



CAMBRIDGE

Where
your world
grows

Getting the most from
every moment of learning

Shining Lights



Find out how Shining Lights
integrates learning and
assessment

What is Integrated Learning and Assessment?

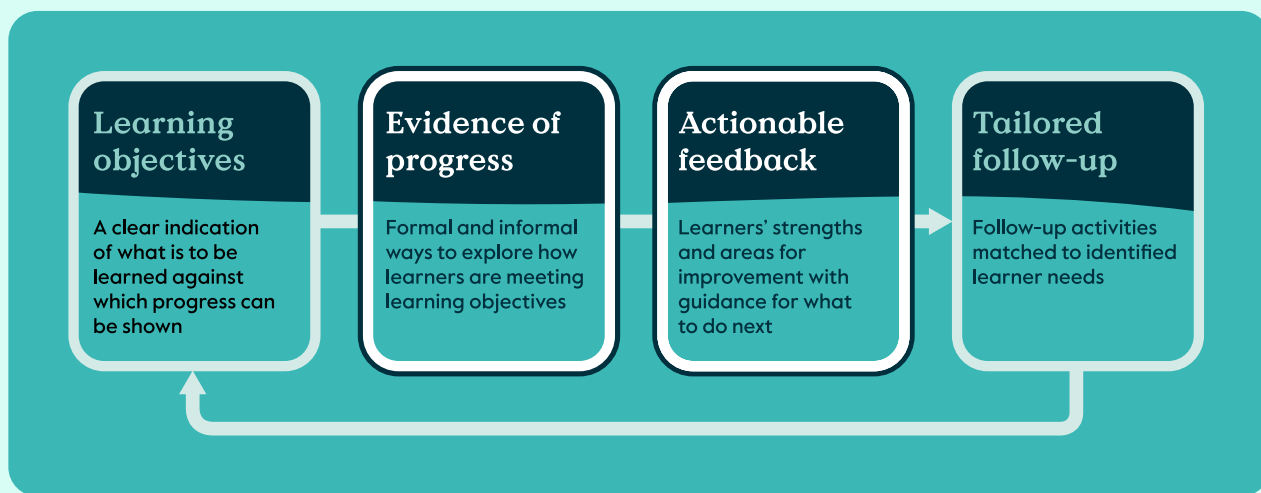
Integrated Learning and Assessment (ILA) is the combined use of teaching, learning and assessment methods to plan, measure and improve outcomes.

As a teacher you probably already incorporate elements of ILA into your everyday teaching. ILA works by providing evidence of progress to teachers and learners, as well as supporting actionable feedback, to increase the effectiveness of future learning.

In this context assessment can be seen as a dynamic tool, integral to language learning and teaching, where assessments are not just endpoints but opportunities for reflection, growth, and empowerment.

Four stages underpin learner success

Providing evidence of progress and actionable feedback are at the heart of successfully integrating learning and assessment in the classroom – and achieving the best possible learning outcomes. These are supported by having clear learning objectives and tailored follow-up activities planned by teachers.



ILA in Shining Lights

Learning objectives

Shining Lights is a dynamic new blended course for secondary school students, which offers not only thorough preparation for Cambridge English Qualifications, but also engaging and communicative materials underpinned by four pillars:

- Integrated learning and assessment
- Problem based learning
- Life skills linked to the Cambridge Life Competencies framework
- Oracy.

Learning aims* are marked at the start of each unit to demonstrate the skills and language students will learn and practise.

LEARNING AIMS

- **Skills:** discuss and create texts about friends and friendships
- **Grammar:** learn and practise comparatives, superlatives, adverbs of degree, questions with prepositions and questions with tags
- **Vocabulary:** learn and practise words and phrases for personality and friendship
- **Oracy:** give a presentation
- **Exam practice:** Reading Part 4, Listening Part 2, Speaking Part 2

ORACY

- **Giving a presentation**
 - using gestures and body language
 - making eye contact
 - projecting your voice

Aims are intentionally broad and open to allow you to tailor them to the needs of your learners.

Many tasks include success criteria which help learners to focus on what they need to do to achieve aims. The criteria help them to see what success looks like and provides a benchmark to compare their own work (or that of their peers) against.

Here is an example of success criteria for a report writing task:

7 Read your report again and revise your work. Use these questions to help you.

- 1 How many phrases from Exercise 6 are in your report? Could you use more?
- 2 Is there an introduction and a conclusion?
- 3 Are the results clear? Do you agree with them?
- 4 Can you see any problems with the language (spelling, grammar, etc.)?

8 Now work in pairs. Read each other's reports and give feedback. Use the questions in Exercise 7 to help you. Make a note of your partner's feedback and write a second draft of your report.

Where success criteria are not included, think about writing your own or co-creating them with your students. You can do this by eliciting the positive features of a model or by asking what a good example of the task would include.

Teacher tip: Share aims with learners at the start of each lesson. Check they understand the aim(s) and clarify any questions. This can be done in L1 if necessary. This helps learners understand what to expect in the lesson and provides a benchmark to review or self-assess against at the end of the lesson.

Evidence of progress

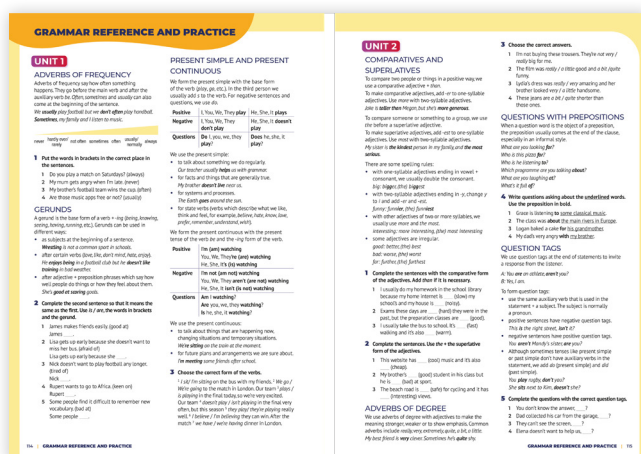
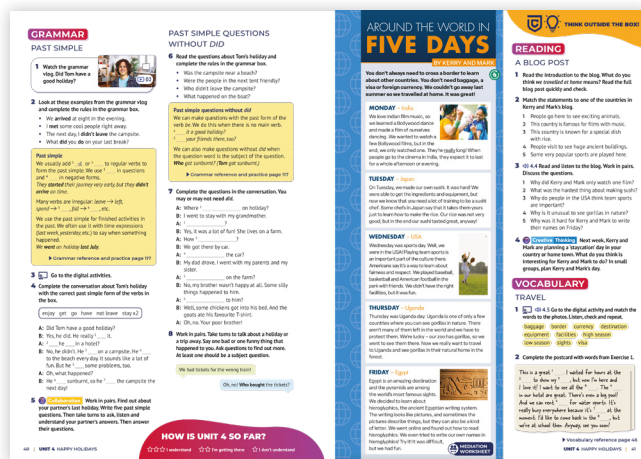
Shining Lights includes a range of activities and projects which provide teachers with evidence of learner progress towards achieving the learning objectives.

For example:

- Practice tasks
- Exam familiarisation
- Review checks
- Reflection

Practice Tasks

Integrated throughout the Student's Book are practice tasks to help learners develop language and skills. It includes a grammar reference and practice section with complete grammar explanations and practice activities.



In the Workbook, the vocabulary builder provides consolidation and extension of language in the Student's Book.

Activities on Presentation Plus provide further opportunities to practise pronunciation, grammar and vocabulary.

* aims/objectives are synonymous in this context

Exam familiarisation activities

Throughout *Shining Lights*, exam tasks provide guided practice of Cambridge English Qualifications tasks supported by tips with practical advice. This exam focus allows teachers and learners to evaluate progress and have a record for next steps. Linked to the CEFR, exam tasks are designed to help learners communicate in authentic ways in real-life situations as well as help children and teenagers gain confidence and improve their English language skills.

EXAM TRAINING READING PART 5

EXAM TIP

Read each sentence to the end before you add any missing words. There could be information in one part of a sentence which helps you to complete another part of it.

4 For each question, choose the correct answer.

9.2

Find your
**favourite
market**

People love shopping in London and there are many ways to shop. For example, the city is ¹ of markets.

Camden Market has become an important tourist ² _____ over

the years. Some people say it's only for tourists, but many Londoners enjoy meeting friends there, too.

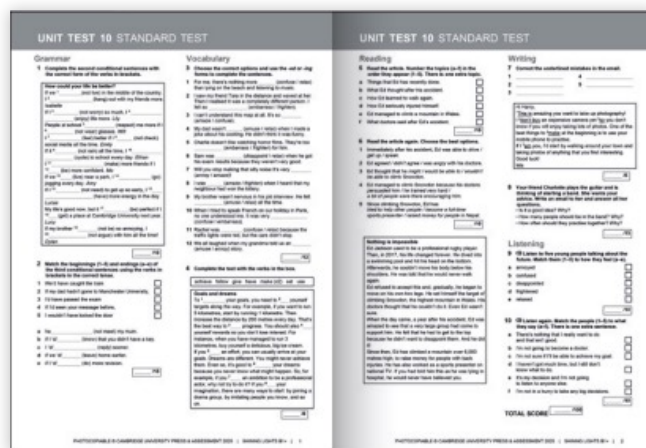
If you want tasty street food, explore Borough Market by London Bridge. Or, if you love the³ ____ of fresh flowers, let your nose guide you to the Columbia Road Flower Market. There are also markets for antiques, art or anything else you want to buy.

Teenage visitors usually like Camden Market best, but they shouldn't 4 ____ Brick Lane in another part of London. You can buy anything in this exciting neighbourhood, from second-hand clothes to Indian herbs and spices!

- | | | | | |
|---|---------|--------------|------------|------------|
| 1 | A full | B complete | C filled | D packed |
| 2 | A visit | B attraction | C building | D monument |
| 3 | A taste | B touch | C look | D smell |
| 4 | A pass | B avoid | C miss | D lose |

The Workbook features a cumulative review covering grammar and vocabulary from the previous two units and building on work done throughout the book so far.

The Test Generator includes a test for each unit to encourage review and revision as well as embed new concepts. Tests are ready to use or can be edited to adapt to your students' needs.



Reflection

Halfway through each unit are prompts to encourage students to pause and reflect on their learning. You'll find questions to guide and support their reflection in the Teacher's Book.

HOW IS UNIT 5 SO FAR?

☆☆☆ I understand ☆☆ I'm getting there ☆ I don't understand

Speaking exam videos offer a model for students to be able to do an exam task themselves using guided practice. There are writing worksheets in the Resource Bank which expand on the skills needed for different writing genres.

The Resource Bank also includes a complete exam so when students are ready, they can check their progress and readiness for the exam.

Review checks

Each odd-numbered unit includes a ‘wrap-up’ page which encourages students to look back and reflect on their learning. It includes prompts for review as well as self-assessment.



Actionable feedback

Feedback is a response to a learner's performance, understanding or behaviour. The most common form of feedback in language learning is error correction (corrective feedback), but explanations or comments are also important forms of feedback. Feedback can come from the teacher (delivered verbally or in writing), from other learners, or as part of a process of self-assessment.

It is important that feedback is actionable. Actionable feedback is feedback which makes it clear what the learner should do next. Feedback will vary depending on the situation, but there are ways in which Shining Lights supports effective feedback.

Linking feedback to learning objectives

Feedback should be linked to learning objectives or any success criteria established for a task. It should help learners understand which aspects of the objectives they have achieved and what they need to do to achieve any aspects which have not yet been met.

It's important that learners know when, why and how they have performed well so collect and show specific evidence of this. This helps learners to continue to perform well. Where learners have not achieved aims, you should provide feedback which helps them to do so next time. For example, in the oracy learning objective on having a debate, shown on page 2, one of the success criteria is to 'use confident body language'. In giving feedback, you might say: 'In the first part of the debate you looked confident and made eye contact with the audience. However, in your response don't forget to keep your head up and look at your audience to make sure you sound confident about what you are saying.'

Teacher tip: Give feedback on the range of skills and subskills which make learners good communicators rather than just focusing on grammar and vocabulary. This helps learners to see the importance of other aspects of communication.

Making time for feedback

Make sure you allow time for feedback at various stages within your lessons. It's a good idea to plan in advance when you are going to give feedback and in what way. Try to use a variety of methods and think about both individual and class feedback.

Think about when learners will be most receptive to feedback and plan for them to use it to improve their performance. For example, learners can repeat a task with a different partner or do a similar task with a different topic.

Peer review and self-assessment

Integrated throughout the Student's Book are peer review activities which encourage learners to support each other in

their learning. This helps learners understand tasks on a deeper level and develop valuable learning skills.

9 Discuss how well your debate went. Choose the options to complete the table.

	Me		My group	
	Did I do it?	How well did I do it?	Did we do it?	How well did we do it?
Using evidence to support your argument	✓ X	😊 😞	✓ X	😊 😞
Planning what you want to say	✓ X	😊 😞	✓ X	😊 😞
Responding to arguments with respect	✓ X	😊 😞	✓ X	😊 😞

Activities like this encourage learners to focus on success criteria in their own or others' performance. Being aware of success criteria gives learners a higher chance of success in a task.

The Workbook includes a self-assessment task at the end of every unit. Presented in an easily-accessible format, it encourages learners to think about what they are doing well and where they can improve and take responsibility for their own learning. It also prompts them to think about how they feel in relation to learning English. This helps learners to understand what is going well and where they may need to direct further attention.

A study journal at the end of each unit in the Workbook is a student-centred feature designed to review language from the unit in a flexible, personalised way. Students use their creative- and critical thinking skills to engage with the language and consolidate their learning.

MY STUDY JOURNAL

UNITS 1 AND 2

1 Write vocabulary around the circles.

2 Find the sports people in the dictionary. Then make your own adjectives with their sports people.

3 Can you remember what grammar you learned in Units 1 & 2?

4 Now complete these sentences for you about anything you like.

5 How many question words can you think of with the letters Q and R? Write them here.

6 Put the words in order to make questions. Then use them to ask your partner.

UNITS 3 AND 4

1 In the story find the prepositions are wrong. Can you find them and correct them?

2 Can you remember some holiday phrases with GET?

3 Can you think of any more?

4 Draw these:

5 Are these sentences correct? Correct any mistakes you see.

6 Put the words in order to make questions. Then use them to ask your partner.

7 Only one of the sentence beginnings fits all the endings. Which one?

Learners will also need support and training in doing self- and peer-assessment as it may be new to them.

Teacher tip: Make sure feedback is an integral and active part of the lesson and doesn't only happen at the end. Give learners an opportunity to respond to feedback through making corrections, improving a piece of writing or asking questions about the feedback they've been given, for example.

Tailored follow-up

Shining Lights includes a variety of opportunities to offer tailored follow-up to learners depending on their progress and needs.

There are suggestions throughout the Teacher's Book to help with fast finishers. Stretch activities throughout each unit encourage learners to think further about topics and provide extra practice for fast finishers. Further options for stretching learners in the form of fun tasks like posters, videos and infographics can be found in the wrap-up sections.

>>> STRETCH! Work in pairs. Find a photo of your friends or family, or use a photo in this book.

- Student A: Use comparative and superlative adjectives, and adverbs of degree. Describe the people in the photo, but tell one lie.
- Student B: Listen and ask questions. Guess your partner's lie.

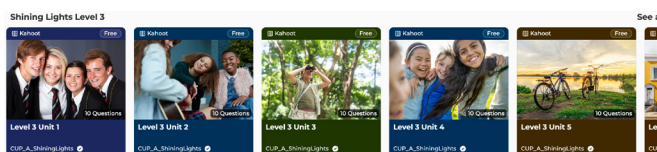
In the digital classroom, students can access Personalised Learning activities which adapt to their level. This innovative technology ensures students receive a personal learning experience with level-appropriate tasks to provide

reinforcement or extension as needed. This is ideal for catering to the range of abilities within any classroom.

You can follow this up in class by asking learners to discuss what they read or listened to with a partner. Or by asking them to share something new they learned, for example, vocabulary.

You can use Practice Extra to assign extra grammar and vocabulary tasks relevant to your learners' needs and level. Students can access on a phone or computer and use it for their own self-study.

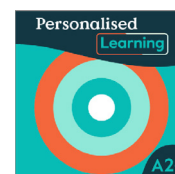
Also on Cambridge One is access to Kahoot review quizzes linked to each unit. These can be assigned to learners as a fun way to review and consolidate their learning.



Teacher tip: Provide opportunities for learners to give feedback through activities such as online polls, suggestion boxes or learner journals. As well as giving students a say on their learning, it can help to develop your relationship with learners.

Personalised Learning

Practice reading and listening in Cambridge One, with immediate feedback. Activities automatically adapt to the individual level and needs of the student.





Visit cambridge.org/ILA

to find out more about Integrated Learning and Assessment.

Here you will find a Teacher's Guide to ILA offering practical ideas and tips for integrating learning and assessment in your classroom and much more.

Sources

Boyd, E. (2020). Assessment for Young Learners in the English Language Classroom.

Part of the Cambridge Papers in ELT series. [pdf]
Cambridge: Cambridge University Press

Kerr, P. (2024). Giving feedback to language learners

Part of the Cambridge papers in English language learning series. (pdf) Cambridge: Cambridge University Press

Available at cambridge.org/english-insights

Where your world grows

We believe that English can unlock a lifetime of experiences and, together with teachers and our partners, we help people to learn and confidently prove their skills to the world.

cambridge.org/english

