

ASSESSMENT PACK

CLIL Dual-Focus Assessment Pack

Assess subject learning and communication deliberately without confusing them

Practical planning material for use with the CLIL AI application or independently

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Decide what matters

Content and language can both be visible, but they do not need equal weighting in every task.

Content objective What subject knowledge, process or application is being assessed?	
Language objective What communication function or technical language matters?	
Evidence What will students say, write, make, solve or demonstrate?	
Support allowed Glossary, sentence frames, planning time, visuals, model or first language.	
Weighting Content, application, evidence, communication, technical language and collaboration.	
Reasonable language tolerance Which errors can be accepted when meaning remains clear?	

Four-level rubric template

Content accuracy					
Application or method					
Use of evidence					
Communication					
Technical language					
Collaboration					

Formative assessment bank

During the lesson

CHECK	Ask one question that reveals prior subject knowledge.
CHECK	Use a hinge question before the main task.
CHECK	Ask students to explain a diagram, process, calculation or decision to a partner.
CHECK	Collect one short written or visual response from every student.
CHECK	Listen for correct ideas that are expressed in imperfect language.
CHECK	Check use of essential terms in context, not only recall of definitions.
CHECK	Use an exit ticket that returns to the content objective.

Feedback order

Where possible, respond first to subject meaning, reasoning and evidence. Then select the language point that most improves clarity. Correcting every language error can hide the content learning.

Application prompts

01. Draft criteria

Use after the content and language objectives are final.

Paste into the application

Create assessment criteria for this CLIL task. Separate content accuracy, application, evidence, communication and technical language. Use observable descriptors. Give subject learning the largest weighting unless the task specifically assesses language. State which language errors can be accepted when meaning remains clear.

Teacher edit: Align wording and weighting with local assessment policy.

02. Create formative checks

Use across the lesson sequence.

Paste into the application

Create five short formative checks for this lesson: prior knowledge, understanding of input, readiness for the main task, explanation of reasoning and an exit ticket. Include expected content points and likely misconceptions. Do not make all checks written or all multiple choice.

Teacher edit: Use only the checks that inform a real teaching decision.

03. Review fairness

Use before assessment.

Paste into the application

Review this CLIL assessment for fairness. Identify where unnecessary language complexity may block students from showing subject understanding, where language support would invalidate the intended construct, and where content and language criteria are mixed. Recommend precise edits without lowering the subject standard.

Teacher edit: Apply accessibility and assessment policy for the real setting.