

## Exploring cross-curricular collaboration in developing CLIL classroom assessment

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Content and Language Integrated Learning (CLIL) has been gaining popularity as a pedagogical mode at the primary and secondary level schools in Taiwan since 2016. Currently, over one thousand Taiwanese schools are implementing or experimenting with CLIL courses, which use English as a vehicular language to teach subjects including arts, science, and PE. With the burgeoning spread of CLIL teaching in Taiwan, the need for CLIL classroom assessment is also emerging. Recent research points to collaboration between subject and language teachers as a key factor in enhancing the effectiveness of CLIL or bilingual education programs (e.g. Lo, 2015; Pavón & Méndez, 2017; Pavón et al., 2015); however, few studies have examined how such cross-curricular coordination can be applied to the co-planning of assessment tasks.

To address this research gap, a project supported by the Taipei City Education Bureau explored how cross-curricular collaboration could be established in developing CLIL classroom assessments for elementary schools and whether such collaboration could help CLIL teachers achieve the goal of balancing both content and language objectives in the assessment task. Using the development of assessments in science courses at Grade 3 as an example, the present study delineates the roles of subject teachers and English language teachers involved in the design process and focuses particularly on how they worked through issues specific to CLIL assessment, such as the focus of assessment (content or language) and the use of L1. The study also shares the structure and features of the assessment tools developed in the process. Then various stakeholders' perceptions of the collaboration process and the possible benefits of the outcomes on CLIL teaching and learning are discussed by drawing on interview data from teachers and experts who participated in the project and in-service CLIL teachers who incorporated the assessment tools in their classrooms.

Despite the limitations, this study adds to the currently limited research on how content and language teachers can collaborate on a set of more localized and context-based CLIL assessments. In addition, it may serve as a point of reference for discussions pertaining to future CLIL or bilingual education resources. (347 words)