

## Early Bilingual Education and Content and Language Integrated Learning Assessment in Primary Education: Assessment Beliefs, Knowledge and Practice in Portuguese State and Private Schools

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**Abstract** | Educational provisions, such as Early Bilingual Education (EBE) and Content and Language Integrated Learning (CLIL), where curriculum content is learnt, taught and assessed through the means of an additional language, are not yet widespread in general primary and secondary education in Portugal. Knowing how to assess in such provisions, which have a dual focus on the mastering of language proficiency and content knowledge and skills, can be intricate. The first step towards building a rationale for soundly assessing language and content at early primary level in Portuguese schools needs to first understand how teachers working in EBE and CLIL education settings view assessment and what they do with it in the classroom. This article analyses the research findings of a small scale national research study conducted in Portugal in 2013/2014 on EBE and CLIL assessment beliefs, knowledge and practice on the part of teachers working in a national pilot on early bilingual education – the Bilingual Schools Project teachers (BSPT) and teachers working in similar provisions in private schools – the Non-Bilingual Schools Project teachers (NBSPT).

**Key words** | Assessment, formative assessment, assessment for learning, learning-oriented assessment, bilingual education, CLIL, primary education, teacher education

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## Background and Context

Unlike the European trend whereby CLIL provision is common in primary and secondary schools, Portugal is only known for having small-scale CLIL pilot projects in primary and secondary education (Eurydice 40). One of those pilot projects was the Bilingual Schools Projects, a national pilot jointly implemented by the Directorate-General for Education/Ministry of Education and the British Council Portugal in a number of primary schools in Portugal in 2011/2015, targeting 6-10 year-old children.

This pilot project came to an end in 2015 and currently there is a national programme with a wider scope, from preschool education to upper primary (ISCED<sup>1</sup>), to which Portuguese schools can apply every year<sup>2</sup>.

Within the former pilot project in primary education, content teachers taught part of the curriculum of *Estudo do Meio* (a combination of Science, History and Geography) and *Expressões* (Self-expression skills such as Music, Art and crafts, etc.) through the medium of English using a CLIL approach and in this they were assisted by their English language colleagues who also taught English as a Foreign Language.

Since this was an innovative project in the Portuguese educational context at the time, there were practical challenges for the classroom, notably as to how to cope with assessment in a specific setting where content was learnt and taught in a foreign language.

Furthermore, as a Masters student, at the time, I had also 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. This was particularly relevant in a national context where summative assessment has traditionally been highly valued in practice, there were no guidelines to support teachers in classroom assessment let alone CLIL assessment and where English language teaching (ELT) had recently gained higher status in the Portuguese education system. English, for example, became the first foreign language in the curriculum, starting in year 3, and specific learning outcomes<sup>3</sup> and Common

European Framework of Reference for Languages (CEFR) levels were set for the development of English language ability according to each school year.

Consequently, all this has motivated me to think something was needed to help the teachers working in this context and I turned my focus to CLIL assessment at early primary level, notably the assessment of English language skills and curriculum content.

### **Introduction**

This article refers to the findings from one of the methods used in an action research project conducted in the scope of a Master's thesis on ELT at Faculdade de Ciências Sociais e Humanas – NOVA Lisbon in 2013/2015<sup>4</sup>. The purpose of this action research was to understand what teachers working in an EBE/CLIL context at early primary level in Portuguese schools think, know, do and need as regards assessment. This particular method consisted of a questionnaire (Appendices 1a and 1b) applied to teachers working in state and private schools which aimed at investigating the following research questions:

- What are these teachers' beliefs, knowledge and practices towards assessing young learners' 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?

The findings from the questionnaire attempt to provide a reference point for establishing a comparison between teachers working in different EBE/CLIL settings in Portugal at early primary level.

## Methodology

### *Profile of Respondents*

The respondents are of two kinds: teachers (the Bilingual Schools Project Teachers – the BSPT and the Non-Bilingual Schools Project Teachers – the NBSPT). 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 the questionnaire).

The NBSPT group involved 46 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 *Tecnologias de Informação e Comunicação* (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 three years (60.9%) (data from Part A of the questionnaire).

### ***Piloting, Anonymity and Sending out the Questionnaire***

Three Survey Monkey collectors were used to collect data: one for piloting purposes whereby a group of 14 colleagues working in foreign language teaching were asked to pilot the questionnaire before it was sent out to the subjects under study. Two different collectors were used to collect data from the two groups of respondents: the BSPT and the NSBT groups.

The anonymity of respondents was always preserved as the online answers via Survey Monkey did not collect personal data or IP addresses.

The data collection from the BSPT group of subjects was authorised by the Directorate-General for Education/ Ministry of Education and the British Council Portugal, as coordinators of the Bilingual Schools Project, by the *Monitorização de Inquéritos em Meio Escolar – MIME*<sup>5</sup> (Monitoring Surveys in School Settings) and by head teachers of the bilingual schools.

The *Associação Portuguesa de Professores de Inglês* (the national association of teachers of English as a foreign language) and *Associação Portuguesa do Ensino Particular e Cooperativo* (the Portuguese association of private schools) kindly agreed to send out the questionnaires to the NBSP group of subjects.

### ***Questionnaire Design***

The data collection comprised four parts (A, B, C and D) and a total of twenty closed questions on the following topics: professional data (Part A), aiming at understanding what kind of background these teachers had as far as EBE/CLIL at primary levels are concerned; their views on learning, teaching and assessment, which was intended to understand these teachers' beliefs (Part B); their degree of confidence on the topic of assessment (Part C), so as to know how literate or knowledgeable of assessment these teachers were; and their assessment practice (Part D), in order to come to understand how these teachers actually tackle classroom assessment in this context.

## Findings

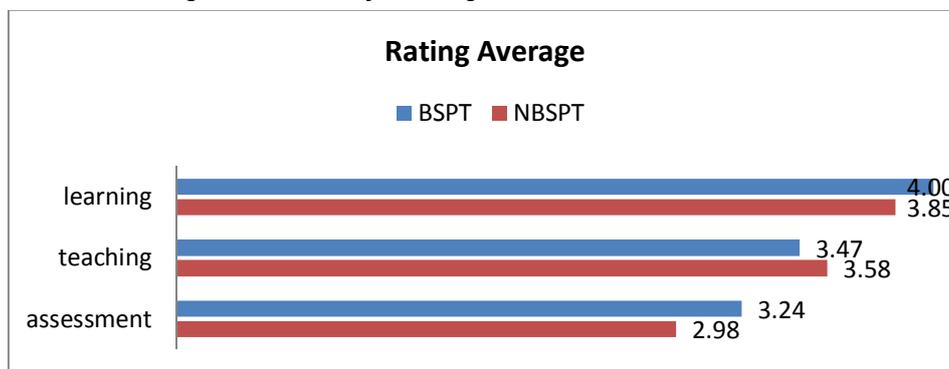
The analysis of the data from the questionnaire answered by the BSPTs and the NBSPTs will be presented according to the foci of parts B, C and D of the questionnaire and the corresponding items surveyed and rated on a Likert rating scale of 1 to 4. The following tables will show the rating average of results from both groups.

### *Bilingual Teachers' Beliefs* (Part B of the Questionnaire)

In Part B, which aimed at gathering data on the teachers' view about learning, teaching and assessment in an EBE/CLIL setting at early primary level, questions 9 to 14 (Q9-Q14) were surveyed according to a rating scale of 1 to 4, whereby subjects had to rate a number of statements per question, according to their degree of agreement, where 1 – *Strongly Disagree*; 2 – *Disagree*; 3 – *Agree*; and 4 – *Totally Agree*.

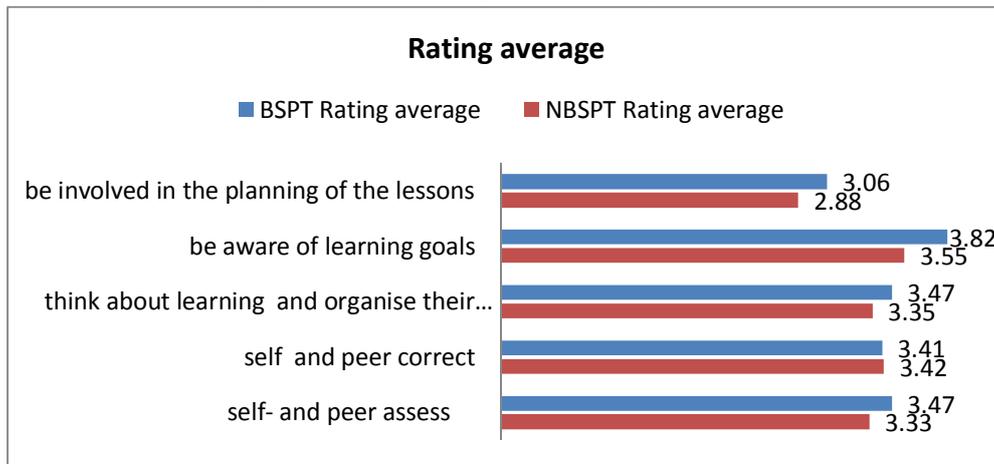
According to Q9, learning and teaching are clearly valued, whereas assessment is more undervalued by both groups. Even so the rating average score for assessment is higher in the BSPT than in the NBSPT group showing that the first group value assessment more (3.24) than the latter (2.98).

Figure 1 – Q9 – *In my Teaching Practice what I Value Most Is ...*



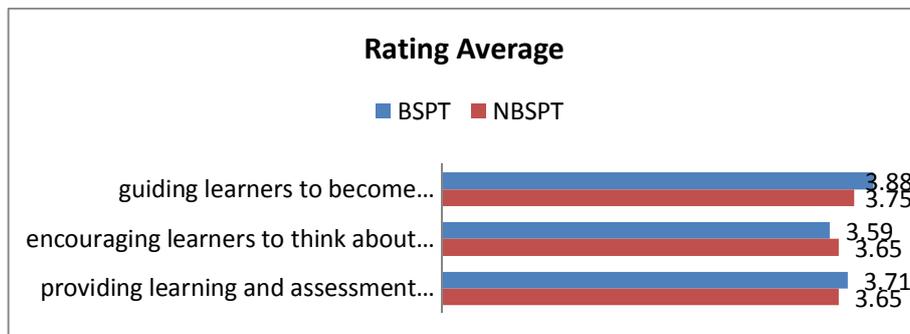
On the topic of their views on learning, both groups think it involves learners being aware of learning goals, thinking about and organising their work, self- and peer correct as well as self- and peer assess. The BSPT group also agrees that learners should be involved in lesson planning (3.06) whereas the NBSPT group does not agree with this item as expressively (2.88).

Figure 2 – Q10 – Learning Is about Having Learners ...



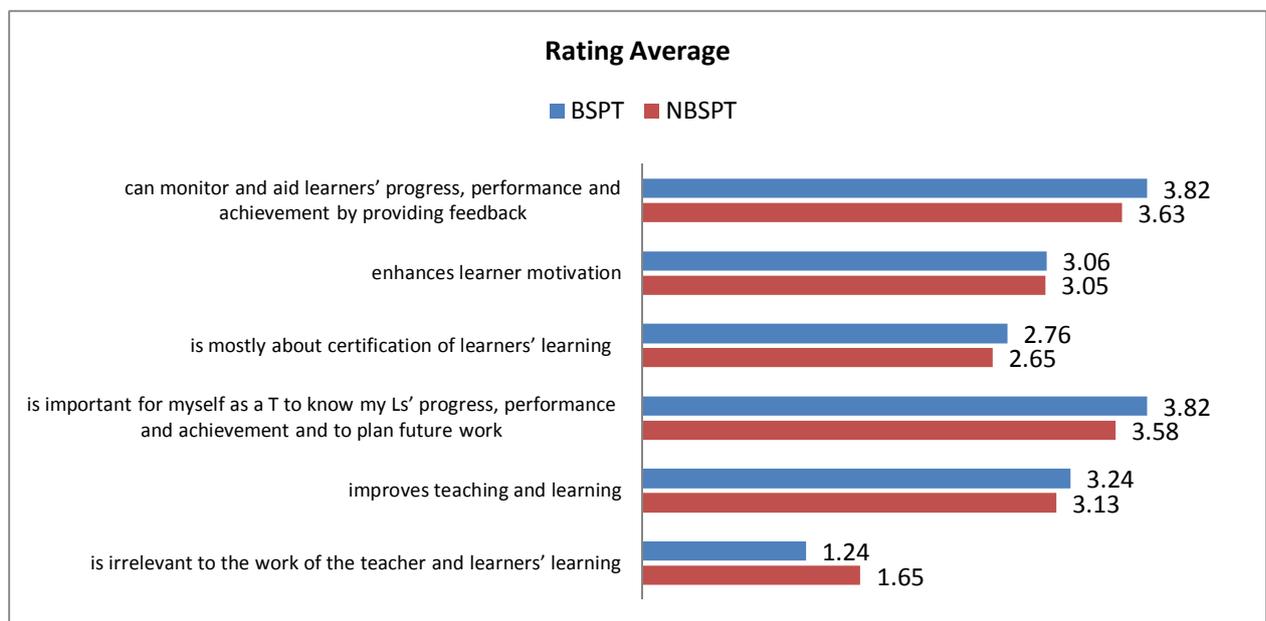
As regards Q11, the scores are very high (over 3.50 in the overall items) for the two groups of teachers, which shows that they all agree that teaching is about guiding learners to be autonomous and motivated, encouraging learner reflection and combining learning and assessment opportunities in an integrated way. The two tables also substantiate the rating average scores in Q9 showing that both learning and teaching are highly valued by both groups of teachers.

Figure 3 – Q11 – Teaching Is about Teachers ...



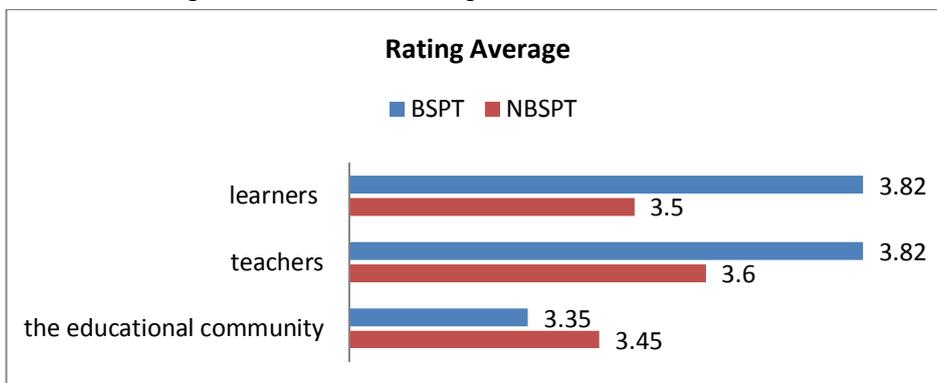
The highest rating average scores in Q12 rate assessment as being able to monitor and aid learners' progress, performance and achievement by providing feedback, as being important for the teachers so to know their learners' progress, performance and achievement and to plan future work and it enhances learner motivation.

Figure 4 – Q12 – Assessment...



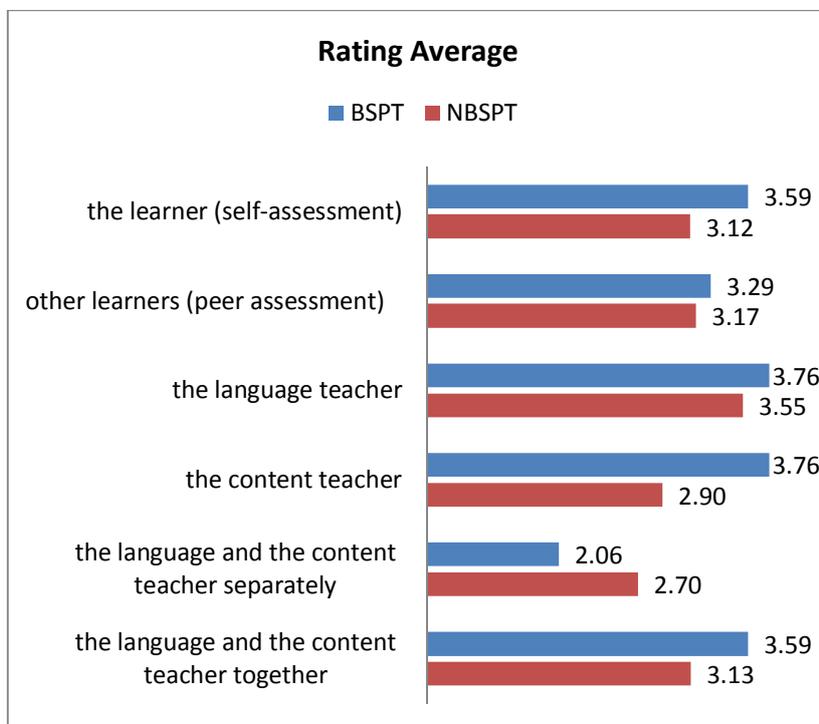
In Q13 learners and teachers are the ones who can learn more from assessment according to both groups of teachers, even if this is more strongly acknowledged by the BSPT group. Conversely, the NBSPTs rate the educational community as being as an important stakeholder in assessment as the previous ones.

Figure 5 – Q13 – The Following Can Learn from Assessment ...



In Q14 both groups – the BSPT and the NBSPT considered that the language and the content teacher can assess together (3.59 and 3.13, respectively) rather than separately (2.06 and 2.70, respectively). Learners are also regarded as being able to assess themselves and their peers.

Figure 6 – Q14 – The following can assess

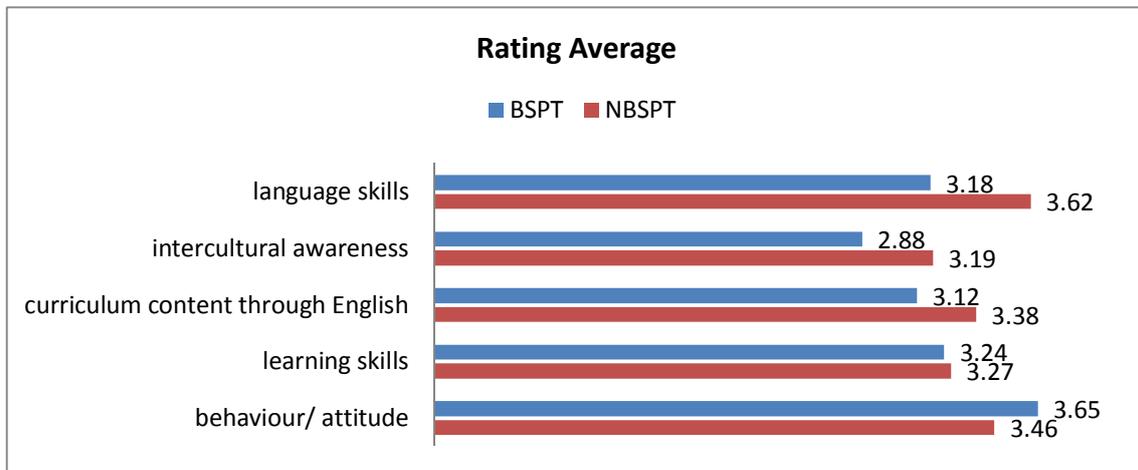


**Bilingual Teachers' Knowledge** (Part C of the Questionnaire)

In Part C, which aimed at gathering data on the teachers' degree of confidence on the topic of assessment in an EBE/CLIL setting at early primary level, questions 15 to 17 (Q15-Q17) were surveyed according to a rating scale of 1 to 4, whereby subjects had to rate a number of statements per question, according to their degree of confidence, where 1 – *Not Confident at all*; 2 – *Not very Confident* 3 – *Confident*; and 4 – *Very Confident*.

In Q15 the two groups rate themselves as confident when they assess language skills, curriculum through English, learning skills and behaviour/attitude as the rating average in all these items was above 3. Intercultural awareness is where the BSPT group feels less confident (2.88), whereas behaviour and attitude seems to be where both groups feel more confident (3.65 for the BSPT and 3.46 for the NBSPT).

Figure 7 – Q15 – *How Confident Are You When You Assess your Learners' ...?*



As to Q16, both groups are confident in most types of assessment, particularly formative (3.35 for the BSPT and 3.48 for the NBSPT) and summative assessment (3.24 for the BSPT and 3.38 for the NBSPT). Portfolio assessment is the type of assessment where both groups feel less confident as it shows a rating average below 3. The slight differences in

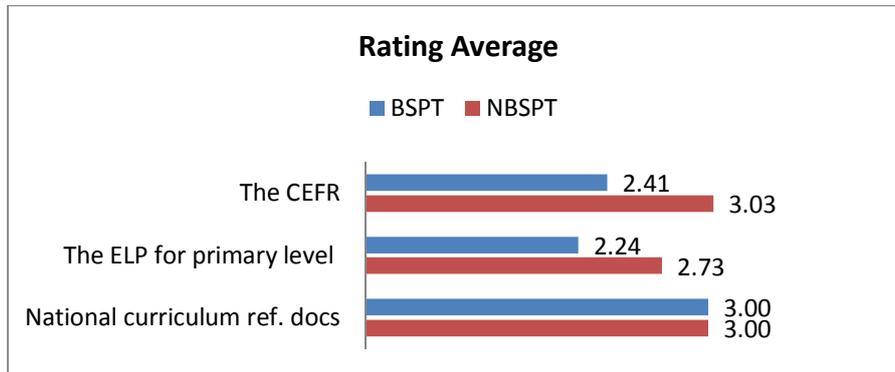
the rating average scores as to formative assessment, assessment for learning and learning-oriented assessment, may suggest they are not regarded as the same. This also happens with summative assessment and assessment of learning.

Figure 8 – Q16 – How Confident Do You Feel Regarding the Following Types of Assessment?



It is only regarding national curriculum reference documents that the two groups feel equally confident (3.00). The NBSPT are also confident as to their level of knowledge of the CEFR, whereas the BSPT are not (2.41).

Figure 9 – Q17 – How Confident Do You Feel When You Come across the Following?

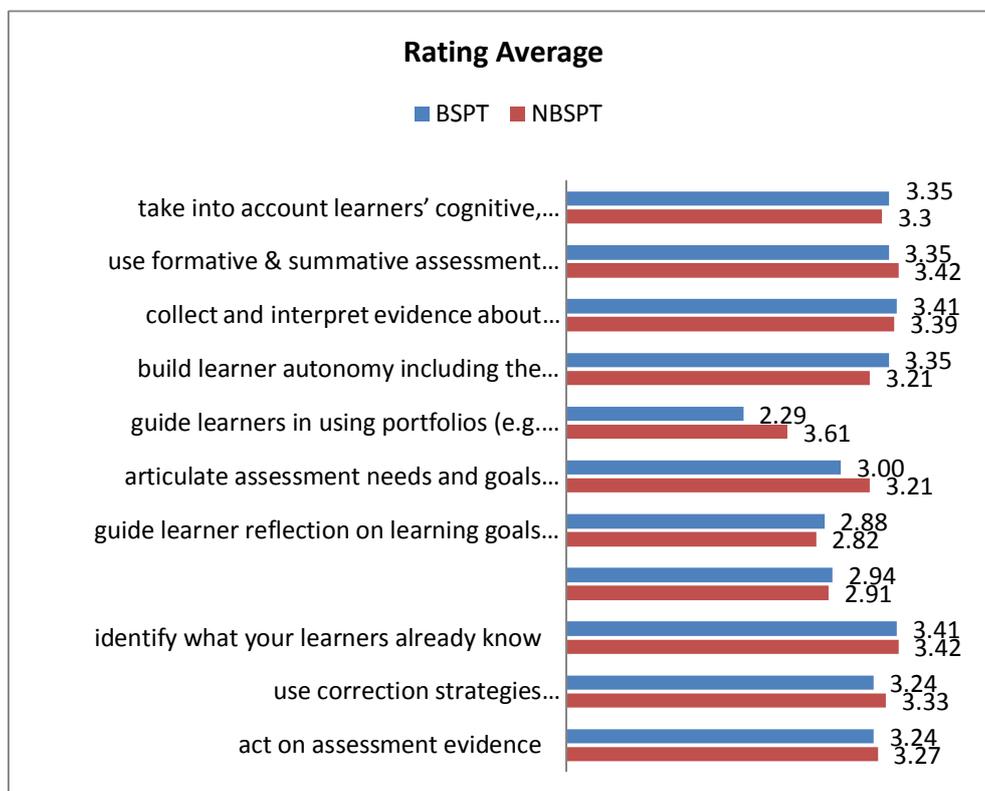


**Bilingual Teachers' Actual Practice** (Part D of the Questionnaire)

In Part D, which aimed at collecting data on the frequency of planning for and use of assessment strategies and tools in the teaching practice of the BSPT and NBSPT, subjects had to rate the frequency of a number of actions regarding questions 18 and 19 (Q18-Q19), on a scale, where 1 – *Never* 2 – *Seldom* 3 – *Often*; and 4 – *Very Often*.

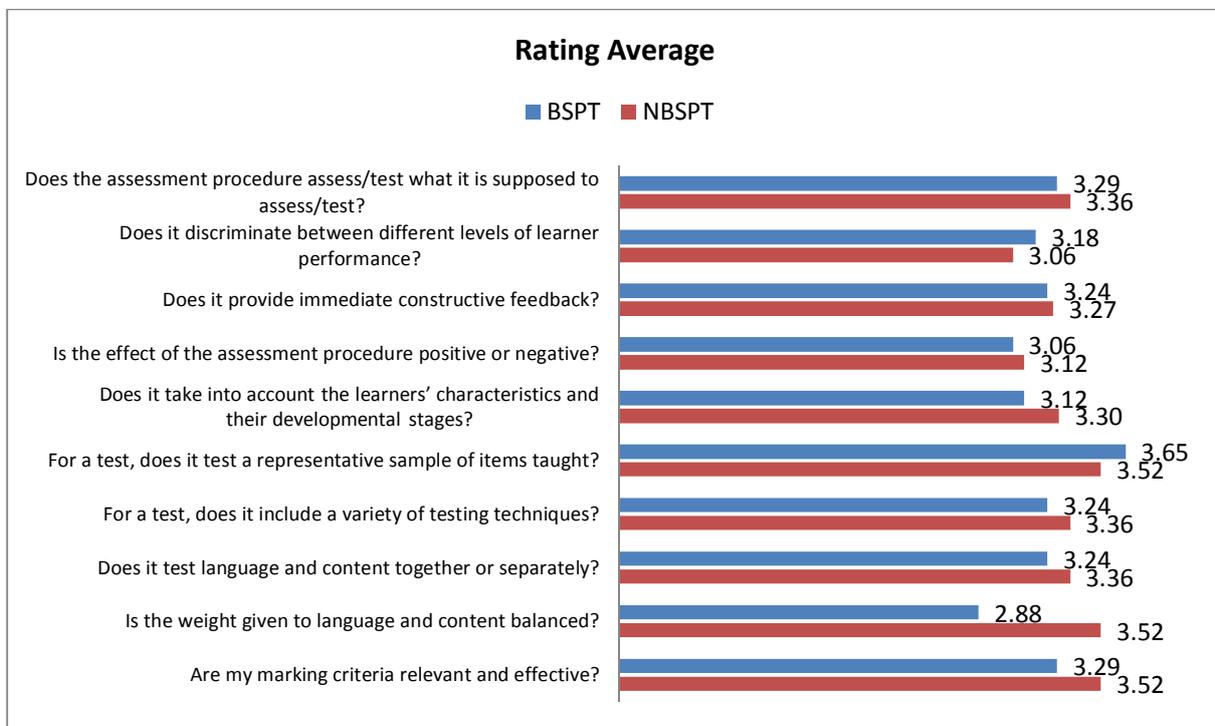
In Q18 most actions (8 out of 12) are frequently carried out by both groups, notably catering for children’s growth in the design of assessment tasks, using formative and summative assessment strategies to support overall learning progress, collecting and interpreting evidence on learning and identifying what learners already know, which got an average rating round 3.40. Conversely, guiding learners into using portfolios or reflecting on learning goals and success criteria, using self-assessment and peer assessment are seldom used by both groups as the average rating is below 3.

Figure 10 – Q18 – *How Often Do You Plan to ...?*



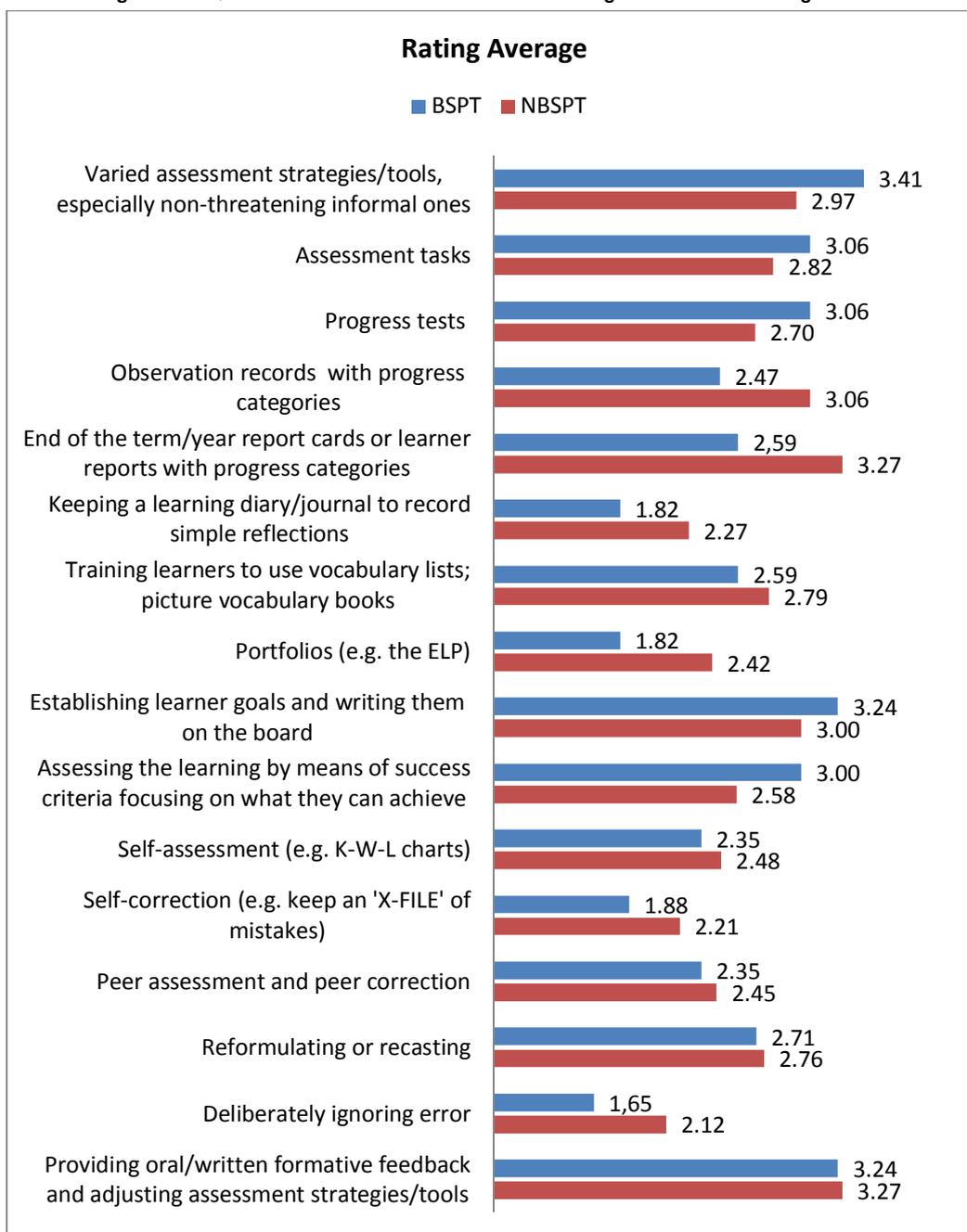
The average rating scores over 3 in Q19 show that both groups ask themselves the necessary questions when devising their assessment procedures. This may demonstrate teacher awareness of assessment criteria. However, the 2.88 average rating score in the question “Is the weight given to language and content balanced?” seems to suggest that they reflect on the weighting of language and content when they devise their assessment tasks or tests.

Figure 11 – Q19 – How Often Do You Ask Yourself these Questions When Devising Assessment Procedures (e.g. Assessment Tasks, Tests)?



When it comes down to what these teachers plan and do (Q20), the rating averages are below 3 in most items (14 out of a total of 16). Establishing and showing learner goals, providing oral/written formative feedback and adjusting assessment strategies/tools are the only items rated over 3 in both groups. It is interesting to see that goal setting is more used by the BSPT group (3.24) than the NBSP group (3.00) and also that the BSPT are the only group supplementing this Assessment for Learning strategy with assessing the learning by means of success criteria focusing on what learners can achieve (3.00).

Figure 12 – Q20 – How Often Do You Use the Following Assessment Strategies/Tools?



## Conclusion

To conclude the analysis of the questionnaire, a comparison can be made as to the similarities and differences of results in both groups – the BSPT and the NBSPT. Accordingly, there seems

to be a mismatch between the views, knowledge, planning and practice on the part of both groups of teachers on the topic of assessment.

Both groups of subjects have a positive and supporting view on learning, teaching and assessment and this is more soundly demonstrated by the BSTP group. However, neither of the groups value assessment as highly as learning and teaching.

The confidence values are generally higher in the NBSPT group, notably as regards language reference documents such as the CEFR.

The assessment planning and practice of both groups does not seem to be consistent with their views and confidence levels as regards, for example the types of assessment and what they imply in the actual classroom.

All in all, the attempt to compare both groups surveyed was relevant to understand that there are more similarities than differences as regards their assessment beliefs, knowledge and practice. In sum, it reinforced the need to devise a framework for assessment which may contribute to increase teacher knowledge of assessment and foster good, related planning and practice.

## Notes

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<sup>1</sup> ISCED stands for International Standard Classification of Education.

<sup>2</sup> More information on the former pilot project available at <<http://www.dge.mec.pt/ensino-bilingue-precoce-no-1o-ciclo-do-ensino-basico>> and on the current programme available at <<http://www.dge.mec.pt/programa-escolas-bilinguesbilingual-schools-programme>> [Accessed 05/05/2017]

<sup>3</sup> Ministério da Educação e Ciência. *Metas Curriculares de Inglês do Ensino Básico - 1.º, 2.º e 3.º Ciclos* (targeting years 3 to 9). 2015. Available at <<http://www.dge.mec.pt/ingles>> [Accessed 05/05/2017]

<sup>4</sup> *Assessment for Learning in EBE/CLIL: a learning-oriented approach to assessing English language skills and curriculum content at early primary level*. Retrieved from <<https://run.unl.pt/handle/10362/17973>> [Accessed 05/05/2017]

<sup>5</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).

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## Appendix 1a – Questionnaire (Portuguese Version)

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 despende 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

<p>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.</p>
<p><b>1. Ensina num contexto de aprendizagem de EBP/CLIL no 1.º CEB que utiliza o Inglês como língua adicional?</b></p> <p>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></p>
<p><b>2. É professor generalista do 1.º CEB ou especialista de língua inglesa?</b></p> <p>Professor generalista <input type="checkbox"/> Professor especialista <input type="checkbox"/> Ambos <input type="checkbox"/></p>
<p><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></p> <p>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 <input type="checkbox"/></i></p>
<p><b>4. Que idade tem?</b></p> <p>23-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 41-50 <input type="checkbox"/> 51-65 <input type="checkbox"/> 65+ <input type="checkbox"/></p>
<p><b>5. Ensina numa escola pública ou privada?</b></p> <p>Escola pública <input type="checkbox"/> Escola privada <input type="checkbox"/> Ambas <input type="checkbox"/></p>
<p><b>6. Que anos de escolaridade do 1.º CEB leciona no ano letivo de 2013-2014?</b></p> <p>1.º ano <input type="checkbox"/> 2.º ano <input type="checkbox"/> 3.º ano <input type="checkbox"/> 4.º ano <input type="checkbox"/></p>
<p><b>7. Quais os conteúdos do currículo ensinados em Inglês?</b></p> <p><i>Estudo do Meio</i> <input type="checkbox"/> <i>Expressões</i> <input type="checkbox"/> <i>TIC</i> <input type="checkbox"/> <i>Educação para a Cidadania</i> <input type="checkbox"/> <i>Matemática</i> <input type="checkbox"/> Outro <input type="checkbox"/> Qual? _____</p>
<p><b>8. Fez ou está atualmente a fazer formação contínua em algum tipo de oferta de EBP/CLIL no 1.º CEB?</b></p> <p>Sim <input type="checkbox"/> Não <input type="checkbox"/></p>

<p>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:</p>				
<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				
<p>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:</p>				
<b>15. Qual o seu grau de confiança quando avalia...?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
as <i>language skills</i> – <i>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 <i>Estudo do Meio</i> – “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 <i>listening, reading, writing, speaking</i> , na consciência intercultural, nos conteúdos, nas capacidades de aprendizagem e no comportamento/attitudes				
Registos de avaliação de final de período/ano letivo, ou relatórios do aluno, 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.

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Nota: o questionário foi conduzido em português.

### **Appendix 1b – Questionnaire – English Version**

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

Target respondents: (English) specialist teachers and (content) generalist teachers teaching in an EBE/CLIL learning context at early primary level

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 entitled *ASSESSMENT FOR LEARNING IN EBE/CLIL: a Learning-Oriented Approach to Assessing English Language Skills and Curriculum Content at Early Primary Level*.

If you are an English teacher or a content teacher teaching in an Early Bilingual Education (EBE) or Content and Language Integrated Learning (CLIL) context at early primary level, your feedback is important to my research as I would like to understand how you view and use assessment in your teaching practice so as to devise practical guidelines for assessing young learners in curriculum content and English language which can become a useful tool for this working context.

There are 4 parts (A, B, C and D) to this questionnaire and a total of 20 closed questions on the following topics: your professional data (Part A ); your view on learning, teaching and assessment (Part B ); your degree of confidence on the topic of assessment (Part C); and your assessment practice (part D).

I would be grateful if you took 20 minutes to reflect upon your views and uses of assessment in an EBE/CLIL learning context at early primary level and be as honest as you can as you complete this questionnaire by answering all questions.

Thank you

**Questionnaire**

Part A – Your professional data as a teacher in an EBE/CLIL setting at early primary level.

Please answer the questions by ticking ONE option. You may tick more than one answer option in questions 6 and 7.

**1. Do you teach at early primary level in an EBE/CLIL learning context which uses English as an additional language?**

Yes  No

*If your answer is “no”, please press “next” to finish here. Thank you.*

**2. Are you a content teacher or a language teacher?**

Content teacher  Language teacher  Both

**3. How long have you been teaching at early primary level in an EBE/CLIL learning context which uses English as an additional language?**

1-3 years  3+ years  *If you ticked “3+ years”, please state the number of years*

**4. How old are you?**

23-30  31-40  41-50  51-65  65+

**5. Do you teach at a state or private school?**

State school  Private school  Both

**6. What early primary school years are you teaching in school year 2013-2014?**

Year 1  Year 2  Year 3  Year 4

**7. What curriculum content is taught through the medium of English?**

*Estudo do Meio* (Science, History and Geography)  *Expressões* (Self-Expression skills)  ICT   
Citizenship Education  Mathematics  Other . Which? \_\_\_\_\_

**8. Have you undergone or are you currently undergoing in-service training on any EBE/CLIL type provision at early primary level?**

Yes  No

Part B – Your view as a teacher about learning, teaching and assessment in an EBE/CLIL setting at early primary level. Please rate the following statements according to your degree of agreement on a scale of 1-4, where 1 – *Strongly Disagree*; 2 – *Disagree*; 3 – *Agree*; and 4 – *Totally Agree*.

<b>9. In my teaching practice what I most value is ...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
learning				
teaching				
assessment				
<b>10. Learning is about having learners ...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
be involved in the planning of the lessons				

be aware of learning goals				
think about learning and organise their learning				
self- and peer correct				
self- and peer assess				
<b>11. Teaching is about teachers ...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
guiding learners to become autonomous and motivated				
encouraging learners to think about how they learn and what they learn				
providing learning and assessment opportunities in an integrated way				
<b>12. Assessment ...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
can monitor and aid learners' progress, performance and achievement by providing feedback				
enhances learner motivation				
is mostly about certification of learners' learning				
is important for myself as a teacher to know my learners' progress, performance and achievement and to plan future work				
improves teaching and learning				
is irrelevant to the work of the teacher and learners' learning				
<b>13. The following can learn from assessment ...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
learners				
teachers				
the educational community				
<b>14. The following can assess ...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
the learner (self-assessment)				
other learners (peer assessment)				
the language teacher				
the content teacher				
the language and the content teacher separately				
the language and the content teacher together				
Part C – Your degree of confidence as a teacher on the topic of assessment in an EBE/CLIL setting at primary level. Please rate the following statements on a scale of 1 – 4, where 1 – <i>Not Confident at all</i> ; 2 – <i>Not very Confident</i> 3 – <i>Confident</i> ; and 4 – <i>Very Confident</i> .				
<b>15. How confident do you feel when you assess your learners'...?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
language skills – listening; speaking; reading and writing				
intercultural awareness				

curriculum content through English				
learning skills				
behaviour/attitude				
<b>16. How confident do you feel regarding 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				
<b>17. How confident do you feel when you come across the following?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)				
The European Language Portfolio (ELP) for primary level targeting 6-10 year-old learners				
National curriculum reference documents (e.g. Syllabi; Curriculum learning outcomes; Curriculum through English; Guidelines for teaching English in 1 <sup>st</sup> cycle)				
Part D – Your frequency of planning for and use of assessment strategies and tools in your teaching practice in an EBE/CLIL setting at primary level. Please rate the frequency of the following actions on a scale of 1 – 4, where 1 – <i>Never</i> 2 – <i>Seldom</i> 3 – <i>Often</i> ; and 4 – <i>Very Often</i> .				
<b>18. How often do you plan to ...?</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
take into account students' cognitive, social, emotional and physical development in order to design appropriate tasks for assessment				
use formative and summative assessment strategies to support content, language and learning skills development				
collect and interpret evidence about your learners' learning				
build learner autonomy including the capacity to better manage learning				
guide learners in using portfolios (e.g. the ELP) as a tool for assessment				
articulate assessment needs and goals with related assessment tools				
guide learner reflection on learning goals and success criteria				
use self-assessment and/or peer assessment				
identify what your learners already know				
use correction strategies				
act on assessment evidence				

19. How often do you ask yourself these questions when devising assessment procedures (e.g. assessment tasks, tests)?	1	2	3	4
Does the assessment procedure assess/test what it is supposed to assess/test?				
Does it discriminate between different levels of learner performance?				
Does it provide immediate constructive feedback?				
Is the effect or consequence of the assessment procedure positive or negative?				
Does it take into account the learners' characteristics and their cognitive, emotional and social developmental stages?				
For a test, does it test a representative sample of items taught?				
For a test, does it include a variety of testing techniques?				
Does it test language and content together or separately?				
Is the weight given to language and content balanced?				
Are my marking criteria relevant and effective?				
20. How often do you use the following assessment strategies/tools?	1	2	3	4
Varied assessment strategies/tools, especially non-threatening informal ones (e.g. Science class work displays – "how the digestive System works)				
Assessment tasks				
Progress tests				
Observation records (checklists, grids, rating scales) with categories such as progress in listening, reading, writing, speaking, intercultural awareness, content, learning skills and behaviour/attitudes				
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 behavior				
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 ( <i>What I know</i> ), what they want to know ( <i>what I want to know</i> ), what they have learned ( <i>what I've learned</i> ))				
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 students 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 or recasting, with a limited focus on direct correction techniques				
Deliberately ignoring error				
Providing oral/written formative feedback in class and adjusting assessment strategies/tools				

End of questionnaire. Please press "finished" to submit your answers Thank you.

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Note: the questionnaire was conducted in Portuguese.