cefire
Plurilingüisme

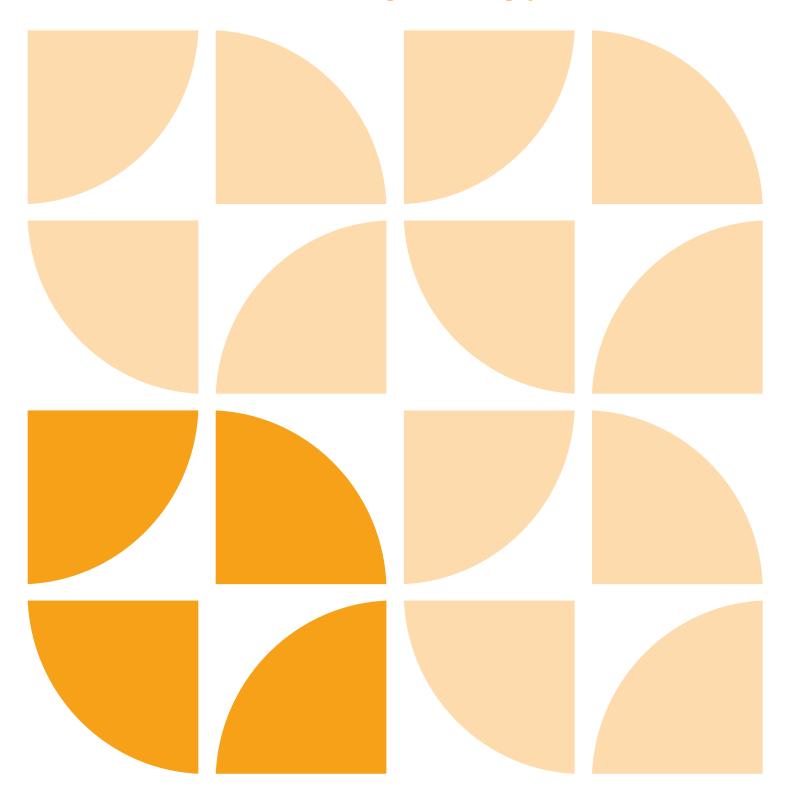# Assessment in the teaching learning process

Outcomes

1. Knowing assessment types and its characteristics.

2. Assessing in language-based teaching.

3. Compiling traditional tools and formats for assessing.

4. Familiarising with ICT tools for assessing.

5. Understanding the European Language Portfolio.

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1. Introduction

Assessment is teachers' key competence. It should not be considered as a set of techniques to be applied just at the end of a term, but as one of the foundations of the learning process, essential all the way through. Baily and Jakicic (2012) put in a nutshell the key questions to find out what assessment is about:

- What do we want students to know and do?
- How do we know they are learning?
- What do we do when they are not learning?
- How do we respond when they have already learned the information?

When applied to language learning or to CLIL-based subject learning, it is important to overcome the traditional obsession with error detection and with 'correctness'. Students should, instead, be offered a system of regular feedback that enables them to know exactly what is expected, what they can achieve, where they are and what they can do in order to advance. Put in other words, we should not teach for the test, but for the quest. Exams are, as we will see, just one of a number of tools and techniques to assess our students and they must not, by any means, be the ultimate goal of the learning experience. Teachers should rather set the conditions for studying to become a continuous research of knowledge and a never-ending skill acquisition process.

2. Assessment types and characteristics

2.1 Self-assessment, peer-assessment and teacher assessment

Depending on who is carrying out the assessment process, the following categories can be distinguished:

- **Teacher assessment** is conducted by educators or by an external agent.
- We speak of **self-assessment** when every student individually checks the degree of content, skill and procedure acquisition.
- **Peer-assessment**, instead, takes place when students play a double role, both as assessed and as assessors. It can also be applied to teachers' practice being rated by their pupils.

When all three kinds are applied, assessment quality is related to the degree of coincidence.

2.2 Diagnostic assessment

Also known as initial assessment, placement assessment or pre-assessment, it is the evaluation system devised to check students' previous knowledge and to detect their individual characteristics. All of this in order to fine-tune teacher's explanations, material exploitation and to place pupils better in an instructional sequence.

2.3 Summative vs. formative assessment

Let us borrow the educational researcher Robert Stake's (2017) analogy to explain the difference between summative and formative assessment:

When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative.

Therefore, summative assessment only certifies the degree of achievement when everything has been said and done, whereas formative assessment is a series of checks that inform and generate feedback to fine-tune the applied strategy. The former presents itself as assessment of learning, the latter as assessment for learning.

Formative assessment relies on formal and informal evaluation procedures conducted by teachers all the way through lessons and classes, whereas summative assessment seeks to convert final outcomes into numerical or standardised grades.

Besides, formative evaluation facilitates the metacognitive process, as students can reflect on what and how they are learning and are given time to make any necessary changes long before term marks are awarded.

The table below, inspired on the one by R. Prégent (2000), encapsulates the main differences between both types of assessment.

Table 1: formative vs. summative assessment

	Formative Assessment	Summative Assessment
When	During a learning activity	At the end of a learning activity
Goal	To improve learning	To make a decision
Feedback	Return to material	Final judgement
Frame of reference	Always criterion (evaluating students according to the same criteria)	Sometimes normative (comparing each student against all others); sometimes criterion
Motivation	Intrinsic	Extrinsic
Learning	Assessment for learning	Assessment of learning
Object	Assessment of a process	Assessment of a product

Source: CEFIRE Específic de Plurilingüisme (2018), based on R. Prégent (2000).

2.4 Assessment with no test

There are other assessment tools beyond and before tests, also known as **formal evaluating procedures.** When it comes to gathering facts and figures about student progress, teachers have at their disposal quite a few alternatives. The following is a list of the so-called **informal procedures** based on the compilation by Steve Wheeler (2017).

- **Teacher assessment**

It is a traditional time-tested method but an efficient one if used appropriately. Both **questioning** in class and **teacher observation** can give insight into the degree a pupil is mastering a particular topic and whether they are disengaged or motivated.

- **Show and tell**

As you have already seen in Unit 3, Bloom's taxonomy (1956) establishes a continuum of lower and higher thinking skills: knowledge, comprehension, application, analysis, synthesis, and evaluation. Roughly speaking, it could be said that the learning process goes from *presenting* to *re-presenting*. Once students have received new contents, they should be given the chance to make them their own by analysing and synthesising them. Hopefully, the final outcome will be a representation in the shape of a mini-lecture, a slide-show or a video, which are evaluable products.

Talking about what they have learned to the rest of the class creates a relevant and motivating context that students enjoy, especially if they feel passionate about the proposed topic. Besides, it helps them develop key skills such as listening, speaking in public and articulating their thought.

- **Project-based learning**

It is a student-centred pedagogical approach. Rather than answers, students are provided with challenging real-world problems. A project may last just some lessons, a term or a complete school year. Students develop important skills such as resource and time management, negotiation, decision-making and leadership.

- **Games**

Despite the fact that some of them are quite competitive, in-class games are always fun and a great asset to create a nice atmosphere. They are an efficient tool to present and review grammar and vocabulary points and, thanks to them, skills such as reasoning, problem solving, communication and teamwork are developed. They are also very useful for teachers to get insight into how far students have progressed by means of their levels and scores.

- **Portfolios**

Portfolios in general and e-portfolios in particular are a fine tool to monitor students' performance. They only have the caveat that students should be given clear instructions and criteria about what they are expected to collect. Depending on the subject, a portfolio might contain projects, documents, maps, tables, experiments, interviews, recordings, CVs, surveys, questionnaires, slide shows, and much, much more. Besides, they facilitate metacognition and help students learn to learn, as they can also contain notes and comments by students themselves, classmates and teachers.

In the case of modern languages, an additional value of portfolios is the fact that they may easily be transformed into a lifelong vade mecum. They can contain the repository of the best written and spoken productions by the students, which will, undoubtedly, improve their future employability.

2.5 Backwards design

It is an approach linked to summative assessment. It consists of the idea that tests and exams should be conceived and developed first and that all the activities and lessons leading up to them should be created later.

2.6 Objective and subjective assessment

In this dichotomy, two types are distinguished. On the one hand, single correct-answer questioning practices and, on the other hand, questions whose answer has different right answers or various ways of expressing it. Examples of the former, known as objective assessment, are tests whose question-types are multiple-choice, true/false or matching questions. The latter, instead, which fall into the category of subjective assessment, include open-answer questions, extended-response questions and essays. The increasing popularity of computer-based or online assessment has brought about a more frequent use of objective exams.

2.7 Assessment quality and adequacy

When it comes to measuring the quality and adequacy of an assessment system, there are different terms that should be taken into account.

- **Reliability** is the consistency of a test to produce similar results with similar students. A multiple-choice test, for instance, should give analogous outcomes with students of the same profile.

- **Validity** is the capacity of testing correctly what a test is supposed to test. To give an example, a driving exam would not be valid, if it were only theoretical, as testing the on-the-street part is essential.

- **Norm-referenced tests** rank students from worst to best. This is the case, for example, of university entry exams that fix the maximum number of candidates admissible.

- **Criterion-referenced tests** are those in which each individual student's score depends solely on whether they answer the questions correctly, regardless of whether their neighbours did better or worse.

- **Academic dishonesty** is another factor to be considered. It encompasses issues such as identity fraud, cheating or plagiarism.

3. Language curricular integration and CLIL

3.1 Assessment elements

3.1.1 Assessment and language curricular integration

In Unit 2, we have studied different regulations on curricular language integration in our education system. All of them emphasise the necessity of an approach which integrates languages from a communicative point of view. This is why teachers should reach different agreements on the communicative methodology in their lesson plans. At the same time, they should integrate them with different assessment approaches (self-assessment, peer-assessment).

In order to reach these agreements, it is necessary to set up complementarities in languages such as: text genres, grammatical aspects, literary genres, types of correction, etc. Furthermore, differences between them should be established as well. By this, we mean phonetic, syntactic or morphological elements among other important points.

In this context, all the linguistic agreements should be reached taking into account the CEFR in order to articulate curricular language integration according to student language competence.

3.1.2 Assessment and CLIL

In CLIL contexts, teachers must assess the acquisition of language and content, which takes place within a linguistic framework. In order to assess both, we should bear in mind all the agreements previously commented in epigraph 3.1.1 and include the communicative approach agreed by the school. These elements provide valuable opportunities to assess languages or contents in all curricular subjects.

Table 2. CLIL teachers have in SIOP (Sheltered Instruction Observation Protocol) a very convenient assessment tool. The version presented below was adapted by Carme Florit in 2010.

SIOP Model: Lesson Observation Protocol

Date: .... Time: .... School:...

Teacher: .... Subject: .... Grade: ....

N° pupils: . ... Classroom: .... Materials: ....

Preparation	Highly evident		Somewhat evident		Not evident	No answer
Planning	4	3	2	1	0	NA
Clearly define content objectives.						
Clearly define leanguage objectives.						
Use supplementary materials to make lessons clear and meaningful.						
Adapt content to all levels of student proficiency.						
Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities.						
Building Background	4	3	2	1	0	NA
Make clear links between students' past learning and new concepts.						
Explicity link concepts to students' background experience.						
Emphasize key vocabulary.						
Comprehensible Input	4	3	2	1	0	NA
Speak appropriately to accommodate students" proficiency level.						
Clearly explain academic tasks.						
Use a variety of techniques to make content concepts clear.						
Strategies	4	3	2	1	0	NA
Consistently use scaffolding techniques throughout lesson.						
Employ a variety of question types.						
Interaction	4	3	2	1	0	NA
Provide frequent opportunities for interaction and discussion.						
Group students to support language and content objectives.						
Consistently afford sufficient wait time.						
Give ample opportunities for clarification for concepts in L1.						

Practice-Application	4	3	2	1	0	NA
Supply lots of hands-on materials.						
Provide activities for students to apply content/language knowledge.						
Integrate all language skills into each lesson.						
Lesson Delivery	4	3	2	1	0	NA
Clearly support content objectives.						
Clearly support language objectives.						
Engage students 90-100% of the lesson.						
Appropriately pace the lesson to students' ability level.						
Review/Assessment	4	3	2	1	0	NA
Provide comprehensive review of key vocabulary.						
Supply comprehensive review of key content concepts.						
Regularly give feedback to students on their output.						
Conduct assessment of student comprehension and learning.						

Source: Jana Echevarria, Mary Ellen Vogt and Deborah J. Short (2010). The SIOP Model Observation Protocol. Adapted by Carme Florit in *Pràctica Docent Efectiva* AICLE (2009-2010).

3.2 CLIL assessment in the classroom

3.2.1 Content or language?

When assessing in CLIL, we must consider the balance between content and language. What do we assess: content, language or both? In fact, CLIL assessment is highly based on content. However, in the words of Coyle (2015), the teacher should consider the linguistic demand linked to the way the "unit" has been developed. From this statement, we can derive that, in CLIL contexts, language is an important factor that should not obstruct the ability of students to express the concepts or to demonstrate the skills and attitudes that are basic in the outcome objectives. The CLIL assessment process should not forget the three dimensions commented in Unit 3.

CONTENT ⟶ PROCEDURE ⟶ LANGUAGE

3.2.2 Transparency

In CLIL, and in every learning process, it is essential to share the assessment criteria with students so that they can understand the different implications derived from the different tasks and from their own actions.

The acronyms WALT (We are learning to...) and WILF (What I'm looking for...) are really useful for youngsters when learning. They are easy to share with quite young children, helping them to understand how assessment will be implemented. WALT and WILF can be transformed into poster characters who express messages. *Image 1* illustrates it.
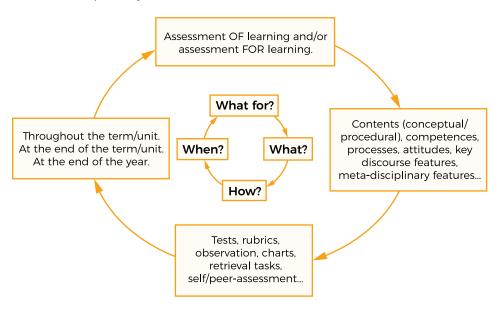
Image 1: Self-reflection

number	self reflection
4	I know this VERY well. I feel like I could teach it to someone else.
3	I feel like I know this pretty well. I get almost every question right the first time.
2	I feel like I am still learning this. I still have some questions and am unsure sometimes.
1	I have LOTS of questions. I am not sure what to do most of the time.

Source. M. S. (2017, January 3). Self reflection. (N. T. Pencils, Ed.)

Assessment transparency might usefully be summarised with the broad categories of measurement represented in the *Image 2*.

Image 2: Assessment transparency

Source: Ball, P., Kelly, K., Clegg. J. (2015: 375).

3.2.3 Assessment and students

As we have previously commented in heading 3.1.1, in CLIL contexts, language is important and it is a factor which should not obstruct the ability of students to express the concepts or to show the skills and attitudes that are basic in the outcome objectives. Thus, how could we approach assessment in CLIL? We should focus on these aspects:

- What is the linguistic demand of the lesson plan?
- What is the relationship between the text and the task (final task or project)?
- Does the communicative demand allow to complete the task?
- Does the task (the final task and the project) involve reading, writing, listening or speaking?

If these questions are rigorously planned, the CLIL learning process will allow the students to effectively manage the task by:

- Deciding the key point or the purpose of the task.
- Understanding the conceptual point of the task.
- Being able to structure the information of the task.
- Being able to use the language for interacting, contrasting, comparing and giving opinions.

4. Rubrics

In educational contexts, the term rubric is described as a particular type of assessment tool. Basically, they are tables that allow teachers to objectify the outcomes of learning tasks and projects. Their constituting elements are **criteria** (on the first column), which are the breakdown of what is expected to be achieved, **levels** (on the first line), which are the scaling rates, and **descriptors,** which are examples to illustrate the matching of both.

By combining them in a meaningful way, teachers establish a good parameter system to assess student learning and to facilitate lesson plans. Rubrics should also be shared (and even agreed on) with students at the beginning of the unit, term or school-year. Besides, on doing so, both self- and peer-assessment are promoted. In addition, Rubistar provides teachers with a wide range of rubrics to choose and customise.

Table 3. Rubrics to assess the didactic unit

ASSESSMENT	PASS			FAIL
	EXCELLENT	GOOD	SUITABLE	IMPROVABLE
Structure				
Unit	The unit has all the structural elements and it's really worthy because of the quality and purpose.	The unit has all the structural elements.	The unit has got most of the structural elements.	There are quite a lot of the structural elements missing.
Lesson	The lesson is structured taking into account the proposed model, with the learning objectives related to the 4Cs and the three types of activities.	The lesson is structured taking into account the proposed model, with the learning objectives related to the 4Cs and the three types of activities. There are some elements which are not fully explained.	The lesson is structured taking into account the proposed model, but there are some elements missing.	The lesson is not structured taking into account the proposed model even though there are some common elements.

Objectives				
Student's learning objectives	There are content, cognitive, cultural and communicative learning objectives. The latter contain the language needed for the unit and for the interaction with the students.	There are content, cognitive, cultural and communicative learning objectives. The latter contain the language needed for the unit and for the interaction with the students. One of the objectives is not very represented or isn't represented at all.	There are one or two objectives missing.	There is no clear differentiation between the types of objectives due to how they are formulated or described.
Resources				
Resources and materials	The materials and resources are varied and complementary. They are presented in different formats (audio, video, ICT…) and they are adequate to the possibilities students have of comprehension, expression and interaction. Everything with CCC license.	The materials and resources are varied and complementary. They are presented in different formats (audio, video, ICT…) but most of them are presented on printed resources. Everything with CCC license.	The materials and resources are varied and complementary but they are only presented on printed resources.	There are no resources. There is only a sequence of activities.
Task				
Final task	The task the student has to do at the end of the unit is linked to the contents and abilities dealt with in the unit. Moreover, it is relevant, interesting, outstanding, motivating and inserted in the social practice.	The task the student has to do at the end of the unit is linked to the contents and abilities dealt with in the unit. Moreover, it is inserted in the social practice.	The task the student has to do at the end of the unit is linked to the contents and abilities dealt with in the unit, but it is not inserted in the social practice.	The task the student has to do at the end of the unit is neither linked to the contents and abilities dealt with in the unit, nor inserted in the social practice.
Assessment				
Implementation	There are three planned steps in assessment: initial, continual and final. At the final assessment, there is an evaluation of both procedure and learning outcomes: materials, teacher's role and teaching-learning process.	There are three planned steps in assessment: initial, continual and final. At the final assessment, there is an evaluation of the learning outcomes and of some of the elements of the process: materials, teacher's role and teaching-learning process.	There are three planned steps in assessment: initial, continual and final. At the final assessment, the learning outcomes assessment or the process assessment is missing.	One/Some of the three steps in the assessment is missing: initial, continual or final.
Assessed elements	The assessment includes the linguistic contents, the specific content curriculum, the cognitive abilities development and the presence of cultural elements.	The assessment includes the linguistic contents, the specific content curriculum, the cognitive abilities development and the presence of cultural elements, but some of the four elements are not very represented.	The assessment includes the specific content curriculum and the cognitive ability development area, but there is no reference to the linguistic content or to the presence of cultural elements.	The assessment does not include most of the following elements: the linguistic contents, the specific content curriculum, the cognitive abilities development and the presence of cultural elements.
Key competences				
Key competences presence	In this unit, all the key competences worked are specified.	In this unit, the linguistic key competence and that/those related to the area/subject are specified.	In this unit, only the key competences related to the area/subject are specified.	None of the key competences are specified in this unit.

Source: CEFIRE Específic de Plurilingüisme (2018).

5. European Language Portfolio (ELP)

5.1 What is the ELP?

The European Language Portfolio, along with the Common European Framework of Reference for Languages (CEFR), is the response to one of the aims of the Council of Europe: to promote the degree of plurilingualism and multiculturalism among the citizens of its member states. As we will see, even if it is a complete language learning approach, its emphasis on self-assessment and its potentialities as an assessment tool for the language or subject-based language class justify its presence in this unit.

The ELP was developed by the Strasbourg-based Language Policy Unit at the turn of the twenty-first century and its resolution was adopted by the Standing Conference of Ministers of Education in 2000. Basically, it is a repository where users can store their linguistic productions, register their achievements, self-assess their progress and reflect on the way their learning is taking place and can be improved. Let us take a look at it in detail.

5.2 Aims of the ELP

Besides its main goal, which is to promote plurilingualism and multiculturalism among its users, the following are the aims intended to be attained by the ELP:

- To enhance lifelong plurilingual learning, both in formal and informal contexts.
- To offer a coherent means to store and register the user's communicative competence in different languages.
- To motivate learners by incentivising their efforts to diversify the languages they speak and to upgrade their skills in all of them.
- To provide an internationally recognised record for the owner to be able to showcase their linguistic and multicultural achievements, both useful in academic and labour environments.

5.3 Components of the ELP

The ELP is made up of three elements:

- The **passport**, where the owner's languages are registered according to their CEFR competence levels.
- The **dossier** is a repository where the best spoken and written productions are stored.
- The **biography** is a document where the owner notes down his/her experiences in each language.

5.4 Functions of the ELP

The European Language Portfolio has a double function.

A pedagogical tool

- It intends to facilitate language learning by making it more transparent for students.

- The ELP is privately owned by the user, which makes of it, basically, a self-evaluation tool. When answering the passport checklists, the owner is assessing the reference level the learner has in the different language activities (reading, writing, listening, spoken production, spoken interaction).

- In a formal educative context, students can be asked to show and share what they consider their best spoken and written productions among the ones stored in their dossier, which provides teachers with a formative and summative assessment tool.

- Positive terminology is privileged (*can do* statements) and the obsession with grammatical correctness has been abandoned.

- Besides, it enhances the student's autonomy, as the reflections consigned in the biography go hand in hand with the learning to learn skill. The obstacles encountered, the proposed solutions and the way a language is learned are supposed to be written down by the learners.

An informative or recording tool

- The ELP works also as a repository for the best spoken and written productions by the student, which can be accessed, reused and built on in future academic challenges.

- Besides, as a lifelong tool, the ELP is intended to be used as a real or virtual folder for the owner to showcase their achievements in different languages and CEFR skills.

- Its standardised register aims also to facilitate the owner's mobility across borders, study enrollments and workplaces.

Some problems and misunderstandings may arise if the ELP philosophy is not properly understood and applied. Its use in the classroom should not be perceived as an extra burden in teachers' and students' workload. Nor as a collection of forms and files to be filled out with little or no connexion to the day-to-day praxis. It is, instead, a holistic methodological approach in which regular self-assessment on the part of students needs to be promoted by teachers.

5.5 The Valencian ELP

The Servei d'Educació Plurilingüe (SEP) is the department entitled by the Valencian educational authorities to promote and implement the European Language Portfolio in our territory. Besides the pen-and-paper version, there is also an online alternative (ELeP) for students over 14.

The regulating resolution is published roughly on a yearly basis. The involvement is at school level and both L1 and, at least, one L2 teachers are supposed to participate. A first year is previewed in which teachers receive tailored training and draft the guiding document for their school. From the second year on, the school is asked to apply the register and reflection principles of the European Language Portfolio.

6. Chalk-and-talk assessment tools

6.1 Traditional tools

Firstly, we should highlight the traditional assessment types for CLIL sessions: self- and peer-assessment worksheets.

- Group work/interaction assessment grids

- Task performance grid (accuracy, presentation, support, etc.)

- Tests in different formats and with the possibility of using manipulative materials

6.2 Formats

As for formats, below, there is a list of five alternative tools:

1.- Recording to a grid:

- It requires little language knowledge to stimulate content recall.

- It activates/organises thinking.

- Once completed, the grid can be used for a further task, involving pair work (negotiating).

2.- Reading visual texts of all types:

- Matching pictures to vocabulary.

- True/false.

- Gap-filling from a box.

- Decision task (two versions are given and the correct one has to be chosen).

3.- Matching information:

- With this format, showing comprehension should always involve real decisions based on concept understanding (ex.: matching sentence halves).

- The focus is on meaning.

4.- Labelling:

- The simplest of all the productive formats, it comes in single-word form.

- It is very useful at elementary level or in the introduction-phase of the lesson.

5.- Other productive formats:

- They are more complex.

- When you want your students to speak or write, they need a model.

- They also need scaffolding activities (note-taking, fill-in a grid).

- First in pairs/groups, then individually.

7. ICT assessment tools

The following list of platforms and ICT tools is, by no means, a closed one. It just intends to be a compendium of some fine online resources that can be adopted easily by teachers.

7.1 Learning Management Systems (LMS)

LMS are an all-in-one toolkit for teachers because they are, when fully exploited, a gradebook, a document and media repository, an assignment and quiz-deliver system, a handover collector and a classroom-adapted social network. Let us take a look at some of them.

- **Mestre@casa** 🔗

First and foremost, Mestre@casa should be mentioned, as it is the web portal set up by the *Conselleria d'Educació, Investigació, Cultura i Esports*. Its mail and repository services are at the disposal of both Valencian teachers and students to reach out to each other and to hand in and hand out documents and homework.

- **Google Classroom and Edmodo** 🔗

They are two of the best. The former is one of the most popular ones. Its only drawback is that, even if it can be used by particular users, no teacher can adopt it legally on their own. The whole school involvement is compulsory.

- **Online spreadsheets** 🔗

They are also a very valuable assessment tool, especially if we use third-party add-ons that enable us to share marks and comments with our students. Such is the case of DRIVE spreadsheets + YAMM or AutoCrat. Both work as a mail merge that allows us to send personalised e-mails to our students.

- **Google Docs + Doctopus** 🔗

The cloud store service provided by Google is, by itself, a nice platform to set up portfolio-like environments. The fact that documents can be owned and edited by both students and teachers opens a broad palette of possibilities. Handing in and handing out assignments is ubiquitous and instantaneous. Besides, students might receive personalised comments and indications on their productions from their teachers or even from classmates, provided the documents are shared with each other.

Doctopus is a third party add-on which facilitates enormously the task of creating, sharing and collecting assignments. A template is chosen and replicated to every student's (or team's) folder. If desired, documents can be closed down for correction when the set deadline is over.

7.2 Test-makers

Below, there is a list of just a few of the increasing number of platforms that allow teachers to create online questionnaires.

- **Google Forms** 🔗

Over the last years, Google Forms have been updated to offer this service. They can easily be converted into quizzes.

- **Flubaroo** 🔗

It is a free tool that helps convert a Google Form into a multiple-choice or fill-in-the-blank assignment or test. Students can receive a personalised email with both marks and mistakes. Another interesting feature is that open-answer questions can be corrected manually online.

- **Socrative** 🔗

Besides quizzes, this platform is also very good at generating reports at student, class or question level. It also incorporates in-class questioning to get insight into student engagement and game-like activities.

7.3 In-class and online quizzes

The platforms selected here share some of the features of the ones in the previous heading. They have been packed together because of their emphasis on fun contest-like activities.

- **Quizlet** 🔗

This platform has reinvented flashcards. Teachers (or students) can set up collections and put them together in classes (folders). A particular student's activity can be tracked online and the flashcards can be accessed on different screen devices. Besides, different study and play modes are offered.

Among the in-class possibilities, *Quizlet.live* stands out. It is a game-like contest with a very high potential to create a nice classroom atmosphere that generates scores at the end of every game that can be transformed into assessment items.

- **Kahoot** 🔗

It is very popular and equally great when it comes to building a nice classroom climate. The team contests may take the shape of multiple-choice quizzes or jumbled pieces to be put in order. It is also very good to conduct class surveys and discussions. As for assessment, it should be pointed out that all scores are easily exported into a downloadable spreadsheet.

- **Plickers** 🔗

It shares some of the features of the previous ones but with a more austere approach, which makes of it the platform of choice when tablets and smartphones are not available or allowed in the classroom. An overhead projector, the teacher's handset and a computer are the only requisites.

- **Flippity** 🔗

This Drive spreadsheet add-on offers lots of game-like and classroom management options, all of them worth exploring and experimenting in class. Anyway, the Quiz-Show should be highlighted, as it is a good tool for both improving the class atmosphere and reviewing studied points. The final score visualises every team's grasp of the topic and can be converted, if desired, into teacher's notes or marks.

7.4 Gamification

Gamification consists in using some elements of game playing (such as point scoring, competition with others, roles and rules) in an educational context with the aim of enhancing student engagement and motivation. Classcraft is a good example which uses the narrative elements of an epic adventure as a teaching and testing environment.

8. Conclusions

As we stated at the beginning of this unit, assessment is second to none in importance in the teaching profession. The different types and techniques that have been presented should be applied all the way through, from lesson planning to grading, and even more during class delivery. Language and CLIL-based subject teaching require from us a very attentive and generous look at what and how our students are learning. Error and mistake hunting are practices that should be left aside and replaced with an assessment system that checks pupil progress and gives rich feedback in order to modify learning strategies and to acquire key skills.

All in all, assessment should be a competence as intrinsically motivated as possible. The way we evaluate and teach to evaluate will be a valuable asset for our students to be able to respond to academic constraints to come and to showcase their achievements when it comes to dealing with future labour challenges.

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