



www.aeclil.net

Towards an integrated CLIL evaluation

Pavia – AECLIL Final Conference
13-14 December 2012

Fabrizio Maggi (famaggi@unipv.it)



This project has been funded with the support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The AECLIL Project

- Provide CLIL evaluating tools
- Provide concrete examples
- Specific information and advice

The ambivalence of CLIL learning

- assess the level of language learning and the one of non-language subject;
- decide whether they are to be evaluated together through each other or separately.

Three fields covered by evaluation

- the diagnostic area,
- the formative area and
- the summative area.

There is neither one preferred CLIL model or pattern

- it is essential to recognize that not any kind of teaching or learning “in another language” may be CLIL
- Teachers need a common plan
- CLIL curriculum

- to make explicit the fundamental principles upon which CLIL is based and to put in place rigorous monitoring and evaluation processes (Coyle et al. 2010).

- assessment will only be **effective** if it succeeds in creating a **genuine** learning community among **learners and teachers**
- a real dialogue between teachers and learners about the process of learning is **indispensable**.

Self and peer assessment

- Using peer and self-assessment helps to make learners more independent, as this gives them tools to monitor their own progress
- Peer and self assessment can help learners to produce the standard of work that is required of them
- By understanding more clearly what is expected of them, they will gradually become more able to critically assess their own work

- This kind of assessment encourages students to take ownership of their work through **reflection and discussion** about the learning process and results
- Students develop communicative and interpersonal strategies to give helpful qualitative feedback for their peers.

Grids, Rubrics, Bandscales

- ADAPT not ADOPT

Final issues

- This Project
- Starting point for further investigation
- TICs
- Web 2.0 tools
- Voips

Einstein - 1936

- Culture is what is left when a person has forgotten what learned at school