

Istituto _____

Primary

Secondary

Evaluation criteria for CLIL-Modules

CLIL-module 1 / 2 / 3:

I - MODULE PLANNING

Global aims/goals

Are the teaching aims clear? YES NO P

Are the learning outcomes defined? YES NO P

Is there a good balance between language and content objectives? YES NO P

Content

Is the module content linked to past learning? YES NO P

Is the presentation of new content clear? YES NO P

Is the content accessible? YES NO P

Is content distributed in different, progressive *steps*? YES NO P

Is a progression from simpler to more complex provided? YES NO P

Cognition (*thinking skills*)

Which thinking skills are involved in the steps of the different modules: YES NO P

Lower-order thinking skills: defining, identifying, classifying.....? YES NO P

Higher-order thinking skills: explaining, applying, comparing, hypothesizing...? YES NO P

Are appropriate *strategies* provided to develop thinking skills? YES NO P

Which ones?

Communication (*language*)

Is there a balance between the language of learning and the language for learning? YES NO P

<input type="checkbox"/> Are language items declined in <i>functions, structures and vocabulary</i> ?	YES	NO	P
<input type="checkbox"/> Which language activities are involved?	YES	NO	P
<input type="checkbox"/> listening			
<input type="checkbox"/> reading			
<input type="checkbox"/> speaking			
<input type="checkbox"/> interacting			
<input type="checkbox"/> writing			

Culture

<input type="checkbox"/> Does the content theme offer opportunities to develop pluricultural perspectives?	YES	NO	P
<input type="checkbox"/> Which curriculum links can the content theme encourage?		

Assessment planning

<input type="checkbox"/> Are summative and formative tasks provided?	YES	NO	P
<input type="checkbox"/> Are <i>criteria</i> established?	YES	NO	P
<input type="checkbox"/> Do the assessment criteria cover all the CLIL components (the 4 Cs) in an integrated way?	YES	NO	P
<input type="checkbox"/> Are assessment tests coherent with the learning process?	YES	NO	P
<input type="checkbox"/> Have alternative assessment forms (peer assessment, self-assessment, portfolio....) been considered?	YES	NO	P

II - LESSON DELIVERY

Lesson planning

<input type="checkbox"/> Does each step provide a balanced quantity of materials and tasks?	YES	NO	P
<input type="checkbox"/> Is each lesson planned in detail? (time, materials, activities....)	YES	NO	P
<input type="checkbox"/> Are the steps inside the lesson well defined?	YES	NO	P
<input type="checkbox"/> warm up			
<input type="checkbox"/> find out tasks			
<input type="checkbox"/> sort out tasks			
<input type="checkbox"/> output tasks			

<input type="checkbox"/> Are the proposed activities balanced btw the 4 language skills? (listening, reading, speaking, writing)	YES	NO	P
<input type="checkbox"/> Are real tasks provided?	YES	NO	P
<input type="checkbox"/> Are diversified activities provided (according to levels/learning styles)?	YES	NO	P
<input type="checkbox"/> Are reinforcement/remedial and in depth activities provided?	YES	NO	P

Teaching strategies

Which *strategies* are used to link new information to *previous learning*?

- KWL strategy
- brainstorming
- questions
- key words

Which *strategies* are used in order to *make input comprehensible*?

- oral scaffolding - questioning, paraphrasing, thinking aloud
- visual aids
- key vocabulary emphasizing
- speech appropriate for students' proficiency level
- graphic organizers
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Which *thinking strategies* are used to *support learning* (comprehension & production)

- oral scaffolding – questioning
- frames
- imitative writing
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Which classroom management activities are planned?

- whole class
- group work
- pair work
- individual activities

plenary

<input type="checkbox"/> Are learning strategies activities provided? (take notes, complete diagrams, ...)	YES	NO	P
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Teaching resources

<input type="checkbox"/> Which are the teaching materials provided? Are the materials authentic or adapted?	YES	NO	P
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<input type="checkbox"/> Is the use of the internet or IT suggested?	YES	NO	P
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<input type="checkbox"/> Are new technologies used by the teacher only or by the students too?	YES	NO	P
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<input type="checkbox"/> Has the concept of gamification been taken into account for the learning process?	YES	NO	P
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Assessment practice

<input type="checkbox"/> Are the assessment tools coherent with the learning process (do they test the objectives to check the learning outcomes?)	YES	NO	P
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<input type="checkbox"/> Do the assessment tests provide a big variety of exercises? (multiple choice/matching/True-False/filling the gaps/reading and understanding/open questions/write sentences/perform a real task/project work...)	YES	NO	P
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Adapted from:

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Quartapelle (a cura di) *Assessment and
Evaluation in CLIL*