

# **SUPPORTING INFORMATION**

for

## **Integration, demands and accommodations: An exploration of summative assessment practices in Dutch bilingual secondary education**

by

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## Appendix S1: Teacher questionnaire on self-reported assessment practices<sup>1</sup>

Dear teacher,

Thank you for your participation in our research on assessment in TTO. This survey is aimed at teachers of English or any other subject taught in English in the junior years (onderbouw) of TTO schools in the Kingdom of the Netherlands.

Surprisingly little is known about this topic, so your insights and experiences are very valuable to improving our understanding of how teachers approach assessment in this setting.

This study is being carried out by [names and institutes of researchers].

In the first part of the survey we ask for some information about your professional background. Thereafter you will be asked a series of questions about your assessment practices. The questionnaire will take you approximately 15 minutes to complete. For questions that require a written response, you can answer in English or Dutch.

Your participation in this study is entirely voluntary and your answers will be analyzed anonymously.

Note: This form works best in Google Chrome.

### **Background**

Name

School subject *(If you teach more than 1 subject, please include them all)*

School *(We want to know this so we can take differences between schools into account in the analysis. This information will not be used to identify you or to report back to your school.)*

Number of years' experience in teaching

Number of years' experience teaching in tto

Do you have an English language certificate/qualification (e.g. IELTS, Cambridge, ACTFL, English degree)? If so, which and on which level?

- ☐ I am a native speaker of English
- ☐ I have an official English language qualification, namely:
- ☐ I have no official English language qualification

What kind(s) of training have you received with regard to CLIL? *(select all that apply)*

- ☐ CLIL Training in school
- ☐ CLIL Training outside of school
- ☐ CLIL Course as part of teaching degree
- ☐ No additional training

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<sup>1</sup> Format adapted from original online version. Note that not all items were included in the analysis.

☐ Other, namely:

To which grade(s) do you teach TTO? *(select all that apply)*

☐ 1st

☐ 2nd

☐ 3rd

To which track(s)/level(s) do you teach TTO? *(select all that apply)*

☐ Vmbo-kb

☐ Havo

☐ Other:

☐ Vmbo-gt/mavo

☐ Havo/vwo

☐ Mavo/havo

☐ Vwo

In which grade do students switch back to Dutch as the medium of instruction for your subject?

### **Assessment practices**

When answering the questions below, try to describe assessment practices that are representative for how you assess in lower form/'de onderbouw'.

#### **Important terms used in this survey (please read!):**

We would like to know more about your summative assessment practices in your CLIL context. Under summative testing and assessment, we understand exams, tests and tasks/assignments completed at the end of a course, chapter or unit of work to which you assign a grade that counts towards the report grade (rapportcijfer).

In this survey we sometimes draw a distinction between a summative **test** and a summative **assignment**. With 'test', we mean an assessment that is completed in class time and measures what a student can do at that moment. In Dutch this would be called a toets, overhoring or tentamen. With summative 'assignment', we mean tasks that a student or group of students might spend longer on, perhaps over a number of lessons or including time outside of class, to produce a product that will be handed in or presented. Examples of this might be an essay, short story, project, lab report, presentation, artwork or video.

How do you usually develop summative assessments? *(e.g., I use tests/assignments that come with the textbook I use, I develop tests/assignments from scratch)*

With whom do you usually develop summative assessments? *(e.g. by myself, together with colleagues who teach the same subject, together colleagues teaching another subject)*

How many summative assessments does a student complete per year for your subject?

What is (most commonly) being evaluated in summative assessments? Do you evaluate pupils' subject content knowledge, their English language proficiency or both? *(You can select multiple options)*

☐ Language

☐ Content

☐ Both

☐ Depending on the (type of) assessment *(please explain)*

Please explain your answer or add any comments that you think are appropriate.  
*(optional)*

If you evaluate both language and content, do you assess them together or separately?

☐ Together

☐ Separately

Please explain your answer or add any comments that you think are appropriate.  
(optional)

What summative assessment type(s) do you use? Use the scales to indicate approximately how often you use the particular form of summative assessment. *(You can select multiple options)*

- |   |   |
|---|---|
| <input type="checkbox"/> Written test                           | <input type="checkbox"/> Classroom observation          |
| <input type="checkbox"/> Written assignment (e.g. report, etc.) | <input type="checkbox"/> Portfolio                      |
| <input type="checkbox"/> Oral exams                             | <input type="checkbox"/> Other: <i>(please explain)</i> |
| <input type="checkbox"/> Oral presentation                      | <input type="checkbox"/> Other: <i>(please explain)</i> |
| <input type="checkbox"/> Debate                                 | <input type="checkbox"/> Other: <i>(please explain)</i> |

In which language are the instructions, questions etc. for your summative assessment?

- |  |   |
|--|---|
| <input type="checkbox"/> Always English only               | <input type="checkbox"/> Depending on the (type of) assessment <i>(please explain...)</i> |
| <input type="checkbox"/> Always Dutch only                 | <input type="checkbox"/> Otherwise, namely...   |
| <input type="checkbox"/> Always a mix of English and Dutch |   |

Please explain your answer or add any comments that you think are appropriate.  
(optional)

In which language(s) are students allowed to answer or produce materials for assessments?

- |  |  |
|--|--|
| <input type="checkbox"/> Always English only | <input type="checkbox"/> Always a mix of English and Dutch |
| <input type="checkbox"/> Always Dutch only   | <input type="checkbox"/> Otherwise, namely...              |

The following statements refer to the way in which you grade and give feedback on the English language produced by students in assessments. Please indicate which aspect(s) of the language you take into account in each situation. You can select as many as apply.

If you do not take English language into account, or do not use assessments where students need to speak or write in English, you can also indicate this.

	Grading tests	Feedback on tests	Grading assignments	Feedback on assignments
Students do not write/speak in English as part of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not evaluate English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure of text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clarity of message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Register (i.e. formal/informal language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation (where applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling (where applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject specific language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you give feedback on other aspects of language? *(if yes, please explain)*

Do you take other aspects of language into account while grading? *(if yes, please explain)*

Question for language teachers: What (if any) types of subject content do you assess? *(You can select multiple options)*

- ☐ Cultural content
- ☐ Literary content
- ☐ Linguistics (e.g., pragmatics, language variation, language contact, etcetera)
- ☐ Language form (e.g., phonology, morphology, syntax, etcetera)
- ☐ Content from other subject areas
- ☐ Other types of content, namely...
- ☐ None

How are your summative tests graded? I.e. What is the relative weighting of language and content?

- ☐ Percentage (%) for language:
- ☐ Percentage (%) for content:
- ☐ Percentage (%) other, namely:

How are your summative assignments graded? I.e. What is the relative weighting of language and content?

- ☐ Percentage (%) for language:
- ☐ Percentage (%) for content:
- ☐ Percentage (%) other, namely:

How do students know if/how language weighs/counts in their grade? *(You can select multiple options)*

- ☐ They don't know
- ☐ Rubric

- ☐ Written feedback
- ☐ Oral feedback

- ☐ Partial grades for language and content
- ☐ Other, namely

Can students opt to use language support mechanisms/materials (e.g. dictionaries, online translators, personal idiom file) when taking a summative test?

- ☐ Yes, always
- ☐ Sometimes
- ☐ No, never

Explain why pupils can(not) use accommodations and when they can and can't use them.

What accommodations can students use when taking a summative test? (*You can select multiple options*)

- ☐ Bilingual dictionaries
- ☐ Glossaries (e.g. from textbook)
- ☐ Google Translate
- ☐ English dictionary
- ☐ Personal idiom file
- ☐ Ask the teacher
- ☐ Other, namely

Can students opt to use language support mechanisms/materials ('accommodations' such as dictionaries, Google Translate) when completing a summative assignment?

- ☐ Yes, always
- ☐ Sometimes
- ☐ No, never

Explain why pupils can(not) use accommodations and when they can and can't use them.

What accommodations can students use when completing a summative assignment? (*You can select multiple options*)

- ☐ Bilingual dictionaries
- ☐ Glossaries (e.g. from textbook)
- ☐ Google Translate
- ☐ English dictionary
- ☐ Personal idiom file
- ☐ Ask the teacher
- ☐ Other, namely

Do you **provide** extra support to make sure learners understand the language used in summative tests? If so, how? (*You can select multiple options*)

- ☐ No
- ☐ Glossaries/Definitions
- ☐ Translations
- ☐ Pictures
- ☐ Other, namely

Do you **provide** extra support to make sure learners understand the language used in summative assignments? If so, how? (*You can select multiple options*)

- ☐ No
- ☐ Glossaries/Definitions
- ☐ Translations
- ☐ Pictures
- ☐ Other, namely

To the best of your knowledge, does your school or TTO department have an official language policy (taalbeleid)?

- ☐ Yes
- ☐ Not that I am aware of

Explain your answer or add any comment that you think is appropriate

To the best of your knowledge, is the role of language(s) in summative assessment included in your school's/TTO department's (language) policy?

☐ Yes, namely

☐ Not that I am aware of

Are there agreements or rules on the role of language(s) in summative assessments at your school/in the (subject) department?

☐ Not that I am aware of

☐ Yes, in the TTO-department.  
Namely ...

☐ Yes, for the whole school.  
Namely...

☐ Yes, within my subject department.  
Namely ...

☐ Yes, in the team. Namely...

☐ Other, namely...

Explain your answer or add any comment that you think is appropriate

### **Additional information**

Please feel free to add additional information or comments about assessment in your school context.

If you are willing to be contacted with regard to participation in future research on TTO and/or assessment, please fill in your e-mail address.

## Appendix S2 : Background questionnaire on assessment bundles (operational practices)

To be able to describe the study's participants, and to interpret the assessment materials gathered, we would like to know a bit more about your background and the materials you send in. You can answer the questions in English and/or Dutch.

For information on how we handle your personal data, please see the attached consent form and privacy statement.

### 1. Your details

Name		<i>Click or tap here to enter text.</i>	
Email address		<i>Click or tap here to enter text.</i> (so we can contact you if we need any clarification)	
School subject		<i>Click or tap here to enter text.</i> (if you teach more than 1 subject, please include them all)	
Name of school		<i>Click or tap here to enter text.</i>	
Number of years' teaching experience		Number of years' experience teaching in tto	
<i>Click or tap here to enter text.</i>		<i>Click or tap here to enter text.</i>	
Do you also teach classes in Dutch? (please select)		<input type="checkbox"/> yes	<input type="checkbox"/> no
How would you describe your level of English? (please select)			
<input type="checkbox"/> Native speaker <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Not bad <input type="checkbox"/> Poor			
If you are not a native speaker of English, do you have an English language certificate/qualification (e.g., IELTS, Cambridge Advanced, ACTFL)? If so, which and on which level? <i>Click or tap here to enter text.</i>			
What kind(s) of training have you received with regard to teaching in TTO? (select all that apply)			
<input type="checkbox"/> CLIL training in school		<input type="checkbox"/> CLIL course as part of teaching degree	
<input type="checkbox"/> CLIL training outside of school		<input type="checkbox"/> No additional training	
<input type="checkbox"/> Other, namely:		<i>Click or tap here to enter text.</i>	
Is there anything else you think we should know about you or your answers so far? <i>Click or tap here to enter text.</i>			

### 2. Your assessment materials

Year/Class (please select)	<input type="checkbox"/> 1 <sup>st</sup>	<input type="checkbox"/> 2 <sup>nd</sup>	<input type="checkbox"/> 3 <sup>rd</sup>
Track/Level (please select)	<input type="checkbox"/> vmbo-kb <input type="checkbox"/> vmbo-gt/mavo <input type="checkbox"/> mavo/havo <input type="checkbox"/> havo <input type="checkbox"/> havo/vwo <input type="checkbox"/> vwo <input type="checkbox"/> Other, namely:		
Subject being assessed <i>Click or tap here to enter text.</i>			
Topic/Unit/Chapter being assessed <i>Click or tap here to enter text.</i>			
Month (approx.) in which these assessment materials were used <i>Click or tap here to enter text.</i>			
What are the materials aimed at assessing? (What did you want students to show they knew/could do?) <i>Click or tap here to enter text.</i>			
Type of assessment (select all that apply)			



<input type="checkbox"/> Test	<input type="checkbox"/> Written assignment	<input type="checkbox"/> Project	<input type="checkbox"/> Oral (speaking) assignment	<input type="checkbox"/> Portfolio
<input type="checkbox"/> Other (please explain)		<i>Click or tap here to enter text.</i>		
Did students work...? (select all that apply)		<input type="checkbox"/> On their own	<input type="checkbox"/> In pairs/groups	
Were students allowed any additional support in order to complete this assessment task? (e.g. binas, dictionary, online resources...) If so, what? <i>Click or tap here to enter text.</i>				
With whom did you develop/select these assessment materials? (select all that apply)				
<input type="checkbox"/> On your own		<input type="checkbox"/> With colleagues		
<input type="checkbox"/> Other (please explain)		<i>Click or tap here to enter text.</i>		
Did you and/or your colleagues design these assessment materials?				
<input type="checkbox"/> Yes – I/we designed them from scratch		<input type="checkbox"/> No – They came with the textbook/syllabus		
<input type="checkbox"/> Yes – we adapted them from existing materials (if appropriate, please explain below)		<input type="checkbox"/> I don't know who designed them (if appropriate, please explain below)		
If the same or a similar assessment is used with parallel classes taught in Dutch, in what ways (if any) does the TTO version differ from the Dutch version? <i>Click or tap here to enter text.</i>				
Is there anything else you think we should know about your materials or your answers? <i>Click or tap here to enter text.</i>				

### Appendix S3: Coding Scheme for Assessment Bundles

Aspect of Analysis	Question
Focus	What is evaluated?
Assessment type	What kind of assessment is this?
Language	In which language are the instructions, questions, etc. written?
	In which language(s) is the student allowed to answer?
	What (if any) aspects of language are assessed?
Content	What (if any) types of subject content are assessed?
Weighting	What is the relative weighting of language and content?
Assessment criteria	Are there assessment criteria? What kind of assessment criteria?
Transparency	Did the teacher share assessment criteria before the assessment?
Feedback	On which aspects does the teacher provide feedback?
Accommodations	Can students opt to use language support mechanisms/materials?
	What accommodations can students use?