

Using the Assessment for Learning Approach to Develop CLIL Assessment: A Case Study in the Context of Taiwanese Elementary schools

Content and Language Integrated Learning (CLIL) has become increasingly popular in Taiwan. A number of city governments, for instance Taipei and Tainan, introduced CLIL courses in elementary schools in 2016. These courses use English as a medium of instruction to teach a variety of subjects, such as arts, science, the 'life curriculum', and PE. The goal of such courses is to expand students' exposure to English without increasing the time they spend at school, while also ensuring subject learning objectives remain central course goals. Since the implementation of these CLIL programs, there has been no valid assessment tool to systematically measure students' learning progress in both content and language against their learning goals, or more importantly, to promote effective learning. In light of this, the Taipei City Government and the Language Training and Testing Center (LTTC) are collaborating on a three-year project to develop appropriate assessment tools for use in CLIL programs at Grades 1-2 by employing the Assessment for Learning approach. This paper begins with an overview of CLIL initiatives in Taiwan. The paper then reports on the development of assessment materials for Grade 1 'life curriculum' during the trial phase. The assessment activities are unit-based and take the form of listening, speaking, and integrated listening-speaking tasks. This paper concludes with a discussion of challenges encountered in carrying out the project, including the code choices between L1 and the target language in the assessment, the focus of assessment (content or language), the scaffolding construct, and the assessment criteria.