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Integrated Learning and Assessment Ideas Pack

For English
Language Teachers



Your ILA Ideas Pack

Getting the most from **every** moment of learning

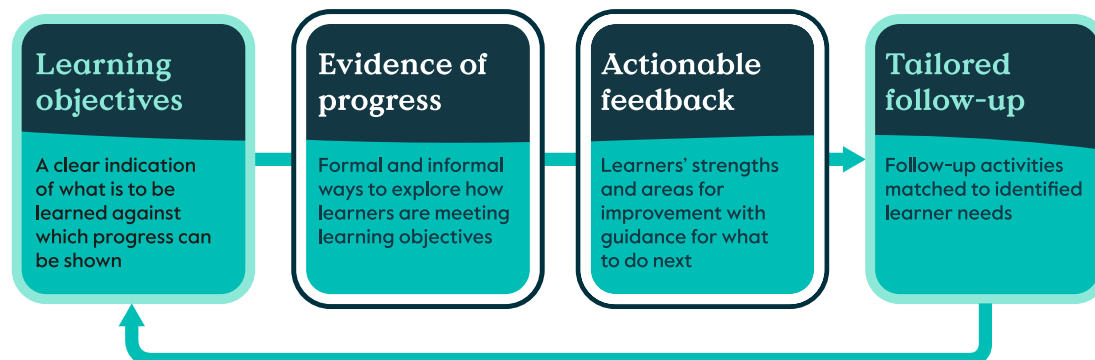
This Integrated Learning and Assessment (ILA) pack offers 30 simple, practical ideas to help you get the most from every moment of learning in your classroom. Each idea provides techniques that can be gradually introduced into your daily teaching routines, helping you build powerful habits that lead to meaningful improvements in learning over time.

Grounded in the ILA approach, these ideas support a seamless blend of teaching, learning, and assessment to help you plan, measure, and enhance learner outcomes.

For more information, visit

cambridge.org/ILA

The four pillars of the ILA approach



Evidence of progress

Framework:
Pillar of ILA

Making learning stick

Teaching focus:
Subcategory

Template icon:
Some ideas have templates for you to use at the end of the pack.



Click to see the template

Making connections

Throughout the unit, you can assess how well learners can use language structures to make connections.

1. In a table, fill in the key word.
2. Learners write a sentence that connects both words
3. Ask learners to share their examples using whole-class feedback

Title and Description:
Here you'll find a step-by-step guide to using this idea in your classroom.

Tip! Add support boxes for learners who may need extra help and for high achievers, create a challenge box for complex vocabulary.

Planning and preparation level:
This shows a sliding scale of preparation time for each activity. From left, the idea is ready-to-go, to right, where more planning and adapting time is required.

Planning and preparation level:



Q.	Key word 1	My sentence	Key word 2
Example	Happy	I like to spend time with my dog because it makes me feel happy.	Dog

Digital features only

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ILA pillar: Learning objectives

Jump to an idea

Sharing learning objectives

1. Secure, develop, challenge
2. Bullseye dart board
3. Personalised unit goals

Planning for learning

4. Plan the year backwards
5. Teacher development goals
6. WAGOLL seeing success



Secure, develop, challenge

When planning learning objectives, create three different routes to success and share them with your learners each lesson. Here is an example for a B1 Preliminary class:

Learning objective: To examine a model answer of an article for the writing exam

- **Secure** 💪: To categorise and identify the range of language at level 3
- **Develop** ✨: To use the examiners' commentary to help you give feedback for this answer
- **Challenge** ➡: To redraft this writing from level 3 to levels 4 or 5, looking at improving the quality of ideas

By levelling learning objectives, individual learners' needs can be met more effectively.

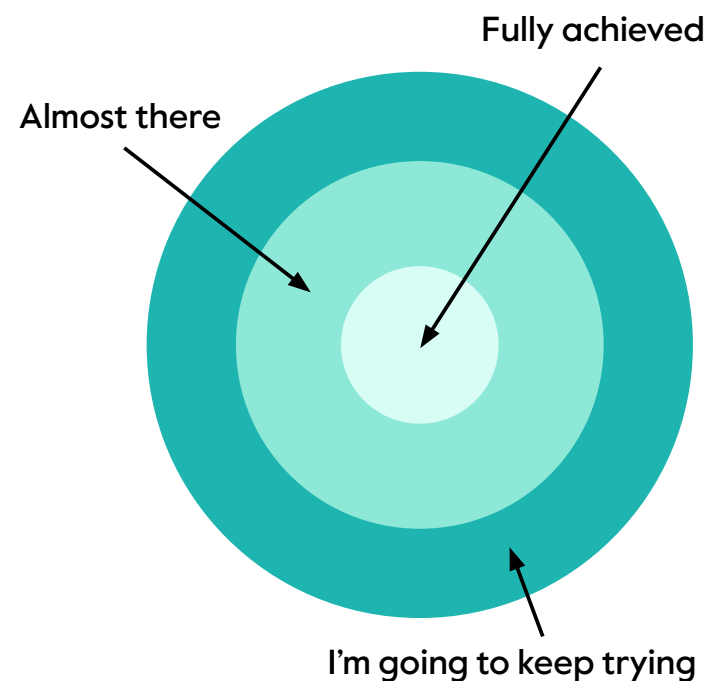
Bullseye dart board

At the start of each lesson, share the learning objectives next to a bullseye, which has the labels:

- Fully achieved
- Almost there
- I'm going to keep trying

At the end of the lesson, ask learners to reflect on the objectives and decide where they would place the arrow on the bullseye to represent their progress.

This can lead to a discussion about how well learners have met their goals and what support they need from you to make further progress. You could also ask learners to write what they will do to improve for the next lesson.



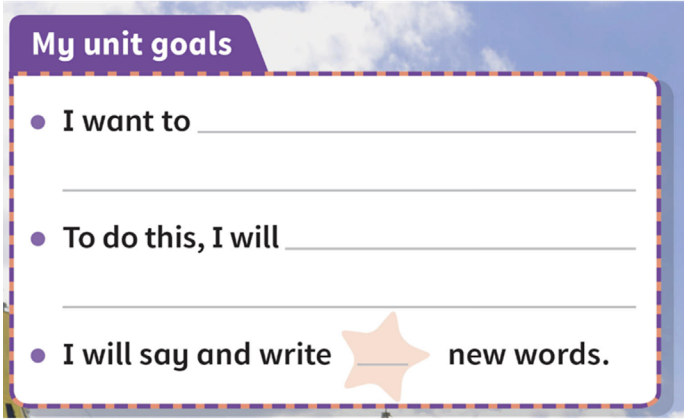
Personalised unit goals

At the beginning of a unit, share the overall unit objectives with learners and ask them to use these to set personal unit goals. Learners complete the phrases:

1. “I want to...” (Identifying a clear learning outcome)
2. “To do this, I will...” (Outlining concrete strategies/actions)
3. “I will say and write ___ new words.” (Targeting vocabulary)

The phrases can be adapted, for example by focusing on a language skill, or part of an exam, instead of on vocabulary.

Learners can use these personalised unit goals as a reflection tool as they work through the unit, deciding for themselves whether they are progressing towards their chosen goals, and what they need to do to make further progress.



My unit goals

- I want to _____

- To do this, I will _____

- I will say and write _____ new words.

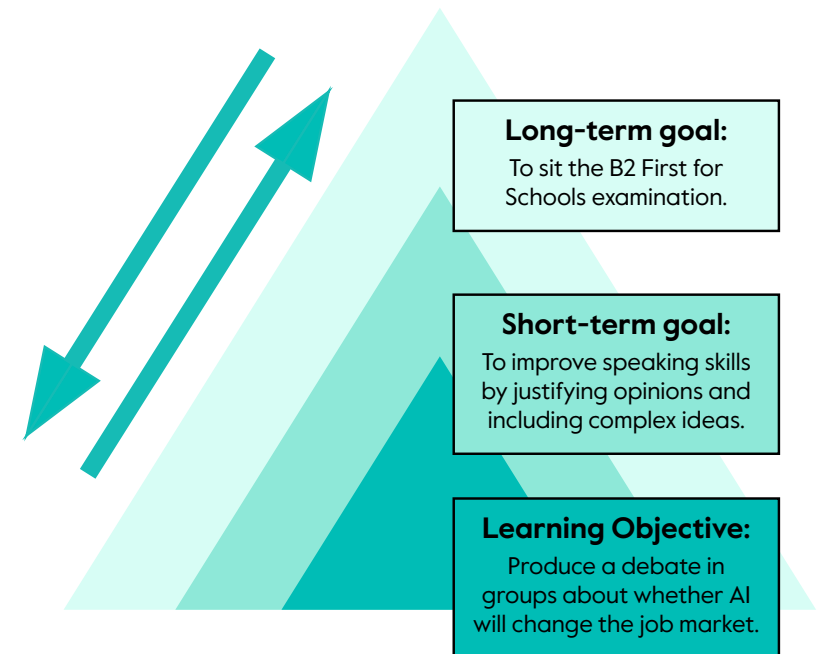
Life Adventures, Activity Books

Plan the year backwards

When adapting planning documents at the beginning of the year, visualise the end goal and work backwards from that to plan your lessons:

- What do I want my learners to achieve at the end of the year?
- What do I need to do for each unit?
- Does each lesson connect to the end goal?

The learning objective for each lesson should link to both the mid and long-term goals, allowing learners to make focused progress.



Teacher development goals

As you plan your lessons, think about how to connect your own professional development goals with your everyday teaching. Here are some examples:

- Pre-prepare questions for specific learners
- Check understanding of all learners within the first ten minutes of a class
- Develop my understanding of the writing criteria by using the Teacher Guide to moderate assessments

This reflective task will help you align your own learning journey with what you are teaching.



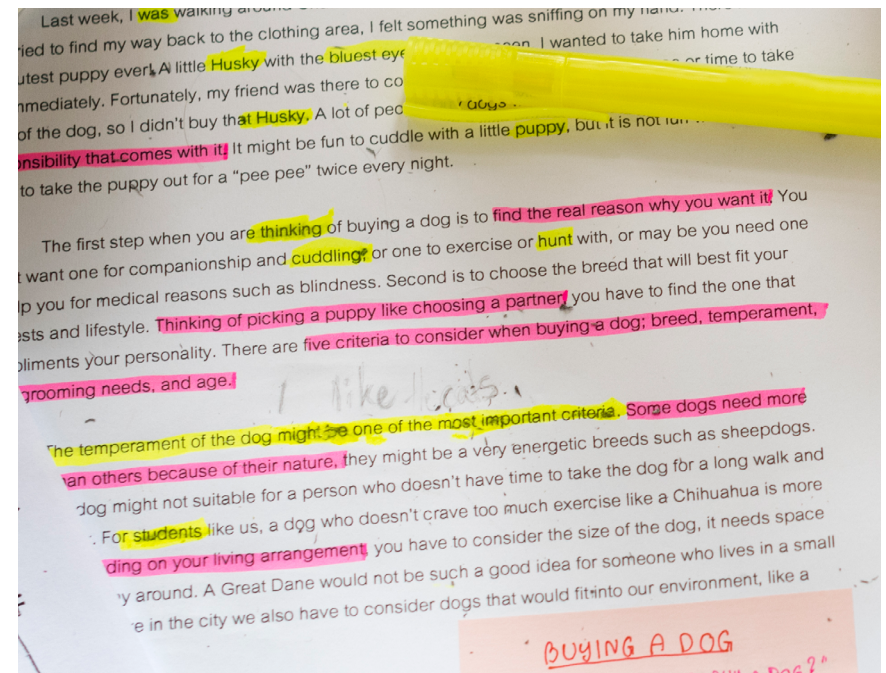
WAGOLL – seeing success

Before asking learners to write a text or participate in a dialogue, share a good example of what you expect them to produce, also known as:

What A Good One Looks Like

Your coursebook will often provide a WAGOLL. After reading or listening to it, ask learners to notice some of the language that was used and to explain what makes it successful.

Then as a class, create your own success criteria for the task. Learners can use these as a guide as they work on their own texts.



ILA pillar: Evidence of progress

Jump to an idea

Effective questioning

- 7. Snowball questioning
- 8. Spotlight thinking
- 9. Think-Pair-Share
- 10. Concept-checking

Checking for understanding

- 11. Pose, pause, pounce, bounce
- 12. Tell it to Grumpy Grandad
- 13. Quiz stations questions
- 14. Exit tickets

Making learning stick

- 15. Real exam
- 16. 20-point pyramid
- 17. Do-Now starter activities
- 18. Making connections



Snowball questioning

At the beginning of the lesson, tell your learners to actively listen and participate during class discussion, and everyone is going to contribute at least one idea.

1. Ask the first question to the whole class, and allow thinking time.
2. Choose a learner to respond first by saying their name (based on the level and type of question).
3. Build on the answer by asking other learners to contribute and guide your next questions to allow for greater depth. Make it fun by throwing a small bean bag or soft ball around the room so everyone participates. This is the snowball effect.

Tip! Take 5 minutes to plan questions for specific learners in advance to make sure everyone is participating.

Spotlight thinking (Cold-calling)

At the beginning of the lesson, let your learners know that during class dialogue, you will be calling on them directly, so there is no need to put their hands up.

1. Ask the first question to the whole class, and allow thinking time.
2. You choose a learner to respond first by saying their name (considering the question's level and type).
3. Build on the answer by asking another question to a different learner and repeat the process.

This questioning technique tells you how engaged learners are, their level of concentration, and their ability to articulate an answer authentically.

Tip! You can give pre-warnings when helpful, for example “Martin, I’ll come to you next”.

Example dialogue

Teacher: Leo, what are the themes of this text?

Leo: Environment and health issues.

Teacher: Great. Lucía, how do we know this?

Lucía: It says high levels of pollution can make people sick.

Teacher: Ok so Danny, what could we do to address this?

Danny: Maybe write a proposal to the town hall for more public transport

Think – Pair – Share

To take class discussion a step further, use this questioning technique to allow learners to reflect, collaborate and explain their thinking.

1. **Think:** Ask a question to the class. Learners think about it individually for one minute.
2. **Pair:** Learners discuss their ideas with a partner for two minutes.
3. **Share:** Either in larger groups or as a whole class, learners share their responses, and a wider discussion can take place.

This encourages deeper thinking and builds student confidence, whilst also giving you the opportunity to move around the classroom with purposeful monitoring.

Concept-checking questions (CCQs)

During class discussion, use CCQs to assess learners' understanding of key language points. These questions should be simple, focused, and designed to get short answers that reveal comprehension. Use prompts like:

- 50/50 choice: Does “I am borrowing” mean that I keep it forever, or that I give it back?
- Yes or No: Does “I borrowed your keys” mean that I am going to take them soon?
- Simple Wh-questions: When/Where/Why would you use the word “to borrow”?

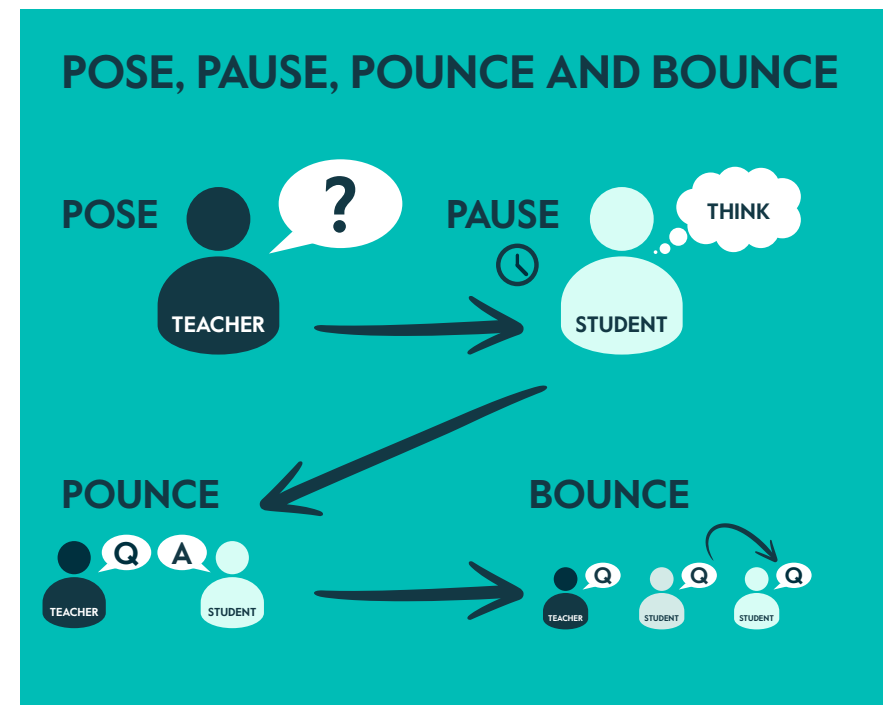
Tip! Plan these questions in advance. You could use mini-whiteboards or voting cards to make it a more interactive, whole-class discussion.

Pose, pause, pounce, bounce

Allow for longer processing time during class discussions to let your learners give more accurate and thoughtful responses. Follow these four steps to encourage broader participation:

1. Ask the class or specific learner a question. (pose)
2. Pause to allow reflection and processing time.
3. Ask learners for initial answers. (pounce)
4. Build on the first answer by bouncing it to another student to extend and add their ideas, for example by asking “do you agree?”

This simple but effective technique helps you gain a better understanding of what learners do and do not know.



Tell it to Grumpy Grandad

Ask learners to explain a text or concept in their first language as if they were talking to their Grumpy Grandad, a family member who doesn't speak English.

- Learners explain the meaning in their own words, simply and briefly.
- Then they share their explanation with the class.
- You listen for misunderstandings and help correct them.

This shows how much learners understand and helps them feel more confident before moving on with more complex tasks.

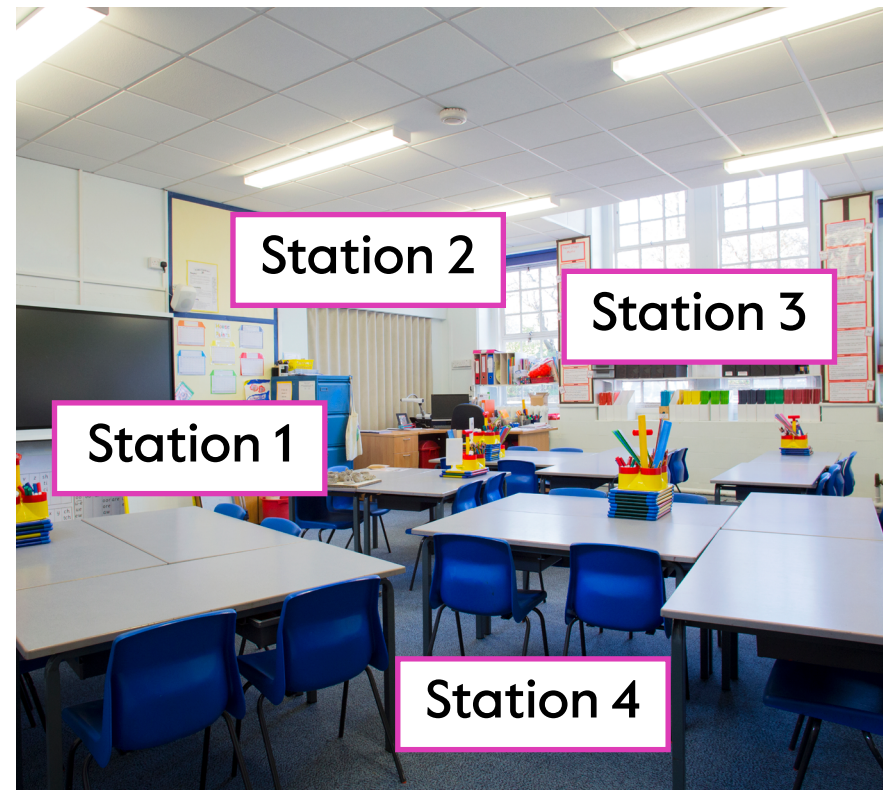
Quiz stations

During the middle of a unit of work, set up different quiz or task stations around the classroom:

- You choose the topics, either focus on different skills or exam sections that have been studied in the unit so far.
- Learners move from table to table, spending about ten minutes on each.
- You can supply answer sheets for the learners to self-correct once the time is finished.

This activity helps you check learner progress, find gaps in understanding, and support revision in a fun and active way.

Tip! Add in a stretch and challenge by reviewing past learning or introducing future topics.





Exit tickets

At the end of a lesson, ask learners to reflect on what they have learnt by answering a question about the lesson on a piece of paper or Post-it note.

Questions could be:

- What is something you found difficult today?
- What is one thing you want to work on next lesson?
- Show me an example of progress you made towards your unit goal.

Learners give it back to you before they leave the classroom and you can identify any misconceptions and use it to inform planning.

Tip! Do this regularly and keep the answers. You can use them to show progress over time.

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Name:

Date:

Write three things you have learnt today

.....

.....

.....

.....

.....

How did you feel today?

Circle the emoji that reflects how you feel.

Real exam experience

A few months before the exam, give learners a partial or full mock test run-through, so they can feel prepared for the real day. The experience will give you useful information about their exam-day readiness and current CEFR level.

1. Use official Cambridge papers (digital or paper).
2. Time each part carefully, and organise invigilation help from other teachers.
3. Follow real exam rules: no talking, phones, or bags. Only allow pens, pencils, and water in a clear bottle on desks.

Scan the QR Code to choose the Mock Test Toolkit (choose younger or older learners).

For more information, visit

cambridge.org/cambridgeenglish/exam-preparation-journey

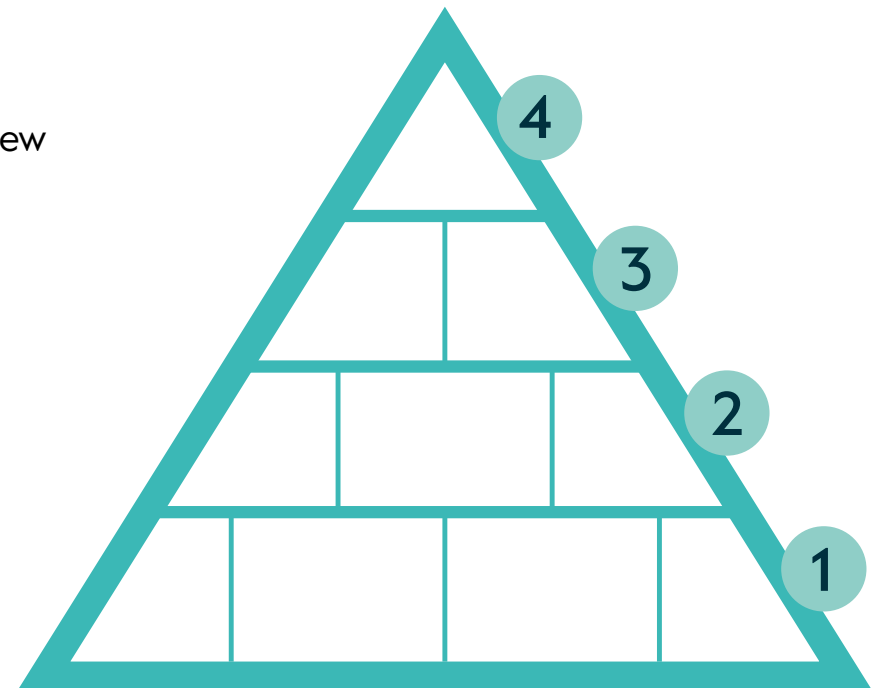




20-Point Pyramid

This warm-up game at the beginning of the lesson is a fun way to review language and help strengthen learning in the long-term memory.

1. Fill the pyramid with review questions of different levels:
4 points = difficult, 1 point = easy.
2. Give learners ten minutes to answer as many questions as they can, in any order they want.
3. Ask learners for their feedback and discuss their ideas as a class. Then, reveal answers and learners correct any mistakes.
4. Learners count their total points and share their score with you to track progress.



Do-Now starter activities

Establish a routine where learners begin a quick and easy activity as soon as the lesson starts. It helps the learners settle, review something they learnt before and will tell you what they remember. Do-Now ideas could include:

- Match up tasks
- Correct the errors
- Reorder the sentence
- Create a mini mind-map of the unit so far

The Do-Now task should be quiet, independent, and simple enough for learners to do without much help. This gives you enough time to take the register, monitor, and then review the questions as a class in a calm environment.

Going to the shops Friday 3rd March

Revisiting learning - correct the errors

1. I went to the grocery store tomorrow
2. I always shop many vegetables
3. The shopping centre is opened
4. The cashier takes the receipt



Challenge 😎 Tell me about the last time you went clothes shopping.

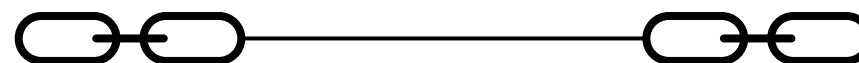


Making connections

Throughout the unit, you can assess how well learners can use language structures with autonomy and creativity.

1. In a table, fill in the left- and right-hand columns with one key word.
2. Learners write a sentence that connects both words.
3. Ask learners to share their examples using whole-class feedback.

Tip! Add support boxes for learners who may need extra help and for high achievers, create a challenge box with complex vocabulary.



Q.	Key word 1	My sentence	Key word 2
Example	Happy	I like to spend time with my dog because it makes me feel happy.	Dog

ILA pillar: Actionable feedback

Jump to an idea

Self and peer assessment

- 19. Two stars and a wish
- 20. Learner-friendly marking criteria
- 21. Feedforward friends

Written and verbal feedback

- 22. One-stop feedback sheet
- 23. WWW and EBI
- 24. Common errors game



Two stars and a wish

After learners have completed a task, ask them to review their work by looking for two positive parts and one element that can be improved. Introduce “Two stars and a wish” early in the course to help young learners get used to self-assessment.

Before an activity, provide learners with the success criteria aligned with the learning objectives.

After an activity, ask learners to review their work with the success criteria and write:

★ ★ Two Stars: two examples of where they met the criteria.

★ One Wish: an area where they could improve.

When done regularly, learners will develop their reflection skills and become more receptive to feedback.



Star language:

- I really like the way you...
- I noticed you...
- I think the best thing about it was...
- I enjoyed reading the part where you...
- It was a good idea to...
- My favourite part was when....
- You should be proud of...



Wish language:

- It would be great if you...
- I think you might want to...
- Next time maybe you could...
- You can improve by...
- How do you feel about adding...
- A recommendation would be to...
- Maybe you can come up with a better way to...

Learner-friendly marking criteria

After learners have completed an assessment, give them a version of marking criteria that uses language they understand. You might like to include:

- A checklist using “I have....” statements
- Concrete examples of structures to include
- A glossary to explain words like “rubric” as marking criteria

When proofreading their work, learners can ☒ the areas they feel confident they have met and **highlight** areas where they feel they need more support.

Tip! Learners can later compare their own self-assessment with your feedback.



Feedforward friends

After learners finish a task, ask them to turn to a classmate to double check, or proofread, their work before handing it in to you.

The classmate uses the success criteria to give a feedforward comment, providing suggestions and feedback. The learner can then make any changes before submitting their work to you.

Low-stakes peer assessment not only helps with error correction, but it also builds agency and motivation in learners.





One-stop feedback sheet

When giving feedback after a test, use this tool to keep teacher feedback, learner reflection and next steps all in one place.

1. Give feedback on the left by adding in the success criteria and highlight it using two colours:
 -  One colour to show what the learner did well
 -  Another colour to show targets or areas to improve
2. Return the assessment with the one-stop feedback sheet and any additional comments. Learners then complete the reflection section, correct errors and decide on next steps.

Tip! You can hide the numerical score until learners have completed their redraft and reflection section.


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Assessment Feedback Sheet

Achieved = ☒

Targets = ☐ highlighted

End of Year Target:

Assessment grade:

Insert success or marking criteria

Teacher Feedback

What Went Well

-

Even Better If

-

Learner Reflection

What I have learnt from this

Redraft

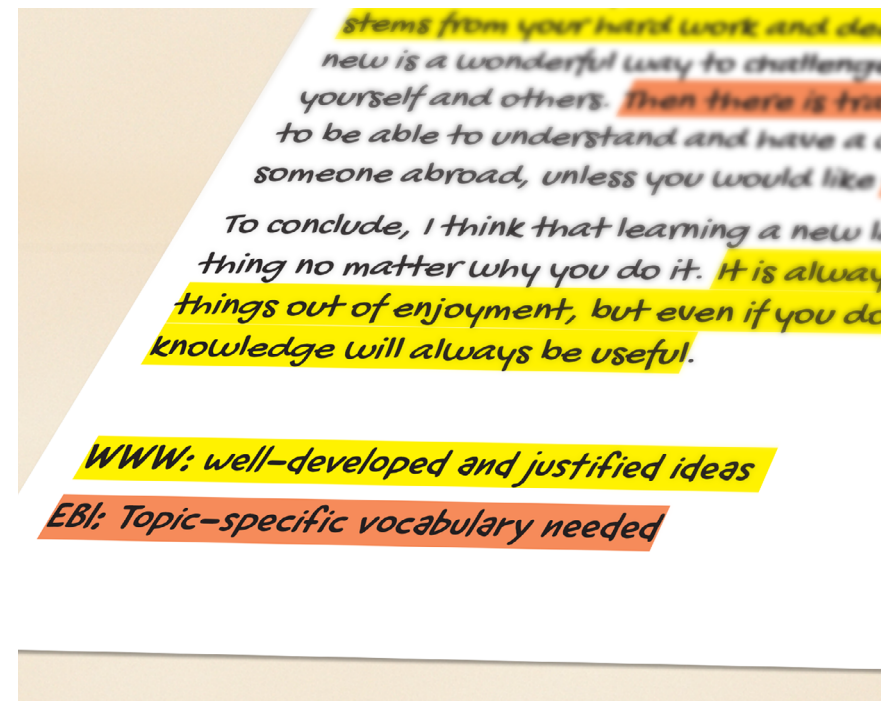
Plan of action. Next time, I am going to.

WWW and EBI

Feedback after formal or informal assessments should be balanced. After a piece of work, give learners positive feedback using **What Went Well (WWW)** and their areas for improvement as **Even Better If (EBI)**. An example may look like:

WWW: Very good use of topic vocabulary, varied use of complex words like racket and equipment.

EBI: Paragraph two could be more relevant to the question. Rewrite your answer looking specifically at advantages of sport in schools.



Common errors game

Turn assessment feedback into a whole-class activity by starting the lesson looking at common mistakes:

1. As you are marking a class assessment, note down the common errors that you find.
2. Use this to write a list of ten sentences, some with the errors, and others with correct English.
3. Divide your class into teams of 3 or 4.
4. Give the learners some time to decide which sentences are correct and which are wrong. They can earn bonus points by correcting the wrong sentences and explaining why they are incorrect.

Tip! You can also use the lesson to highlight common collocations e.g. take / pass / fail an exam.

ILA pillar: Tailored follow-up

Jump to an idea

Task repetition

25. Fill-me-in game

26. The choice board

27. DIRT

Using digital tools

28. Assigning specific tasks

29. & Improve series

30. Using a RAG tracker



Tailored follow-up Task repetition

Fill-me-in game

After giving back written feedback on an activity, ask learners to identify five words or phrases they need to learn. Learners are going to become the teachers to “fill in” their classmates:

1. Learners check they have the correct meaning, pronunciation and part of speech for their chosen word. Example: *fields*
2. Then, they write a sentence with the word replaced by “bleep.” Example: *England has many green BLEEP*
3. Learners mingle, share their clues, and guess each other’s words. If they can’t guess, learners can teach their classmate the word.
4. Learners then repeat with new partners.

Tip! If learners need support, you can give them the exact words they should be working on.



The choice board

After providing feedback on a task, tell learners which skill they need to work on but give learners a choice of how they do this by using a choice board.

1. Add follow-up tasks to the grid: In each section, add two or three specific, easy to follow activities related to the original unit or exam.
2. Learners choose: Based on their results and your feedback, learners select and complete one task from the skill box they need to improve the most.

As learners complete their task repetition, you can monitor and give further verbal guidance.

Reading		Listening	
Re-read the text and highlight all the topic vocabulary	Write 5 Q&A for your classmates about the text	Re-listen to the recording and read the tapescript	Listen to a podcast on this topic and write down new ideas
Writing		Speaking	
Redraft one of your paragraphs	Research 10 new authentic expressions for this topic	Record yourself speaking for 2 minutes without stopping	Listen back to your audio and complete a self-assessment



Tailored follow-up Task repetition

DIRT

After learners have received your actionable feedback, establish 15 minutes of classroom of Dedicated Improvement and Reflection Time, where all learners independently action and process their feedback:

They may like to:

- Redraft a piece of work with corrections
- Complete a task repetition activity from a choice board
- Write a self-assessment with next steps and goals

Tip! Including new classroom routines can take time, so adding in study skills could be important.



Assigning specific tasks

Once learners have reviewed and reflected on your feedback, they should have a clear understanding of what they need to work on. To guide their progress, use digital tools to assign specific tasks aligned with each learner's area of development.

You may like to:

- Ask learners to use GenAI to create personalised tasks or quizzes
- Set tasks on Test & Train to enhance exam preparation and skills
- Recommend Cambridge Dictionary +Plus to reinforce vocabulary and spellings

Tip! For maximum impact, ensure that each follow-up activity directly relates to the feedback provided. This full circle approach reinforces learning and promotes meaningful improvement.

GenAI prompt idea

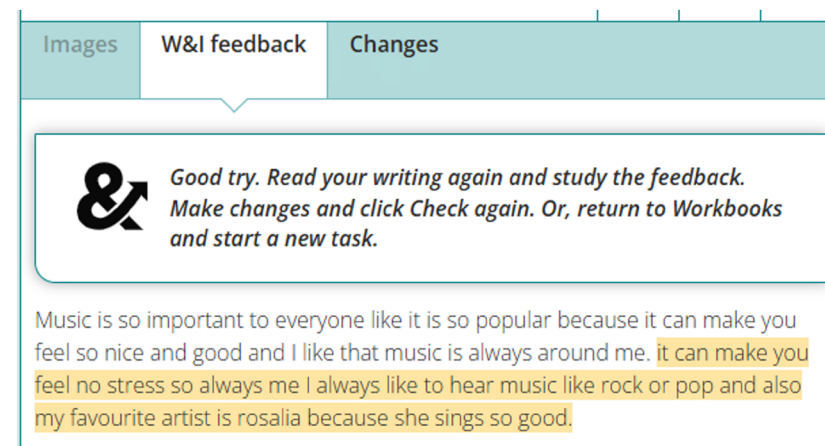
"Create 10 multiple-choice quiz questions to help an English learner practice the third conditional. Each question should have 3 answer options, with only one correct answer. Provide the answers on a separate sheet".

& Improve series

When your teaching timetable allows, use Cambridge AI tools like Write & Improve and Speak & Improve to give learners both personalised feedback and action points. These tools allow learners to submit and resubmit their answers according to the suggestions.

AI-powered resources help learners get immediate feedback and encourage independent redrafting. You can set specific assignments according to your current unit of study and track learner progress over the year.

For more information, search & Improve Cambridge in your browser.



Using a RAG tracker

At the start of the year, create a progress tracker for each class. Monitor their understanding using a **Red-Amber-Green** visual system. After several feedback points, review the colour patterns to identify trends and adapt your teaching.

If several learners show  in one area, adapt your planning to make sure you revisit this again.

When  appears consistently, consider doing a review activity next lesson.

If  students are regularly ahead, prepare specific extension tasks to keep them challenged.

Tip! Update your tracker regularly, then ask: “What do my learners need next?”. Let the evidence shape your support, groupings, and lesson focus.

Name:

Date:

Write three things you have learnt today

.....

.....

.....

.....

.....

How did you feel today?

Circle the emoji that reflects how you feel.



Name:

Date:

Write three things you have learnt today

.....

.....

.....

.....

.....

How did you feel today?

Circle the emoji that reflects how you feel.





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20-point pyramid

Objective

To review learning and consolidate key structures.

Class instructions

You have 10 minutes to answer as many questions as possible from the pyramid.

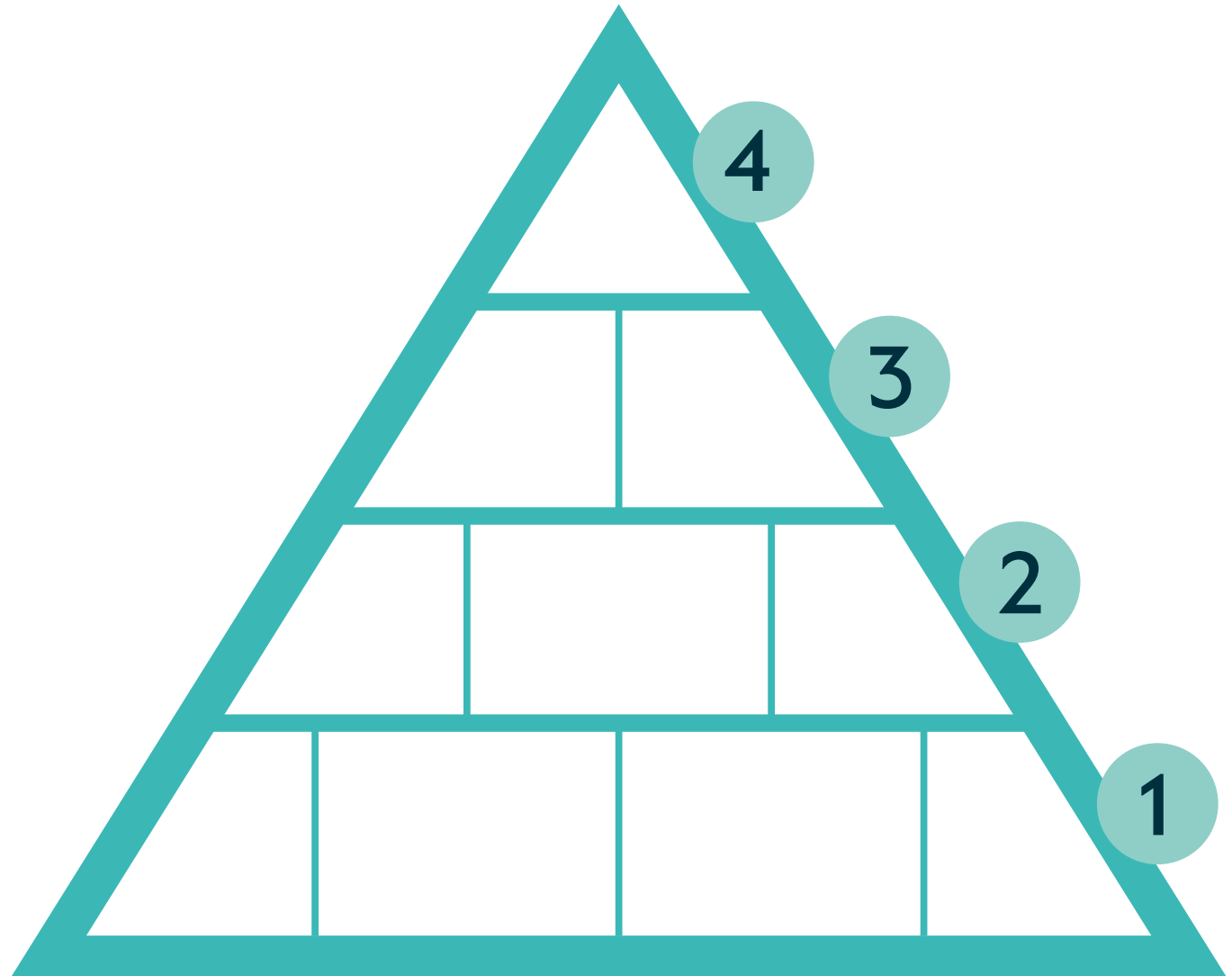
Each question is worth a number of points depending on the complexity:

4 points = more difficult,
1 point = easier.

You can answer in any order, but don't use your notes or exercise book to help you!

At the end, correct your answers and add up your final points.

My final score: /20



Making connections

Objective

To create full sentences by making connections between key words.

Class instructions

Look at the two key words for each question and create a sentence that links them together.

Challenge 1: Think as creatively and outside the box as possible with your sentence.

Challenge 2: Bonus points if you're able to link in ideas from previous units of work



Q.	Key word 1	My sentence	Key word 2
Example	Happy	I like to spend time with my dog because it makes me feel happy.	Dog
1.			
2.			
3.			
4.			
5.			
6.			

One-stop feedback sheet

Objective

To give feedback in an accessible and effective manner to clear next steps and learner reflection.

Teacher instructions

- Prepare the feedback sheet by inserting the relevant success or marking criteria.
- At the end of the assessment, ask learners to either glue in, or copy and paste, this feedback sheet at the end of their test.
- Highlight in one colour where the learners met the criteria, and in a different colour, their targets and next steps.
- Fill in the Teacher Feedback section and then ask learners to reflect and correct their errors using your guidance.



Assessment Feedback Sheet

Achieved = ✓

Targets = highlighted

End of Year Target:

Assessment grade:

Insert success or marking criteria

Teacher Feedback

What Went Well

- _____

Even Better If

- _____

Learner Reflection

What I have learnt from this

Redraft

Plan of action. Next time, I am going to.



Task repetition choice board

Objective

To give clear, structured activities for learners to complete as tailored follow-up after receiving feedback.

Teacher instructions

1. Prepare the choice board by adding in task-repetition or redraft activities for your learners to do per skill.
2. You direct learners to the skill they should be practising and they choose the activity.

Follow-up activities can be general learning, or more specific to a task and could include tasks like:

- Rewrite your paragraph with no mistakes
- Analyse a good piece of work
- Read the tapescript and make a list of new words and their meaning
- Read a news article and make a list of genre conventions
- Re-recording yourself speaking and complete a self-assessment by listening to it back.



Reading		Listening	
Writing		Speaking	

Choose a follow-up activity

Acknowledgements

We would like to thank the many teachers and colleagues whose openness in sharing ideas and engaging in discussions around best practice has contributed to the development of this resource. This publication represents the culmination of those collaborative efforts over the years.

This pack was produced by Kate Trafford

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Professional Development and Learning, Cambridge English

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