *non-verbal ones*, such as *flags*, *facial expressions* or *gestures*. These can be useful if your focus is accuracy in a non-scary sensible way. For example, you can read a text with mistakes when the assessment focus is listening skills and the children raise a little red flag to signal the mistake and correct it. Facial expressions (open-mouthed, wide-eyed faces, arching eyebrows) conveyed in a theatrical way can be an amusing way of providing a silent correction code for capitalisation, organisation, punctuation and spelling mistakes. Likewise, *mouthing* the correct pronunciation of a word silently can also be a good way



to draw learners' attention. *Crossing fingers* or *counting fingers* can be another simple non-verbal clue for signaling word order mistakes resulting from code-switching, such as when learners mix up "carbon dioxide" with "dioxide carbon" because this resembles the Portuguese term.

To be effective and meaningful, corrective feedback should also be provided sooner (immediately) rather than later (delayed). However, it is important to be cautious and reflective as regards when to correct or to let the mistake go, or as to whether provide feedback while the activity/task is happening or immediately after this is finished. For example, we may want to let a mistake go during a task when it does not disrupt the learners' attempt to communicate in English and their flow of thought; or if it is the first time the learner is taking the risk of speaking. In such situations we can be attentive and find another opportunity for correction after the task is finished. In situations where there are recurrent mistakes coming from several learners, then the verbal and non-verbal techniques will be suitable.

Using a voki<sup>37</sup> can be a fun and engaging way to record children' voice while they are preparing an oral presentation. They can listen to the recording, check mistakes against a script and rehearse it until they choose the correct version.

Keeping an X-file for mistakes<sup>38</sup> can also be a way to focus on learners' recurrent mistakes, which can be noted down by you on matching cards where one card has the incorrect form and another card (which forms a pair) has the correct form.

*Written feedback* can be corrective and descriptive. In either case it should focus on aspects of progress or achievement and provide a clear message on how to improve. It can follow the indirect and conversational tone of oral feedback suggested above. For example when giving back a writing activity on an invitation for another class to visit a body system exhibition, feedback can be given with a simple comment focusing on both aspects of accuracy, such as mechanics, using a correction code:

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<sup>37</sup> A voki is an educational tool created that allows learners and teachers to create their talking character (Retrieved from <<http://www.voki.com/create.php>> [Accessed 01/11/2013].

<sup>38</sup> Retrieved from <<https://www.teachingenglish.org.uk/article/learner-training-young-learners>> [Accessed 01/07/2015].

### Example 19 – Corrective feedback comments

Good work.  
You only made 3 spelling mistakes. Can you find them?  
You forgot to capitalise the first word in line 3. Can you correct it?

As learners get used to these corrective comments, we can introduce an opportunity for language extension in our feedback by adding comments which show interest by what they said:

### Example 20 – Descriptive feedback comments

In your introduction you mentioned the date of the exhibition. That's great!! I think there is something missing. What about the time of the exhibition? Can you add the time to your invitation?

Or

I really liked the title you gave to the exhibition. "Don't miss our exciting body systems exhibition". Can you add one more sentence about what is exciting about the exhibition?

Or

How are you planning to give out this invitation? Who are you going to invite? Please tell me more! 😊

Examples 19 and 20 adapted from <<https://www.youtube.com/watch?v=5cWjOegvkCU>> and <[http://datause.cse.ucla.edu/DOCS/pt\\_tea\\_1996.pdf](http://datause.cse.ucla.edu/DOCS/pt_tea_1996.pdf)> [Accessed 15/08/2015]

## 5. Scaffolding

### *Guideline 5 – Scaffold learning tasks/activities*

*What is (not) scaffolding?* The act of simply providing an instruction to learners before they do a task is not entirely helpful particularly in this setting where learning happens through a foreign language. It implies guidance to support the children in completing a task.

*Why is it beneficial for assessment?* It provides an example or a model that can more validly support learners in carrying out the activity/task.

*How and when to use it?* As task preparation before these actually happen.

*What kind of techniques/tools?*

If you plan for *modelling* instructions, the language used in the instruction will have been carefully thought of and conveyed in a simple, clear language, using visual

support and gestures. As a result, learners will better understand what they are expected to do and hence get more chances of succeeding in the task. *Providing the language for learning* before a task or activity actually takes place is crucial so that learners can actually use the target language when they are in the process of doing a task. Section 3 will provide some examples for both techniques.

*Questioning* is commonly used to check understanding. However, it can also be purposefully planned to develop learning to learn skills, differentiate between levels of learning progress and assess the depth of learning. This can be done by formulating questions providing a balance between LOCS and HOCS which can encourage the children to elaborate on an answer to extend their learning. Below are some examples for cues (verbs) and questions, by cognitive level, from lower to higher order cognitive level, adapted to the circulatory system language *of* and *for* learning:

### Example 21 – Question cues based on HOCS and LOCS

For remembering

Question cues		Example questions
Identify	list	How many types of blood vessels are there?
locate	show	What is systemic circulation?
define	match	Can you name the organs of the circulatory system?
tell	listen	Can you describe pulmonary circulation?
name	relate	What happens after the blood picks up carbon dioxide and other waste?

For understanding

Question cues		Example questions
retell	explain	What do you think will happen to your pulse after you run?
predict	summarise	What differences exist between pulmonary and systemic circulation?
interpret	describe	Can you give an example of one type of blood vessel?
ask	differentiate	How can you define capillaries?
answer	contrast	Why is the circulatory system important?

For applying

Question cues		Example questions
Apply	Modify	Can you record the pulse results?
show	list	What cause the pulse to be higher/lower?
illustrate	record	What is the effect of running/sitting still in pulse results?
solve	compare	Can you compare checking pulse results?
complete	calculate	Can you show how you made your model of the circulatory system?

For analysing

Question cues		Example questions
analyse	distinguish	Can you order the stages of the circulatory system?
order	separate	How can you categorise the headings in your body systems glossary?
compare	explain	What evidence is there that the pulse is higher/lower?
connect	categorise	Why are the results of checking pulse different?
contrast	infer	How can you search for words in your body systems glossary?

For evaluating

Question cues		Example questions
assess	judge	What is your opinion about your model of the heart?
choose	justify	What do you think about this model of the circulatory system?
decide	prioritise	What is the most important thing you have to remember?
edit	rate	Why did you make a plasticine model instead of a paper model?
recommend	verify	What can you do better next time?

For creating

Question cues		Example questions
plan	imagine	How can we have a different result for the pulse?
construct	combine	What advice can you give to the group?
create	produce	How can you combine all the body systems in a paper model of the body?
invent	draw	How can you create a stethoscope to check the heart beat?
write	role-play	What can you write in your invitation to your body systems exhibition?

Adapted from Mehisto CLIL materials (2012), NCCA (2007:42)

and <<http://www.k5chalkbox.com/blooms-taxonomy-questions.html>> [Accessed 01/07/2015]

In *questioning* it is also important to balance closed and open answer questions to keep the interaction cognitively challenging. As this becomes part of the classroom *ethos*, it can gradually pass on from you to the learners who can use these questions in face-to-face interactions, in pair/group work and in peer assessment.

## 6. Mini-assessments

*Guideline 6 – Use mini-assessments to assess progress and achievement*

*What are these (not)?* 1 hour-written assessments after each unit/block do not account for assessment quality criteria nor are they child-friendly. They may be valid since they assess the construct they are supposed to. However, it is not reasonable to think that such assessments will offer children several opportunities to show how they understand that construct, have a beneficial impact on their learning or be practical to teachers. Replacing such tests with alternative mini-assessments that can involve not only writing, but also doing something can be fairer and more appealing to children.

*Why are they beneficial for assessment?* More frequent mini-assessments have the advantage of focusing on a single assessment construct at a time, which makes them more reliable, with more items and with a wider range of techniques; more in line with children's attention spans, need for movement, touch, sight and play) which will more positively impact on learning; and they can be more practical and less time consuming for you as they take less time to devise, administer and mark.

*How and when to use them?* In the course and/or the end of a specific content taught or a block/unit and lasting 10 minutes to half an hour. Mini-tests can alternate with tasks and activities. For example, the content teacher can administer a written

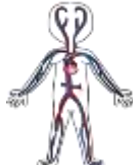
mini-test on the circulatory system and the language teacher can use an oral presentation task to assess the learners' speaking skills on such content. This interchange can happen as long as content and language teachers liaise with each other so as to combine the assessment of content and language of any specific content block. In any case, given the communicative purpose of the language, using activities and tasks for assessment seem much more appropriate than using written tests.

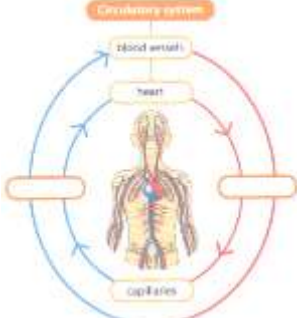
*What kind of tools?* More learning activities/tasks based on authentic experiences that children can relate to and which enable them to express their age-related abilities. More frequent mini-tests, shorter in time and focused on one single assessment construct only with several items and techniques. Both can be used as assessment as demonstrated below.

#### *Mini-tests*

The mini-test example below attempts to show validity since it tests a representative number of items related to the content objectives for the circulatory system, namely to identify its purpose, to recognise its organs, to identify where organs are located in the human body and to describe how the organs work; and combines several techniques (closed and open questions, free response questions, matching, cloze, which are familiar to learners). The items used also aim to be reliable as they enable learners to produce answers according to several levels of ability and have new starts related to a single construct (the circulatory system). Given its size and number of questions, it will likely take little time to administer and be practical to mark.

### Example 22 – An *Estudo do Meio* mini-test

<p><b>A. What body system is this?</b> Complete the answer.</p> <p>This is the _____.</p>	
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<p><b>B. Label the picture with the names of the missing organs.</b></p>	
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<p><b>C. 1. Match to say what the organs do. Write the definitions in the correct places.</b></p>	<table border="1"> <tr> <td data-bbox="609 810 790 936">                 Veins The heart Arteries Capillaries             </td> <td data-bbox="790 810 1369 936">                 connect arteries and veins. carry blood and nutrients from the heart. carry blood back to the heart. pumps blood around our body.             </td> </tr> </table>	Veins The heart Arteries Capillaries	connect arteries and veins. carry blood and nutrients from the heart. carry blood back to the heart. pumps blood around our body.
Veins The heart Arteries Capillaries	connect arteries and veins. carry blood and nutrients from the heart. carry blood back to the heart. pumps blood around our body.		

<p><b>C. 2. Write the definitions in the correct places.</b></p>	
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<p><b>D. Read the text. Choose the correct words and phrases and write them on the lines.</b></p>	<p>The circulatory system is _____ because it moves blood through the heart and _____. The blood gives our body _____ it needs. Blood also carries waste that we need to eliminate from our body. Did you know that _____ contains up to _____ litres of blood?</p>
<p>the oxygen and nutrients                      five                      very important a human body                      around our body</p>	

<p><b>E.1. Complete the text.</b></p>	<p>There are two types of circulation. One is _____ and the other is pulmonary circulation. In systemic circulation the blood leaves the heart _____. It is carried all over our body by _____ giving oxygen and nutrients to the cells. The blood picks up _____ and other waste and travels back to the heart through _____.</p>
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<p><b>E.2. Answer the questions and write a similar text about pulmonary circulation.</b></p> <p>How does the blood leave the heart?</p> <p>Where does the blood go?</p> <p>What does the blood absorb from the lungs?</p> <p>How does the blood travel back to the heart?</p>	<p>In pulmonary circulation _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--

Example adapted from SC3 and SC5 tests on the body system (Appendix 6)

A variation of this test could also be in line with some of the revision work the Bilingual Schools Project teachers usually do before a test. To this end, one of their activities is “Who wants to be a millionaire?” This consists of a powerpoint presentation displaying questions with four-answer items on a given content topic with sound effects that convey the actual setting of the TV show. This has been observed as taking place in groups of 4-5 children who would get points for correct answers in a friendly competition *ethos*. However, no teacher record was observed nor was there any feedback as to the learning that happened in this activity. To turn this activity into assessment, the revision activity could be complemented with an individual quiz with similar multiple-choice questions on the same content. It could then serve as a mini-test informing on the learner’s ability to analyse, compare and choose between correct/incorrect answer options. A small example is provided below.

#### **Example 23 – An *Estudo do Meio* quiz**

- A. What is the circulatory system made up of?
  1. It is made up of the heart.
  2. It is made up of three types of blood vessels.
  3. It is made up of the heart and by three types of blood vessels.
  
- B. What does the circulatory system do?
  1. It moves blood through the heart and around our body.
  2. It moves blood around our feet.
  3. It moves blood through the heart and around our fingers.
  
- C. How many types of blood vessels are there?
  1. There is only one type of blood vessel: the veins.
  2. There are 3 types: the veins, the arteries and the Capillaries.
  3. There are 2 types of blood vessels: the veins and the arteries.
  
- D. How many litres of blood does our body contain?
  1. It contains up to 1 litre of blood.
  2. It contains no blood.
  3. it contains up to 5 litres of blood.

#### *Tasks/activities*

Tasks and activities can be much more child-friendly than tests regardless of the content subject that is being assessed. They give learners a range of opportunities to show their learning and degree of involvement and enthusiasm through touch, move, play, pretend, etc. In terms of language assessment, tasks and activities can be used to focus on one skill at a time in order to assess it in more depth. This will make

assessment more valid and reliable. The following examples, focused on the language skills, can be suitable for the English language lesson.

*Listening tasks/activities*

*Spot the mistakes*

The objective of the following example is to listen for detailed information (words for the names of the organs) and its success criterion is: “I can listen to a simple description of the circulatory system and find the mistakes.”

You can share the objective and the success criterion with the children and display the worksheet below in the interactive white board (IWB) or overhead projector (OHP), give the instructions, model what they have to do and set a time for the task (15’). Children are given the worksheet, which is folded so as to hide the key. You can then read the text out loud or play a previously prepared recording of it.

In the end children are told to unfold the worksheet and check their work by comparing their answers to the key. They can mark their work out of 10 by allocating 2 points to each correct answer. You can then check their marking and provide comments in the form of descriptive feedback. Children can also use smiley faces to self-assess the degree of difficulty of the task and you can make a quick record of their feedback and after the lesson is over, this can be recorded on a checklist, such as the one provided by example 10.

**Example 24 – Spot the mistakes!**

Name:	Class:	Date:
<b>Listening activity: Spot the mistakes!</b>		
<p>A. Listen to the text and circle the mistakes with your red pencil.          The circulatory system is very important because it moves blood through the <b>head</b> and around our <b>feet</b>. The blood gives our body the oxygen and <b>bananas</b> it needs. Blood also carries <b>chocolate</b> that we need to eliminate from our body. Did you know that a human body contains up to five litres of <b>saliva</b>?</p>		
<p>B. Listen again and correct the mistakes.</p>		
<p>C. Finished? Unfold the sheet to check your work.</p> <p>.....</p>		
<p>KEY: The circulatory system is very important because it moves blood through the <b>heart</b> and around our <b>body</b>. The blood gives our body the <b>oxygen</b> and <b>nutrients</b> it needs. Blood also carries <b>waste</b> that we need to eliminate from our body. Did you know that a human body contains up to five litres of <b>blood</b>?</p>		

Adapted from a lesson observed in SC1



### A dictogloss

The objective of this example is to listen for gist in simple oral texts about the functions of the organs and its success criterion is: “I can listen to a description of the circulatory system and notice important things.”

You can tell the children this is a dictation activity where they listen to a short text, have to pay attention to it so as to respond to 3 important questions and then have to reconstruct it. First, you read the text and the children listen; second they listen again and take notes of key words or phrases so as to answer the questions that relate to the gist of the text (the purpose of the circulatory system); third, in pairs, children compare their notes, reconstruct the text and compare it with the original version.

While children do the activity, you can monitor their work and use *questioning* to get feedback on how they are coping with the task. In the end children are told to unfold the worksheet and check their work by comparing their answers to the key. They can mark their work out of 10 by allocating 4 points to the correct answer to the *why* question, 3 points to the *what* questions and 3 points to the *how* question. You can explain the difference in the allocation of points (the answer to the *why* question is the most important one because it tells you why the circulatory system is important. The other two questions give 2 examples for this).

#### Example 25 – Let’s dictogloss

Name:	Class:	Date:
<b>Listening activity: Let’s dictogloss!</b>		
A. Listen to the correct version of the text.		
B. Listen to the text again and take notes of 3 important things.		
Why is the circulatory system important? What does the blood do? How many litres of blood does our body contain?		
C. Now compare your notes with your partner and try to write a similar text on the circulatory system.		
Finished? Unfold the sheet to compare your text with the text you heard.		
..... KEY: The circulatory system is very important because it moves blood through the heart and around our body. The blood gives our body the oxygen and nutrients it needs. Blood also carries waste that we need to eliminate from our body. Did you know that a human body contains up to five litres of blood?		

Adapted from

<<http://www.davedodgson.com/2010/11/our-first-time-with-dictogloss.html>> [Accessed 31/08/2015]

The same task can be used for assessing other language skills, such as the productive skills of writing and speaking as long as you use different marking schemes focusing on aspects of these two skills.

### *Reading tasks*

#### *A card guessing game*

The main objective of this example is also to look for gist but using the reading skill. Children have to show they can reach this objective by labelling the headings of a few sentences with nouns and completing sentences with action verbs. To make it more cognitively challenging, the example has a second objective which is to search for words in a glossary on the body systems. Drawing on from a content topic, this task can also extend the language *for learning*.

You can tell the children that they are going to play a 10 minute guessing game in pairs. The game is divided in two parts. First, they get a set of cards (example 26) and play the card game: one learner says the sentence and asks the questions *what am I?* and *what do I do?* The other learner answers and writes it on the blank of the card. Second, they need to remember how to use a glossary by filling in a memory card (example 27) and go to their glossary to look up for the words to check their answers. The two instructions are modelled with a learner, pairs of learners are set and class monitors hand out a set of four question cards and a memory card to each pair.

While children do the activity, you observe and take quick notes on their progress on these two reading sub-skills and record this on a checklist (example 10) at the end of the lesson. When children are finished they fill in the remember card and go to their glossaries to check if they have the correct answers. In the end, children can self-assess the degree of difficulty of the task using a PMI chart (example 28) by being asked to say what they found easy (+), difficult (-) and interesting about the task against success criteria: "I can guess and label What am I? and What do I do? questions.", "I can order phrases about how to use my glossary." and "I can look up for words in my glossary." If children rate one of the criteria as difficult (-), that is the one that will enable you to work on this further at a different time.

### Example 26 – Question cards for the guessing game

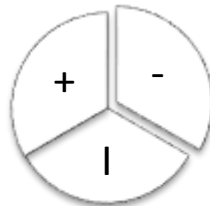
<p><b>What am I? Guess and label with the correct word.</b>          I _____.          I move blood through the heart and around the body.</p>	<p><b>What am I? Guess and label the sentence.</b>          _____.          I am red and made up of tiny drops. I give the body the oxygen and nutrients it needs.</p>
<p><b>What do I do? Guess and complete with the action words.</b>          I am the veins. I am big and blue. I _____ blood with carbon dioxide _____ the heart.</p>	<p><b>What do I do? Guess and complete the sentence with the action words.</b>          I am the lungs. I am red. I _____ blood with oxygen _____ the heart.</p>

### Example 27 – Memory card for the guessing game

<p><b>Remember: Use your glossary to check your work</b>  <b>Look up for the words you need in your Body Systems Glossary to check your answers.</b>  <b>Order the phrases (from 1 to 5) to remember how to do it.</b>          _____ Read its meaning          _____ Search for the word in ABC order          _____ Find the Circulatory system page          _____ Find the word          _____ Go to your Body Systems glossary</p>
---

### Example 28 – A PMI chart

I Can guess and label  
 What am I? questions.



I Can order phrases about how  
 to use my glossary.

I Can look up words in my  
 glossary.

Adapted from NCCA (2007:85)

#### *Jigsaw reading*

The objective of this example is to recognise simple paragraphs/short texts with familiar information on the circulatory system and children have to find out what their partner read by asking questions. It is accompanied by a behaviour/attitude objective which is to take turns.

After sharing the objectives and criterion for the task, you can say this is a pair work task which learners have to do in turns. After giving the instruction, you can check if the class has understood the task by having two learners model it and say they have 15 minutes to do it. Monitors hand out learner A and learner B worksheets to each pair.

You can monitor and use questioning to support pairs doing the task. In the end children are asked to swap their worksheets and correct them by comparing their answers with their partners' text and correct them. In the end two groups (all learner As and all learner Bs) are asked, in turns, to self-assess the degree of difficulty of the tasks using thumbs. You take a quick note of this to decide how to use it again next time.

### Example 29 – Circulation jigsaw reading

#### Circulation jigsaw reading – Learner A

**A. Read the information below. Use the information to answer your partners' questions.**

There are two types of circulation. One is systemic circulation: the blood leaves the heart (through the aorta) full of oxygen. It is carried all over our body by the arteries giving oxygen and nutrients to the cells. The blood picks up carbon dioxide and other waste and travels back to the heart through the veins.

**B. Now ask your partner these questions to find out about what he/she read.**

1. How many types of circulation are there?
2. What is the name of one of the two types?
3. How does the blood leave the heart?
4. Where does the blood go?
4. What does the blood absorb from the lungs?
5. How does the blood travel back to the heart?

#### Circulation jigsaw reading – Learner B

**A. Read the information below. Use the information to answer your partners' questions.**

The second type of circulation is pulmonary circulation: the blood leaves the heart through an artery (the only artery that carries blood without oxygen) that leads to the lungs. The blood absorbs oxygen from the lungs and then travels back to the heart through the pulmonary vein (the only vein that carries blood with oxygen).

**B. Now ask your partner these questions to find out about what he/she read.**

1. How many types of circulation are there?
2. What is the name of one of the two types?
3. How does the blood leave the heart?
4. What does the blood carry to the cells?
5. How does the blood travel back to the heart?

Adapted from the British Council course training materials on Year 3 available (login required) retrieved from <<http://moodle.dge.mec.pt/>> [Accessed 01/08/2015]

#### *Writing tasks*

#### *A gapped text*

The main objective of this task is to spell the names of the organs. However, as this is a lower order cognitive skill, to make it more cognitively challenging it can be combined with a reading objective: to guess the meaning of a word relying on the


given text; and with a learning objective: to correct their work so as to foster learning to learn. To perform this task children are expected to infer the meaning of the missing/misspelt word and be able to spell it correctly.

Two examples are provided (27 and 28) depending on what the focus of the lesson is: working on lexis (the language *of* learning) or grammar (the language *for* learning). The first focuses on lexis and the second on patterns. Both examples rely on the supportive perspective of writing *for* learning as they are more word level tasks.


To set up the mood for the task, you can say that their computer is not working and mistypes some words. As a result, you need the children to help them think what the misspelt words are and correct them. In this warmer stage, you display the worksheet on the IWB or OHP. Finally, you say you are in a hurry to do this and ask the learners to take 10 minutes to help you. Monitors hand out the worksheets and the children do the task.

In the end, you can use questioning to check the children's answer options in plenary and writes them on the board. Then children can correct their work and attribute points to their correct answers (5 out of 20 or 2 out of 20, for each correct answer, in each worksheet respectively). Children can use *traffic signs* to say if they liked the task.

### Example 30 – A gapped text with a focus on lexis

Name:	Class:	Date:
<p><b>Reading activity: My computer has gone crazy!</b>  <b>Can you help me correct the words I typed?</b>          Look up for words in your Body Systems Glossary.</p>		
<p>There are three types of blood <b>quertyu</b>. _____  <b>zxcvbnmç</b> carry blood and nutrients from the heart to all parts of the body. _____  <b>poiuy</b> carry blood back to the heart from the rest of our body. _____  <b>kjhgfdsaZXC</b> are very small vessels that connect our arteries and veins. _____</p>		

### Example 31 – A gapped text with a focus on grammar

Name:	Class:	Date:
<p><b>Reading activity: My computer has gone crazy!</b>  <b>Can you help me correct the phrases I typed?</b></p>		
<p><b>Ttth</b> are three types of blood vessels. _____          Arteries <b>cccy</b> blood and nutrients <b>ffmm</b> the heart <b>tt</b> all parts of the body. _____          Veins <b>cccy</b> blood <b>bbbc oo</b> the heart <b>ffmm</b> the rest of our body. _____          Capillaries <b>rrr</b> very small vessels that <b>nnnCttt</b> our arteries and veins. _____</p>		

Examples 30 and 31 adapted from Ioannou-Georgiou & Pavlou (2003:131)

A variation could use alternative texts for learners to correct words/phrases, according to the degree of difficulty/text size. From smaller/easier to get the main idea about the heart (“The heart works like a pump. It’s about the size of your fist.”) to bigger/more difficult, such as to understand in more detail the types of circulation.


*A fact file*

In this task the objective is to write a fact file on the circulatory system to foster writing *as* learning and integrating *Expressões*. This can be done by scaffolding the process of writing, providing a model first, eliciting and explaining how to do it and then have learners do a similar fact file of their own on an organ of the circulatory system or the types of circulation or blood vessels, using the same model.

It can be a group activity made out of four learners where specific roles can be assigned to the learners. For example, one is in charge of making a collage of the parts of the circulatory system, another deals with creating an exciting title and so on.

The task offers a range of possibilities for assessment depending on the teachers’ focus: it can be peer-correction through the *COPS poster* when children are taking the first steps in writing *for* writing; an *ARMS poster* if they are already being trained in writing *for* writing; teacher assessment by means of a writing rubric (see section 6.). For example, in a COPS peer assessment, each group member can be given a role: one corrects the capitalisation, another the organisation and so on.

**Example 32 – A written model for the fact file**

<p><b>The power of BLOOD</b></p> 	
<p style="text-align: center;"><b>What does blood do?</b></p> <p>The blood gives our body the oxygen and nutrients it needs. Blood also carries waste that we need to eliminate from our body.</p>	<p style="text-align: center;"><b>Did you know?</b></p> <p>A human body contains up to five litres of blood.</p>

### Example 33 – What is in a fact file?

<p><b>Title</b> → make it exciting!</p>		<p>Stick your collage HERE!</p>
<p><b>What does the ..... do?</b></p> <p>→ Write one or two important facts.</p>	<p><b>Did you know?</b></p> <p>→ Write an interesting fact.</p>	

Variations of this writing task can include writing an invitation for another class to come and visit the learners' work on the body systems in the form of a class exhibition. Another possibility would be to build a board game on this topic in *Expressões* and then write instructions and question cards for it. In such examples, assessment could occur as suggested above and include questioning.

#### *Speaking tasks*

#### *Preparing for an oral presentation*

After completing the block/unit on the body systems, children can be challenged to display their work for a class exhibition on the topic to which they can invite learners from another class. This can be a good opportunity for children to show what they know about the topic through oral presentation skills which require pre-teaching and preparation. You can use the poster below, illustrated with pictures, to support children to do this so that learners can present themselves and their work on the body systems. As they prepare for this task, they will have the chance to ask/answer questions about the system, use correct intonation in statements, questions and exclamations, greet, introduce themselves and thank.

You can explore the poster through questioning to extend learning on the topic by eliciting examples from the children. Then the class is split into two groups so that each group focus attention on either the speakers role or the audience's role. Within each group, the think, pair, share technique can be used so that each learner can more confidently contribute with examples which they add to the poster below. They can self-assess their confidence levels after they have learnt how to prepare an oral

presentation. Using *talking buddies*, children can jointly reflect upon a *ladder* to prioritise where they need to work on more.

### Example 34 – Preparing for an oral presentation

Speaker's role:	Audience's role:
Be prepared. e.g. ...	Be attentive
Greet and introduce audience	Listen
Say what the presentation is about	Show interest
Explain the fact file	Make eye contact
Use clear and loud voice	Focus attention on the speaker
Face the audience	Ask questions
Show enthusiasm	Raise your hand to speak
Leave time for questions	Say thank you for the presentation
Say thank you for your attention	Give feedback on their performance

Adapted from <<https://www.pinterest.com/pin/57843176441404680/>> [Accessed 01/09/2015]

#### *An oral presentation*

In this task the children have a chance to rehearse an oral presentation on the fact files they have prepared in a previous lesson. After devising their scripts and having peer-corrected them with the teachers' support, 20 minutes are allocated for children to rehearse their presentations. This can first be in their groups of 4, where one learner can be the speaker and the other ones the audience. As the teacher, you can elicit prior memory on each party's roles and monitor children performing the task.

The "audience" members of the group use a simpler or more challenging peer assessment card (examples 16 or 17, respectively) to assess the speakers' presentations. You take notes of one or two groups you choose to observe more closely against predefined criteria which will later be recorded in a speaking scoring rubric (example 37). After the task is finished you can use *questioning* to ask some of the children to share one opinion about what they wrote in their peer assessment cards and justify this opinion.

## 7. Marking schemes

### *Guideline 7 – Use separate marking schemes and different weightings*

*What is it (not)?* In broad terms, marking schemes are the act of attributing a mark to the work produced by the children. For the mini-assessments proposed above,



marking schemes can be categorised in 3 ways: Discrete-point marking schemes, scoring rubrics and written feedback comments.

*Why are they beneficial for assessment?* They enable you to more dependably know how the children's learning is progressing or what their achievements are in relation to objectives and criteria. These results will more soundly feed records of achievement.

*How and when to use it?* After some of the mini-assessments in 5., with an AfL purpose, to see how children are progressing and make teaching adjustments from there; or, with an AoL purpose, to record their achievements at the end of a unit/block or part of it (such as at the end of a week's lessons on the circulatory system).

*What kind of tools?* Discrete-point marking schemes, analytical scoring rubrics and *comments* can better respond to a quality marking in this context. Let us see why.

#### *Discrete-point schemes*

These marking schemes use points which are suitable for more objective answers, such as in the mini-test presented before. The number of points allocated to the answers should be in line in what is consensual practice in Portuguese schools (100%). For example, the 20-point scheme that was suggested for some tasks and the mini-test can easily be converted to 100%. The number of points attributed to an answer can then be subdivided into assessment items as suggested in the mini-test.

Below is an effort to devise a marking scheme for assessing content knowledge which could be a base point for reflection by content and language teachers as to their suitability since it integrates content and language. It refers to example 22 (a mini-test).

The learning objectives for this test include both content (knowledge of the circulatory system) and (reading and writing) language skills. Where possible, each of these objectives is tested by two items to provide children with opportunities for new attempts at an objective so as to increase reliability. It is the case of questions C.1. and C.2 (2 items) used for the objective "to know the names of the organs and their functions"; and another 2 items (questions E.1. and E.2.) for completing texts on the types of circulation. The least objective question (E.2.) is assessed by means of a

scoring rubric so that children’s attempt to write can be always considered, even if they only know parts of the expected answer.

From a language perspective, there is obviously room to assess the reading and writing skills on which the understanding of content actually depends. In such a situation, you may want to consider marking the test attributing the same weighting to content and language (50% for each). The answers to this test are so straightforward that the results would be very similar for both content and language. However, the results from each of them could be used for assessment in both the content subject of *Estudo do Meio* and the English language subject.

Moreover, the marking scheme suggests what should be accepted but highlighted, or penalised, and makes a few distinctions between content (c) and language (l). It suggests little penalisation for code-switching, spelling or key grammar mistakes when the focus is language or when children have to copy language items. Code-switching and mistakes are never penalised as regards content assessment because the focus is on children’s understanding of the construct. Furthermore, there is more tolerance towards mistakes in questions E.1. and E.2. since these require children to write more freely and they should be encouraged in doing so.

In other assessment situations, the weighting should really depend on the degree of importance of language and content to perform a test/task and what we are trying to assess. For example, if your focus is a specific language skill, language teachers should attribute more points to language and less for content. In either case, content and language teachers should be in sync with each other and assess together.

**Example 35 – A marking scheme for an *Estudo do Meio* mini-test**

Question items/ Objective	Answer	Accept but highlight	Penalise	Content (c)	Language (l)
				mark	Mark
A. to identify the body system	Circulatory system	Code-switching (c), spelling & grammar mistakes in key language (c).	Lack of response, wrong content -0.25 for code-switching, spelling & grammar mistakes (l).	0.5	0.5
B. to recognise parts of the organs and their location	Veins, Arteries	Code-switching, spelling & grammar mistakes (c).	Lack of response, wrong content, -0.25 for code-switching, spelling & grammar mistakes (l).	1 point x 2	1 point x 2

C.1. to know the names of the organs and their function	The heart pumps blood around our body/Arteries carry blood and nutrients from the heart/Capillaries connect arteries and veins.	-	Lack of response, wrong content.	1 point x 3	1 point x 3
C.2. to understand how the organs work	a - The heart pumps blood around our body./b - Capillaries connect arteries and veins./d - Arteries carry blood and nutrients from the heart.	-	Lack of response, wrong content, -0.25 for more than 3 spelling mistakes.	1 point x 3	1 point x 3
D. to complete a description about the purpose and process of the circulatory system.	The circulatory system is <u>very important</u> because it moves blood through the heart and <u>around our body</u> . The blood gives our body <u>the oxygen and nutrients</u> it needs. Blood also carries waste that we need to eliminate from our body. Did you know that <u>a human body</u> contains up to <u>five</u> litres of blood?	-	Lack of response, wrong content, -0.25 for more than 3 spelling mistakes.	0.5 points X 5	0.5 points X 5
E.1. to complete a description about one type of circulation	There are two types of circulation. One is <u>systemic</u> circulation and the other is pulmonary circulation. In systemic circulation the blood leaves the heart <u>full of oxygen</u> . It is carried all over our body by <u>the arteries</u> giving oxygen and nutrients to the cells. The blood picks up <u>carbon dioxide</u> and other waste and travels back to the heart through <u>the veins</u> .	Incomplete parts of the process, code-switching, spelling & grammar mistakes (c & l).	Not enough content.	1 point x 5	1 point x 5
E.2. to write a guided description of another type of circulation	In pulmonary circulation <u>the blood leaves the heart through an artery (the only artery that carries blood without oxygen) that leads to the lungs. The blood absorbs oxygen from the lungs and then travels back to the heart through the pulmonary vein (the only vein that carries blood with oxygen).</u>	Incomplete parts of the process, code-switching, spelling/grammar mistakes and punctuation (c & l).	Not enough content.	1-4 points*	1-4 points*
<b>TOTAL</b>				<b>20 (50%)</b>	<b>20 (50%)</b>
				<b>Average</b>	

**\* Scoring rubrics for E.2. (Guided open-answer):**

Only describes part of the process: how the blood leaves the heart – 1; Describes half the process: how the blood leaves the heart and where the blood goes -2; Gives almost complete description of the process: how the blood leaves the heart, where the blood goes and what the blood absorbs from the lungs – 3; Gives complete description of the process: how the blood leaves the heart, where the blood goes, what the blood absorbs from the lungs and how blood travels back to the heart - 3

Adapted from Movers Reading & Writing Marking Key (CELA, 2013:28) and Fuentes (2013:55-56, 68)

If the mark the learners get from their mini-test or task is accompanied by a simple *comment*, such as the ones suggested in 4., this can be more motivating and beneficial for their learning. Such comments can address the learners' performance and suggest where they can do better. For example: "75 - Very good, you can describe pulmonary circulation. You need to try harder to describe systemic circulation."

Less objective answers can be assessed through *analytical scoring rubrics* or *rating scales* which have criteria for assessing degrees of progression or achievement. Such rubrics can be used to assess more open-answer questions like the one suggested

in the *Estudo do Meio* mini-test. They can be particularly valuable for assessing speaking and writing tasks.

These *rubrics* can be both used to observe the behaviour of a learner in an activity/task as it is being carried out against a learning objective or specific assessment focus; and they can be used to mark the activity/task after it has been done. This tool involves a decision on the quality of the behaviour observed through numbers/levels or descriptions of progression while children are doing an activity/task.

As a marking tool these levels or descriptions of progress can make teacher assessment more practical and fairer and it will make it easier to provide specific feedback to the children. Two examples will be provided which can be used in writing and speaking tasks, such as the fact file and the oral presentation tasks suggested previously. Both take into consideration the 4-item rating scale used in Portugal for the first three years of early primary: from *poor* to *very good*. This example adds levels from 1-4, which corresponds to the Portuguese descriptive scale but suggests changing “poor” to “try harder” in order to convey a positive message for improvement.

Example 36 includes four assessment focuses, which relate to the initial learning objectives and to some of the suggested tasks. They are accuracy (but devaluing mistakes that do not disrupt communication), organisation (so as to focus on if the writing has a clear flow of thought and is divided in beginning, middle and end, which can be done even at this language level in 30-word texts, as shown in some of the suggested tasks), mechanics (capitalisation, punctuation and spelling) and task completion.

**Example 36 – A writing task rubric**

Name:		Class:		Date:	
Task/activity:		Focus/objective:			
Writing task rubric					
Focus	Level 1 (try harder)	Level 2 (satisfactory)	Level 3 (good)	Level 4 (very good)	
Accuracy	Frequent grammar mistakes cause difficulties in communicating.	Communicates even though there are some grammar mistakes.	Communicates with occasional grammar mistakes.	Communicates with rare grammar mistakes.	
Organisation	Rarely evidences organisation of ideas. Lacks beginning/middle/end.	Occasionally evidences organisation of ideas. Writing does not have a beginning/middle/end.	Usually evidences organisation of ideas. Clear beginning/middle/end.	Frequently evidences organisation of ideas. Effective beginning/middle/end.	
Mechanics (capitalisation, punctuation and spelling)	Frequent mistakes which makes it difficult to read/understand.	Usually communicates with mistakes. Needs regular editing.	Occasional mistakes. Needs little editing.	Rare mistakes. Almost no need to edit.	

Task completion	Has many difficulties carrying out the task.	Carries out the task successfully with some difficulty.	Carries out the task successfully with relative ease.	Successfully and easily carries out the task.
Comment: (good points and specific points for improvement)				
Action suggested:				

Adapted from Ioannou-Georgiou & Pavlou (2003:183), NCCA (2007:73) and West Virginia Department of Education (2008)

Example 37 includes more assessment focuses, which also relate to the initial learning objectives and to some of the suggested tasks, and target oral communication in a developmental level. The rating levels have only negative level (1) which is the one that relates to communication being impeded. By using these descriptive levels, it will be easier to see where children are at and act from there.

### Example 37 – A speaking task rubric

Name:		Class:		Date:	
Task/activity:		Focus/objective:			
<b>Speaking task rubric</b>					
Focus	Level 1 (try harder)	Level 2 (satisfactory)	Level 3 (good)	Level 4 (very good)	
Lexis & grammar	Uses very basic lexis and grammar with frequent mistakes	Uses limited lexis and grammar with frequent mistakes	Uses a variety of vocabulary and expressions, but makes some mistakes	Uses a variety of appropriate lexis and grammar with few mistakes	
Pronunciation & intonation	Inaccurate pronunciation and intonation makes comprehension difficult.	Pronunciation and intonation are sometimes inaccurate which makes comprehension difficult	Pronunciation and intonation are usually comprehensible/accurate with a few difficulties	Pronunciation and intonation are almost always very comprehensible/accurate	
Fluency	Frequent long pauses and hesitation cause difficulties in communicating	Some pauses and hesitation often cause difficulties in communicating	Some pauses and hesitation, not usually causing difficulties in communicating	Communicates with little hesitation and without long pauses	
Interaction/discourse management	Difficulties in initiating interaction and responding, taking turns and organising ideas/thoughts	Occasionally initiates interaction and responds promptly Occasionally takes turns and organises ideas/thoughts	Usually initiates interaction and responds promptly Usually takes turns and organises ideas/thoughts	Frequently initiates interaction and responds promptly, takes turns and organises ideas/thoughts	
Task completion	Has many difficulties carrying out the task	Carries out the task successfully with some difficulty	Carries out the task successfully with relative ease	Carries out the task successfully and easily	
Comment: (good points and specific points for improvement)					
Action suggested:					

Adapted from Ioannou-Georgiou & Pavlou (2003:182) and Pearson (2005:3)

Both examples include a *comment* slot which can include some “strong points” and “weak points” and an *action suggested* slot, so that you can better prepare what feedback to give to the learners and what he should focus his next action on.

## **8. Reporting** – on progress and achievement

### *Guideline 8 – Report on progress and achievement*

*What is it (not)?* It is the act of providing feedback to the children, their parents, other colleagues or the school directorate whenever it is necessary to provide information on learning progress and achievement. In order to be considered valid it needs to rely on the assessment focuses suggested for this learning setting. To be reliable, reporting also needs to be based on your reflection upon observation, feedback and the other assessment methods suggested in this section.





*Why is it beneficial for assessment?* They enable you to provide more formal information, to all the stakeholders mentioned above, either on how children are progressing or on how well they achieved their learning objectives.

*How and when to use it?* Whenever you need/are asked to. For example, when you meet with parents to check on learning progress in the middle of a term or to inform on achievement after learning has taken place at the end of the term.

*What kind of tools?* Learner-oriented reports, progress reports and end of term reports focused on the assessment focuses.

*Learner-oriented reports* are a tool that involves the learner as a rapporteur on their own assessment. Its design should be visually appealing to the learners, relate to their preferences or link to a particular content topic they are learning. They can be similar to the self-assessment *flowers*, *hands* and *cards* suggested in 4. but can also take other design that convey their achievements, such as spiderman climbing a building or a athlete on a podium. The important thing is that the tool is meaningful to the learners, enable them to critically judge how they have progressed in relation to what they are expected to achieve and boost their confidence about what they have achieved. These reports can be used to assess learning after each unit/block during a term and over the school year. Below is an example of spiderman climbing a building and several spiderwebs with blank spaces for the children to write the examples of what they can write about the body systems.





**Example 38 – A learner-oriented report on a specific block/unit**

Name:		Class:		Date:	
<b>My body systems report:</b>		I Can write what I know about the body systems.			
		 _____  _____  _____			

Adapted from Ioannou-Georgiou & Pavlou (2003:179)

A variation of this progress report could be used with a more language focus to convey for example what they can or like to speak about in English in each of the 3 terms of the school year. Learners provide an example of something they can say.

**Example 39 – A learner-oriented report for the school year**

Name:		Class:			
<b>My speaking report</b>		I Can ...			
		 _____ Date:  _____ Date:  _____ Date:			

Adapted from Ioannou-Georgiou & Pavlou (2003:179)

*Progress reports* can be used to record the level of development of the learners on several aspects of each skill so as to be more reliable. They can be used by the learners themselves at the end of each term over a school year to see how they have progressed in relation to each specific assessment focus. However, this tool needs to clearly address how the children learnt something so that it is understandable for them and help them remember what they did. It is similar to example 10 but more complete.

### Example 40 – A progress report at the end of the term

Name:	Class:	Date:	
<b>Body systems progress report:</b>	I can colour what I know 😊, know so-so 😐, or don't know yet 😞		
<b>Listening – I can:</b>			
recognise the names of the organs of the body systems	😊	😐	😞
complete a simple description of the body systems	😊	😐	😞
follow instructions to make a model of some of the systems	😊	😐	😞
answer questions about what the organs do	😊	😐	😞
<b>Speaking – I can</b>			
say the names of the organs	😊	😐	😞
describe how the organs work	😊	😐	😞
describe how the body system work in an oral presentation	😊	😐	😞
ask questions using correct intonation	😊	😐	😞
<b>Reading – I can</b>			
complete a simple text about why the systems are important	😊	😐	😞
label pictures about the organs of the body systems	😊	😐	😞
make my own model of the body systems	😊	😐	😞
look up for words in my body systems glossary	😊	😐	😞
<b>Writing – I can</b>			
organise my body systems glossary in alphabetical order	😊	😐	😞
Choose the correct headings for my glossary	😊	😐	😞
spell and write the names of the organs	😊	😐	😞
write a fact file about the body systems	😊	😐	😞
<b>Learning to learn – I can</b>			
assess my work and the work of my partners	😊	😐	😞
Correct my work the work of my partners	😊	😐	😞
look up for words in my glossary	😊	😐	😞
Keep my books and my folder clean and tidy	😊	😐	😞
<b>Behaviour/Attitude – I can</b>			
wait for my turn to speak	😊	😐	😞
work well in groups	😊	😐	😞
finish my work on time	😊	😐	😞
do my best	😊	😐	😞
<b>Learner's comments:</b>			

Adapted from Ioannou-Georgiou & Pavlou (2003:179)

*End-of-term* reports are filled in by the teacher and given to parents as a report of achievement. In Portugal such reports usually display all the curriculum subjects at early primary level, a descriptive mark (*poor, satisfactory, good and very good*) and a



comment for the achievements in each subject followed by an overall comment and the teacher's and the parent's signature and date.

The suggested example focuses on the language skills as well as on the remaining suggested focuses of assessment for this learning setting. Additionally, it provides a slot for comments that can best illustrate specific learner achievements in relation to objectives and criteria so as to ensure validity. The remaining subjects in the Portuguese curriculum could be added to the model if this were adopted by the teachers. Ideally, this report should be completed by both the content and the language teacher.

#### Example 41 – An end of term report card

End of term report card					
Name: _____		Class: _____		Term: _____	
Subjects	Very good	Good	Satisfactory	Try harder	Comments
English Listening Reading Speaking Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>E.g. Can follow oral and written instructions, understands simple sentences and short texts, can ask and answer questions but needs to work harder on pronunciation. Can write simple texts, such as a fact sheet on the circulatory system.</i>
<i>Estudo do Meio</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. can recognise the body systems, their organs and functions. Can identify phenomena and reactions associated to the body systems. Needs to try harder on the circulatory system.</i>
<i>Expressões</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>E.g. can make a representative model of the body system, using different materials.</i>
Learning to learn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>E.g. can assess his work using a correction key. Can use a glossary. Can keep his folder tidy.</i>
Behaviour/ Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. Can take turns to speak but needs to be more cooperative when working in groups; can pay attention and participates in most of the activities/tasks proposed.</i>
Overall comment/ Suggestions					
Teacher's signature _____			Parent's signature _____		
Date: _____			Date: _____		

Adapted from Ioannou-Georgiou & Pavlou, 2003:175

This section tried to make guidelines on how to plan a unit/block for assessment in an integrated ways with learning and teaching. As such, it attempted to suggest a variety of methods and practical techniques/tools ranging from an AfL purpose, by looking at learner progress, to an AoL purpose, focusing on achievement.

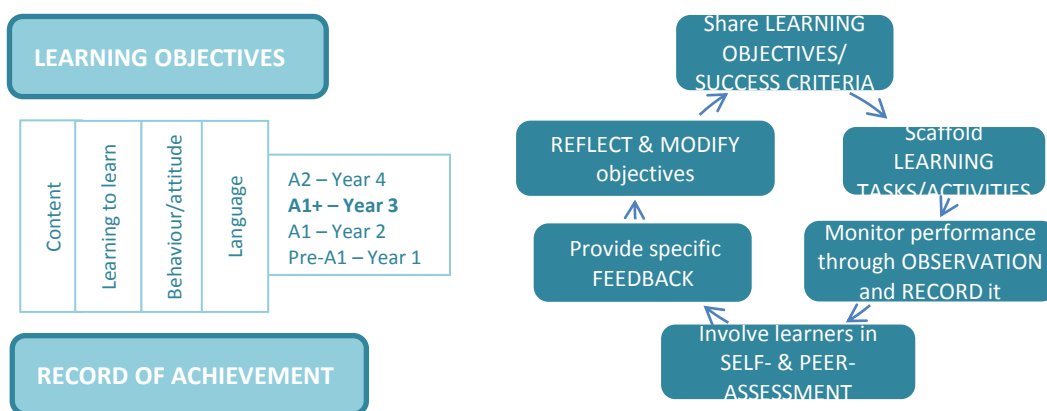
Although the examples attempted to tackle the four assessment focuses proposed, they mostly focused on language so as to respond to the Bilingual Schools Project teachers' needs (*cf.* Chapter 3), on cognition, to incorporate experts' views on best practice (*cf.* Chapter 2), on combining child-friendly characteristics with quality assessment criteria, so that they could concur with validity, reliability, positive impact and practicality. The examples were adapted from several sources, including these teachers' own work and some were created from scratch.

Some key points emerging from this section are that as a teacher working in this context you can make use of these guidelines and examples to better organise your collaborative planning with your content or language colleague before the start of a unit/block; this planning needs to involve learners and collect and reflect evidence of assessment to make teaching and learning more effective. Furthermore, you need to allow time in the lesson for the learners to revisit, edit and reflect upon their work. It is important to keep reminding yourself that assessment is part of the process and not just the end.

### 3. Assessment use – Integrated in a lesson learning sequence

Section 4 aims to show how assessment can be integrated into a learning sequence during a lesson. Example 42 is an adaptation of the LoA cycle so as to fit this EBE/CLIL learning setting at early primary level, as it depicts the stages or steps for planning, using and recording assessment.

#### Example 42 – Planning, using and recording an assessment sequence



Adapted from <<http://www.cambridgeenglish.org/research-and-validation/fitness-for-purpose/loa/>> [Accessed 10/01/2014] and <[http://www.britishcouncil.org/sites/default/files/bc\\_regionalpolicydialogues\\_baja.pdf](http://www.britishcouncil.org/sites/default/files/bc_regionalpolicydialogues_baja.pdf)> British Council Regional Policy Dialogues 2013-14 [Accessed 05/06/2014]

To show how the cycle works, a lesson plan from a language teacher of the Bilingual Schools Project teachers is used here so as to understand how assessment can be integrated in the learning sequence of the lesson. This is a follow-up lesson on the circulatory system lasting 1 hour. Previously, in the *Estudo do Meio* and *Expressões* lesson, the learners had been doing a paper model of the heart so as to be included in a booklet on the circulatory system.

The language lesson will now be redesigned according to the steps of the proposed cycle by comparing what was done with what can be done, integrating assessment. The lesson plan and accompanying material are provided at the end of this document.

### *Step 1 – Share learning objectives and success criteria*

#### *What was done?*

The objectives and criteria stated in the lesson plan combined language and content: “to listen, to read and understand a dialogue; to recognise words relative to the circulatory system; to recognise action words; to build short sentences; to follow instructions.” Both were expressed in the same way not differentiating what children were aiming at or how they could get there. At the beginning of the lesson, the children were only told that they were going to listen to a dialogue between two friends on the circulatory system, which took approximately 3 minutes.

#### *What can be done, integrating assessment?*

- Include behaviour/attitude and learning to learn and use WALT, WILF and TIB

The lesson can also include planning for behaviour/attitude and learning to learn objectives and criteria. It can start by calling the class to carpet time and then sharing WALT, WILF and TIB, as suggested in example 7, by writing these on the board or using them on a paper strip that can say:

#### **Learning objective WALT**

Today we are going to listen to a dialogue about the Circulatory system.

We are learning to build short sentences for a new dialogue.

We are going to work well in pairs.

We are going to assess our work.

### **Success criteria WILF**

This is what we are looking for:

- I Can listen to a dialogue about “Charlie, the silly boy!” and answer questions.
- I Can read the dialogue and Circle words about the circulatory system.
- I Can play a guessing game and build sentences.
- I Can work well in pairs.
- I Can assess my work/the work of my partners.

### **TIB**

This is because the words can help me remember the circulatory system better.

As the latter are shared with the class, the teacher can elicit examples from the children as to how they can work well in pairs: “I can take turns to speak.”; “I can help my partner.” as this helps raise their awareness on what they need to remember. This can take up to 10 minutes but will be worth it to make children aware of they are going to learn and are expected to do.

### *Step 2 – Scaffold the learning activities*

#### *What was done?*

The children were given a handout of a dialogue entitled “Charlie, the silly boy”, which was acted out by two teachers (5 minutes), and following this, a few questions were asked by one of the teachers to the whole group, to check comprehension about the dialogue and some children read the dialogue aloud (17 minutes); second, the teacher told learners to, individually, circle the key words (nouns, reflecting the language *of* learning for the circulatory system) in red (heart ...) and action words (verbs, to convey the language *for* learning) in blue (carry ...) (15 minutes); third, there were there were instructions for the learners to, individually, write 5 sentences building on the previous key language and one example was provided (“The heart pumps blood”) (20 minutes). The total time for the activities was around 57 minutes.

#### *What can be done, integrating assessment?*

##### ➤ Questioning

In the first activity, there was little exploration of the dialogue which visibly caught learners’ attention as they immediately asked to read it aloud. This enthusiasm could have been taken as an opportunity for assessing the depth of learning on the feelings associated to this circulatory system through LOCS and HOCS questioning. This

can be done by 5-8 minutes to engage in a dialogue with the children, in whole group, using the question cues provided in example 21. This requires planning of the questions and visual support to help learners produce the language. For example, by asking:

Who are the characters in the story? Can you remember their names?

With flashcards for letters J & C, to help learners recognise. (LOCS – Remember)

How are Jack and Charlie? Are they sad or happy? Who is scared? Why?

With flashcards for feelings, to help learners compare (HOCS - Analyse).

Why was Charlie's heart pumping like that? Can you show how his heart was pumping?

By eliciting the heart beat sound "pump, pump, pump", to help learners connect ideas with the (higher) heart rate and movement. (HOCS - analyse)

How do you feel about Jack? Was he really a silly boy or was he scared? Does he have a reason to be scared? Was Charlie a good friend? Why (not)? What do you think of the story?

To help learners express their feelings and judge (HOCS - evaluate)

#### ➤ Modelling

In the second activity, the instruction given by the teacher can be modelled by telling the difference between words (= names for the parts of the circulatory system) and action words (= actions that describe what these parts do). Then, by providing visual examples of each word, using the IWB or the OHP to display the dialogue handout; and, finally, by proceeding as in the lesson observed: by circling each word with the different marker pens to illustrate the difference. Moreover, pair work instead of individual work could be used in this activity so that one learner (learner A) can focus on the words and the other (learner B) on the action words and later compare their work. This can take round 10 minutes.

#### ➤ Giving the language first

Similarly, the third activity, where the children experienced more difficulty, can be scaffolded if children are provided with an opportunity to use the language orally before actually writing the sentences. Accordingly, learners can be set up in groups of four and play a quick guessing game, using a set of question cards that have to match.

The question cards can be similar to the ones provided in example 26 but adapted to this activity, as below:

Question card	Matching answer card
<p><b>What are we?</b>            We deliver oxygen and nutrients to the cells.            We also remove carbon dioxide from the cells.</p>	<p>We are the lungs.</p>
<p><b>What am I?</b>            I am red. I pump the blood to the lungs. I also pump blood around the body!</p>	<p>I am the heart!</p>
<p><b>What do we do?</b>            We are the veins. We are big and blue.</p>	<p>We carry blood with carbon dioxide to the heart.</p>
<p><b>What do we do?</b>            We are the capillaries. We are red.</p>	<p>We deliver oxygen and nutrient to the cells.</p>

The teachers can tell learners by saying that they are going to play a 5-minute guessing game in groups of four and then each of them has another 5 minutes to write one sentence about one part of the circulatory system and what it does.

For the first part of the activity, the teacher can tell learners they are going to get a set of cards with questions and answers that will be distributed between the group members. Each member in the group says "It's my turn", asks his question in the card and the member in the group that has the correct answer, reads it and says "I think we have a pair! Now it's your turn." And another learner repeats the drill. The teacher models the activity with two learners first. For the second part of the activity, the teacher can tell learners to turn the cards face down and write one or two sentences by answering two questions: *What am I?* and *What do I do?*

In this step, more alternation of interaction patterns were suggested as these are crucial contributors to reaching the learning objective and determining the success of an activity/task. Despite including the game, this will probably enable children to feel more confident in writing because the activity becomes more guided and with fewer sentences to write.

### *Step 3 – Monitor performance through observation and record it*

#### *What was done?*

Both teachers monitored the children's work, by checking understanding while they circled the words and wrote the sentences using the key language on the board. One of the teachers did not notice one of the children who asked for help. There were no informal or formal records of learner observation.

#### *What can be done, integrating assessment?*

##### ➤ Target group observation

Assessment could be integrated here by combining the overall monitoring of the class doing the activities with a more targeted observation focusing on a specific group of learners. In situations such as this one of the lesson observed where there is co-teaching in the classroom, both teachers can plan who will observe which group in more detail. The important point to remember is that the observation needs to be focused on the specific objective of the activity (what the children need to learn) and on its corresponding success criteria (how they can show they are getting there).

##### ➤ Informal and formal records

You can take quick (informal) notes on relevant aspects of the observation of the three activities performed by the group of learners you decided to focus on. After the lesson is over, those notes can be converted into more formal structured records while memory is still fresh. This can be done by using a checklist combining language skills, behaviour/attitude and learning to learn as the ones provided in examples 9 and 10, adapting the objectives to this specific lesson:

#### **Listening**

listen to a dialogue and answer open/closed questions  
listen to a simple description and identify nouns  
listen to a simple description and identify verbs  
follow instructions to carry out the activities

#### **Speaking**

Ask questions using correct intonation  
Answer questions

#### **Learning to learn**

self-assess work using criteria  
correct own work/work of partner

#### **Reading**

Read for specific information to  
circle names for organs/actions  
they do

#### **Writing**

write the names of the organs  
write short sentences about the  
organs and their functions

#### **Behaviour/attitude**

raise hand to speak  
wait for turn to speak

The formal structured record will have a very important role to play at the time of teacher decision-making not only when planning for future learning progress and adjusting objectives, but also at the time of summative assessment as a valid and reliable record of achievement.

*Step 4 – Involve learners through self- and peer assessment*

*What was done?*

There was no self- and peer assessment used in any of the activities in the lesson observed. The second activity (reading for specific information/word circling) was corrected on the board after children had been asked to count out loud the number of words and action words they had found in the dialogue handout. The learners were given little thinking time to answer questions. One of the learners corrected one of the teachers who deliberately mistook a noun for a verb. There was no time for correcting the third activity, where learners evidenced difficulties.

*What can be done, integrating assessment?*

It is important to allow time in the lesson for feedback so that this can feed into new modified learning objectives that help learners progress.

➤ Self-assessment

At the end of the first activity, the children can be asked to take 2 minutes to quickly judge how they enjoyed and how difficult they found the dialogue acted out by the teachers. Accordingly, they can be asked to show one to three paper hearts resembling the tools in examples 11 and 12: one heart if they did not like/understand the dialogue; two hearts if they did; and three hearts if they liked it a lot/understood almost the whole of the dialogue.

➤ Peer correction

In the second activity, children can be asked to, in 5 minutes, swap the dialogue handouts with their partner and spot any mistakes. This can be done by telling learners to compare their partner's circles to an answer key projected on the IWB or OHP (the



dialogue handout with the red and blue circles in the correct words/action words). A variation can entail having the learners mark each correct circle with one point.

➤ Self-correction

In the third activity, you can tell the learners to take another 5 minutes to check and edit their sentences by using the COPS poster provided in example 14. They can now be told to turn the cards face up so as to and then compare the sentences in the cards and their own sentences.

➤ Self-assessment

At the end of the lesson, the whole group of learners can be asked to take 5 minutes to self-assess their learning towards the lesson's overall success criteria using example 12 *three stars and a wish* self-assessment, so as to write 3 things they learnt that day and something they would like to learn or do in the following lesson.

It is important that the feedback from the children conveyed by these tools is recorded at the end of the lesson.

*Step 5 – Provide specific feedback*

*What was done?*

In some of the activities, there was explicit and immediate correction of pronunciation and there was praise.

*What can be done, integrating assessment?*

➤ Oral feedback

In this lesson there were some suggestions for getting feedback from the learners, namely through self-assessment, self- and peer correction. Oral feedback techniques can also be used in teacher/learner interaction while monitoring or correcting the activities. For example, in activity one, questioning can be accompanied by *elicitation* to naturally correct language of listening comprehension mistakes, such as below, where the teacher pauses so that the learner can complete the sentence:

Teacher: How are Jack and Charlie?

Learner: Charlie is sad.

Teacher: Hum, Charlie is sad and... (*The teacher acts scared*)

Learner: Charlie is sad and scared.

### *Step 6 – Reflect and modify objectives*

#### *What was done?*

Given the fact that there was not time in the actual lesson to conclude the lesson plan, the teacher said the third activity would be corrected in a follow-up lesson.

#### *What can be done, integrating assessment?*

There are various points for reflection in the suggestions for integrating assessment in this lesson that can feed forward into subsequent lessons. If the assessment records are reflected upon, they can be used to modify objectives. For example, teachers' notes from questioning will tell the teacher how listening needs to be further worked with the children; those from the guessing game and writing activity will confirm if such kind of scaffolding is necessary to support writing; the ones from the final whole group assessment can provide hints and links of how the teacher can adjust the objectives for a follow-up lesson. Considering what was in fact observed, it could be interesting to explore short dialogue building and role-play in a follow-up lesson given the fact that the learners were very keen on reading the dialogue out loud. Furthermore, careful time management, variability of interaction patterns and suitable scaffolding of the activities to design against objectives and criteria are also regarded as crucial to success in learning.

This final section of the framework attempts to show how assessment can be integrated in a lesson as part of learning and teaching. This simply needs understanding of the techniques and tools to use according to each assessment method suggested in Section 2 of the framework, so as to integrate them in the whole lesson. All in all, it requires careful design, scaffolding, observation, learner involvement and specific feedback against clear objectives and criteria as these are crucial to support learning and cater for valid and reliable achievement.

Original lesson plan used in this section:

1st Term		3rd Grade – Bilingual Class		3 <sup>rd</sup> week: 22 <sup>nd</sup> November, 2013	
Daily Plan					
Date	Day	Subject	Time	Assessment tool	
22/11/2013	Friday	Expresões	45 minutes	Thumb up thumb down	
Theme	Learning objectives	Success criteria	Key language	Materials	
Adventure 2 My body  <b>Circulatory system</b>	<ul style="list-style-type: none"> <li>- To listen, to read and understand a dialogue;</li> <li>-To recognize words relative to the circulatory system;</li> <li>-To recognize action words;</li> <li>-To build short sentences;</li> <li>-To follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen, to read and understand a dialogue;</li> <li>-To recognize words relative to the circulatory system;</li> <li>-To recognize action words;</li> <li>-To build short sentences;</li> <li>-To follow instructions.</li> </ul>	<b>Vocabulary:</b> <u>Circulatory system:</u> Heart, veins, arteries, lungs, capillaries, cells, blood blood, nutrients, oxygen, carbon dioxide, ...  <b>Verbs:</b> Sick, pump, go, look, carry, enter, send, connect, deliver, remove, visit, play...	<ul style="list-style-type: none"> <li>-chant</li> <li>-text</li> <li>-labels</li> <li>-blackboard</li> </ul>	
Activity – Procedure					
<b>Lesson plan</b>	<ul style="list-style-type: none"> <li>• Students are going to revise vocabulary related to the circulatory system and action words:                             <ul style="list-style-type: none"> <li>○ Teachers read the text “Charlie the silly boy”;</li> <li>○ Some students read the text;</li> <li>○ Students are going to: circle the words related to the circulatory system; underline action words; build sentences.</li> </ul> </li> </ul>				

Accompanying material – Dialogue entitled “Charlie, the silly boy”:

Charlie the silly boy



- Jack:** Hello Charlie! How are you?
- Charlie:** Hi! Jack. I think I am very very very sick.
- Jack:** Sick?
- Charlie:** Yes! My heart ... Listen! Pump, pump, pump...
- Jack:** Of course! It goes pump, pump, pump. Your heart pumps blood around the body.
- Charlie:** Look! Look at my veins. They are big and blue. I am going to die!!!!
- Jack:** Of course they are blue. The veins carry blood with carbon dioxide to the heart.
- Charlie:** Humm... carbon...dio...xi...
- Jack:** Then the heart pumps the blood to the lungs.
- Charlie:** To the lungs! Why?
- Jack:** Because the lungs remove carbon dioxide from the blood and then oxygen enters the blood.
- Charlie:** Are the lungs blue?
- Jack:** Of course not! Don't be stupid! The lungs are not blue. They are red.
- Charlie:** Oh!
- Jack:** The lungs send the blood with oxygen to the heart. Then the heart pumps the blood to the cells through the arteries.
- Charlie:** The blue blood?
- Jack:** No! No! Charlie. The red blood full of oxygen and nutrients.
- Charlie:** Oh! I see.
- Jack:** Then the capillaries connect the arteries and the veins. The capillaries deliver oxygen and nutrients to the cells. They also remove carbon dioxide from the cells.
- Charlie:** So I am not sick. I don't have to go to the hospital and visit the doctor.
- Jack:** Of course not! Let's go and play football.
- Charlie:** Football? Yeeeeeeeeeeeeeeeee!

