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19 maggio 2020

La Valutazione nella Didattica a Distanza delle lingue e del CLIL

Letizia Cinganotto, PhD Ricercatrice
INDIRE

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Assessment in language learning and CLIL

1. What is assessment?
2. Assessment for learning
3. Assessment of learning
4. E-assessment

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Background

Companion Volume CEFR

CEFRCV

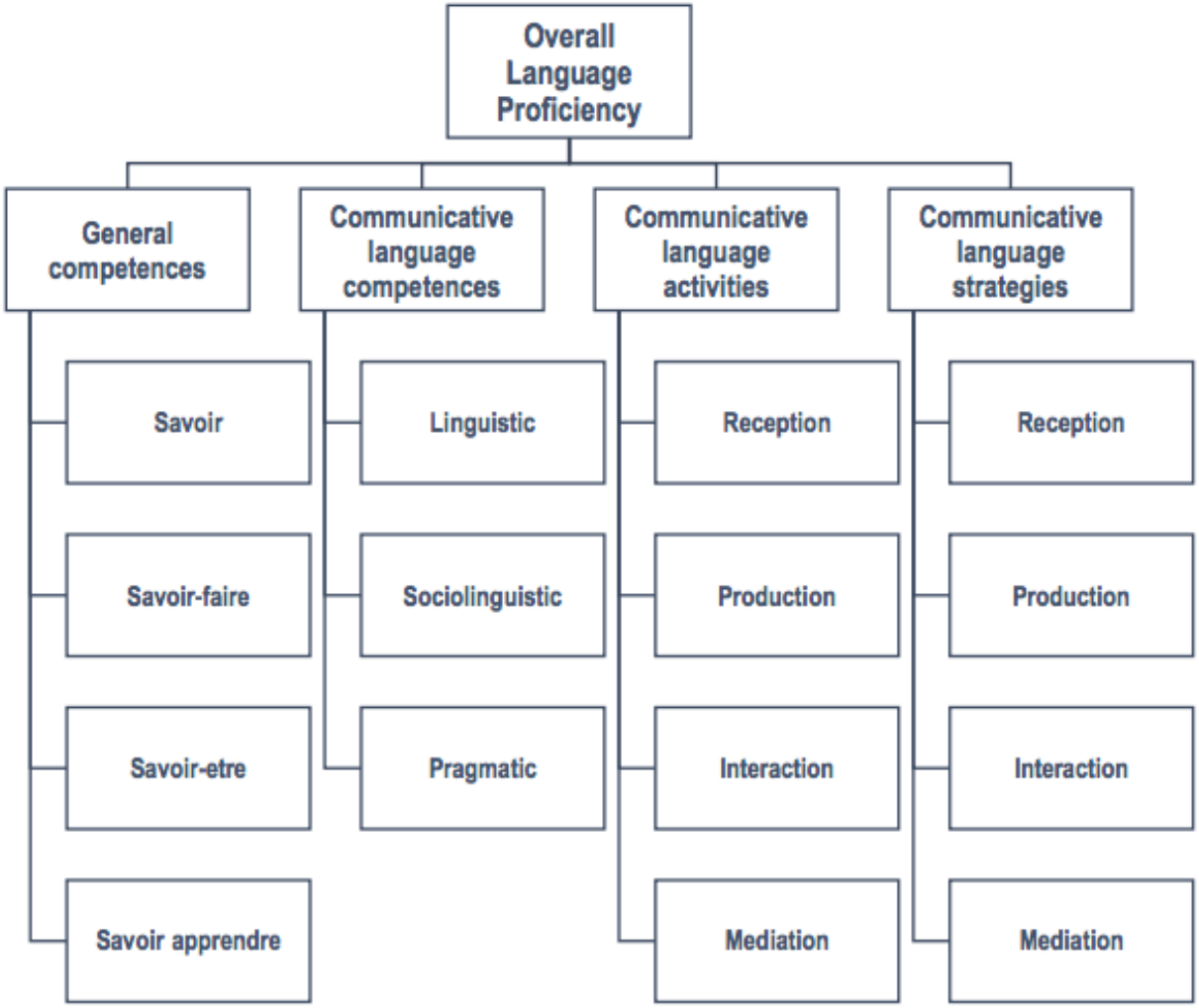
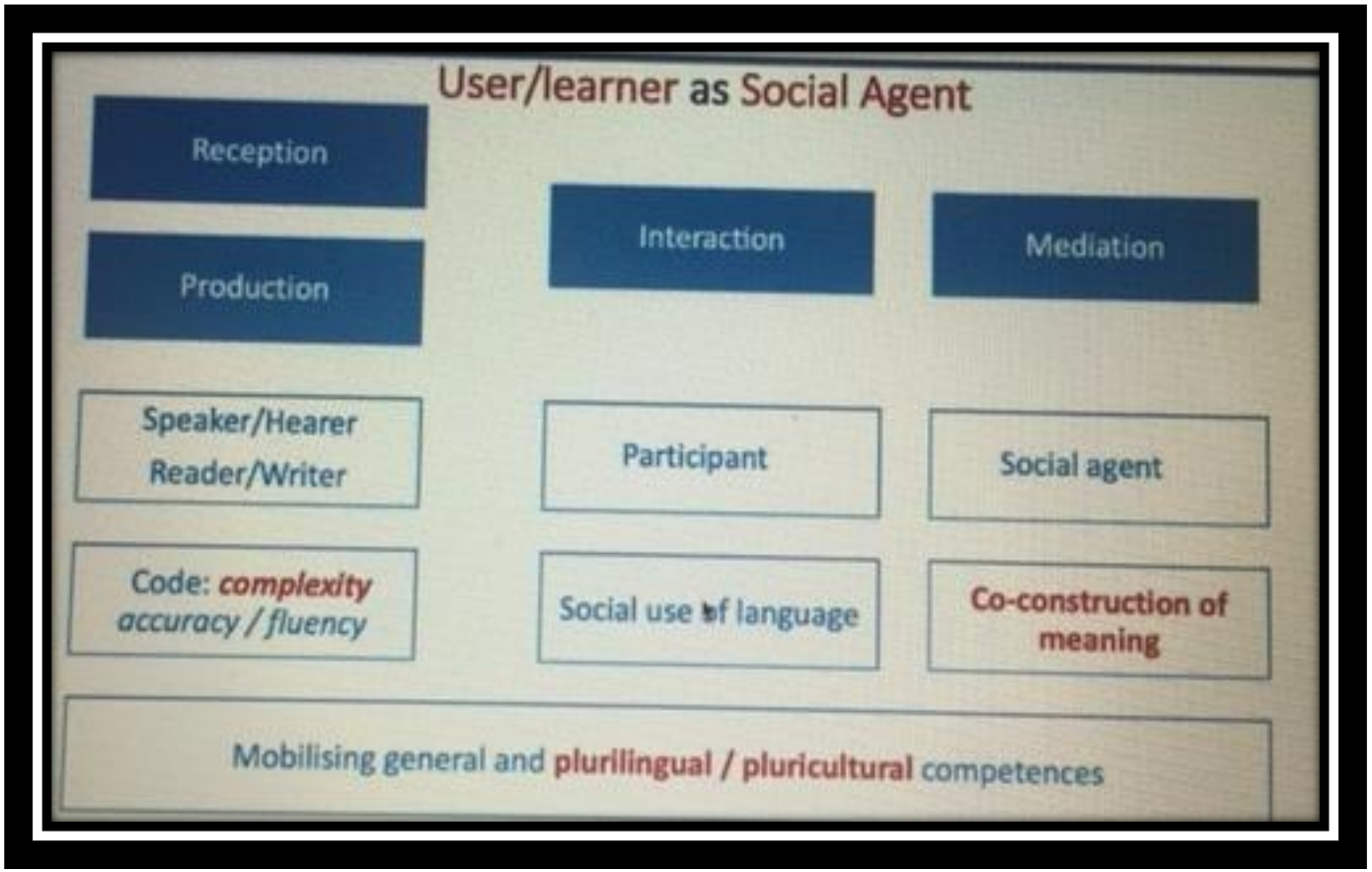


Figure 1 – The structure of the CEFR descriptive scheme[3].

CEFRCV



Enrica Piccardo

CLIL

Council Recommendation on languages, 2019

Case study: Italy – CLIL for all in upper secondary education

The introduction of CLIL was implemented in all *Licei* and *Istituti Tecnici* (upper secondary education) in 2014/15 as part of a comprehensive school reform. In practice, one non-language subject must be taught in a foreign language in the final year at *Licei* and *Instituti Tecnici*. In the latter, the subject must be chosen from the specialist areas. In the final three years of *Licei linguistici*, two different non-language subjects must be taught through two different foreign languages.

The Ministry of education has defined the competences and qualifications teachers need to teach CLIL classes. They concern the target languages, the non-language subjects and issues relating to methodology and teaching approaches. In particular, CLIL teachers must have attained a C1 level of competence on the scale defined by the Common European Framework of Reference for Languages (CEFR). In order to help potential CLIL teachers acquire the appropriate knowledge and skills, the education authorities are financing specific continuing professional development activities. For instance, in 2016, within a new school reform, they launched a National Teacher Training Plan which established a wide range of training programmes in CLIL methodology, which also included teachers from primary, lower secondary and vocational schools.

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What is Assessment?

Measuring knowledge, skills and attitudes by collecting and documenting empirical data

Mindful assessment

"It is time to rethink the relationship between teaching and learning and assess the crucial skills students need to succeed in the 21st century. Educators must focus assessment on mindfulness and feedback for improvement, framing assessment around six fluencies students need to cultivate".

"Mindful Assessment
The 6 Essential Fluencies of Innovative Learning"

Lee Watanabe Crockett, Andrew Churches

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Features of a meaningful assessment

- Meaningful assessments and feedback:
  - –Are valid
  - –Are individualized
  - –Are understandable
  - –Communicate high expectations
  - –Lower emotional barriers
- Assessment of content-area knowledge:
  - –Formative Assessment
  - –Summative Assessment
  - –Self-assessment
  - –Peer-assessment

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Assessment OF learning

Assessement OF learning

- summative
- test/exams
- check progression at the end of a module/a course

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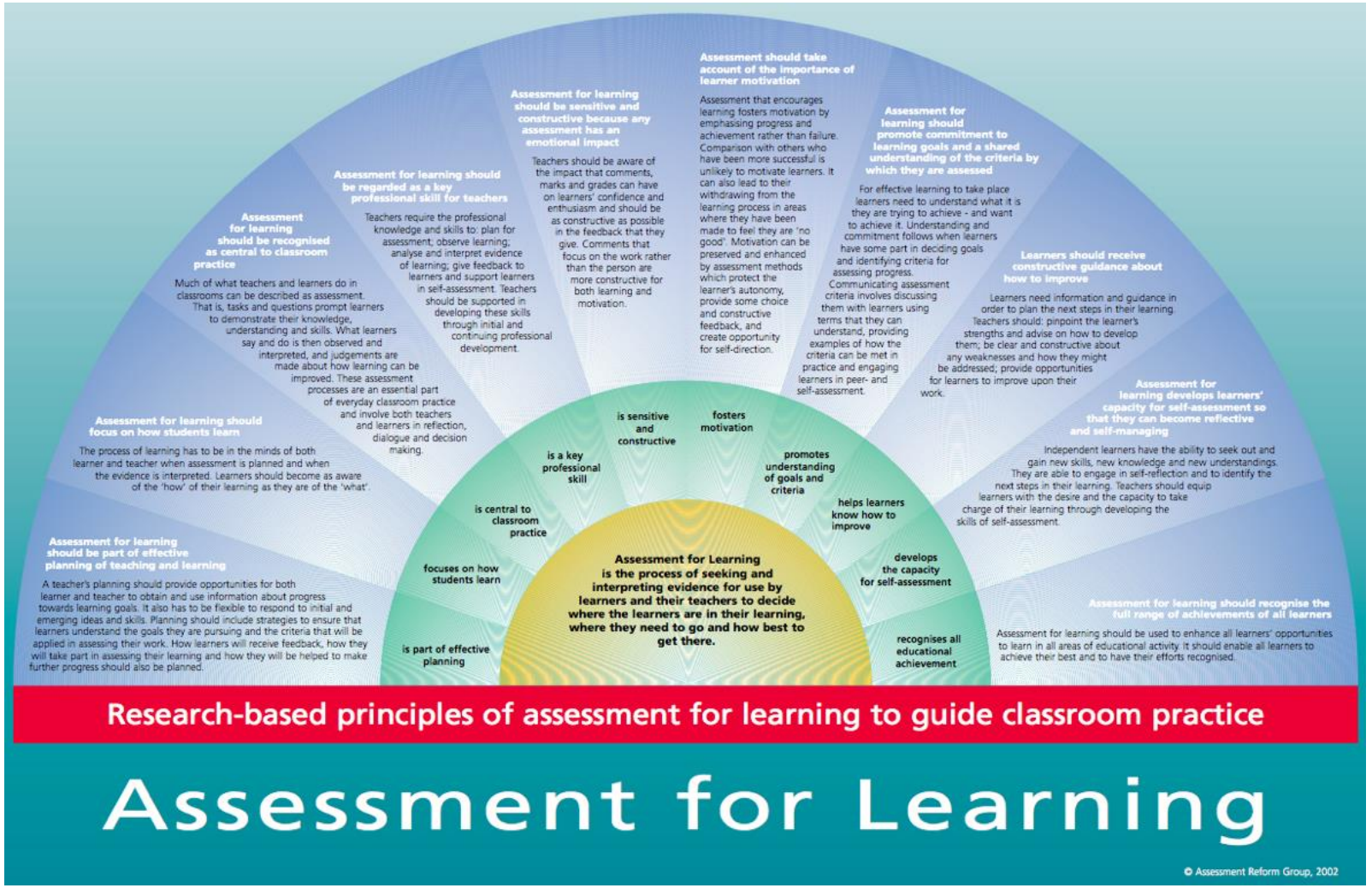
Assessment FOR learning

Ten Principles of Assessment



ARG (Assessment Reform Group), 2002:
http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/Eng_DVD/doc/Afl_principles.pdf

Assessment for learning

These types of assessments occur on a daily basis and help teachers decide what they can do to help students progress:

- –Student Reflections (learning journals, concept maps)
- –Conversations with students
- –Peer Assessments

Assessment for learning

- planned
- reactive
- reciprocal

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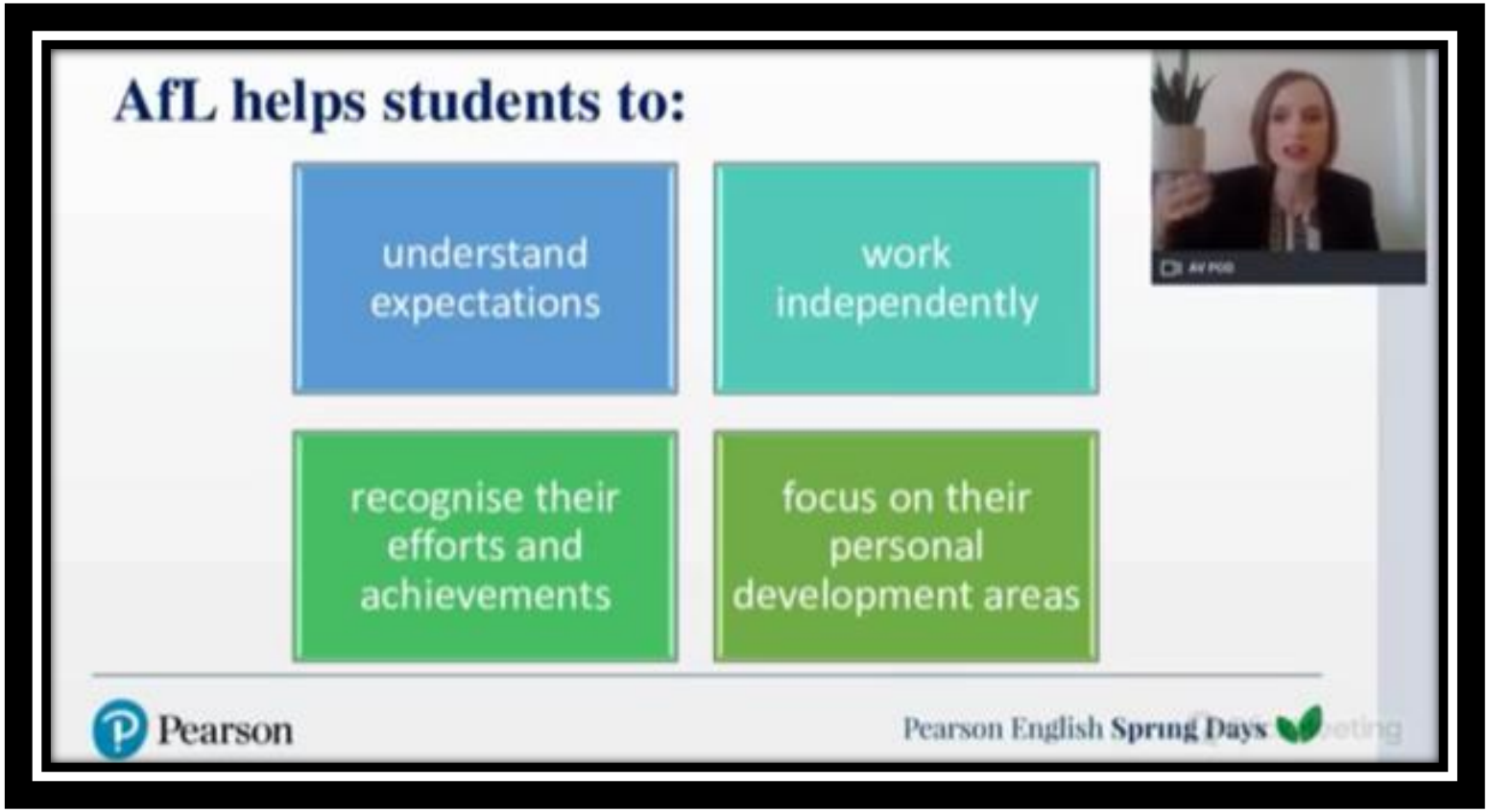
Assessment for learning



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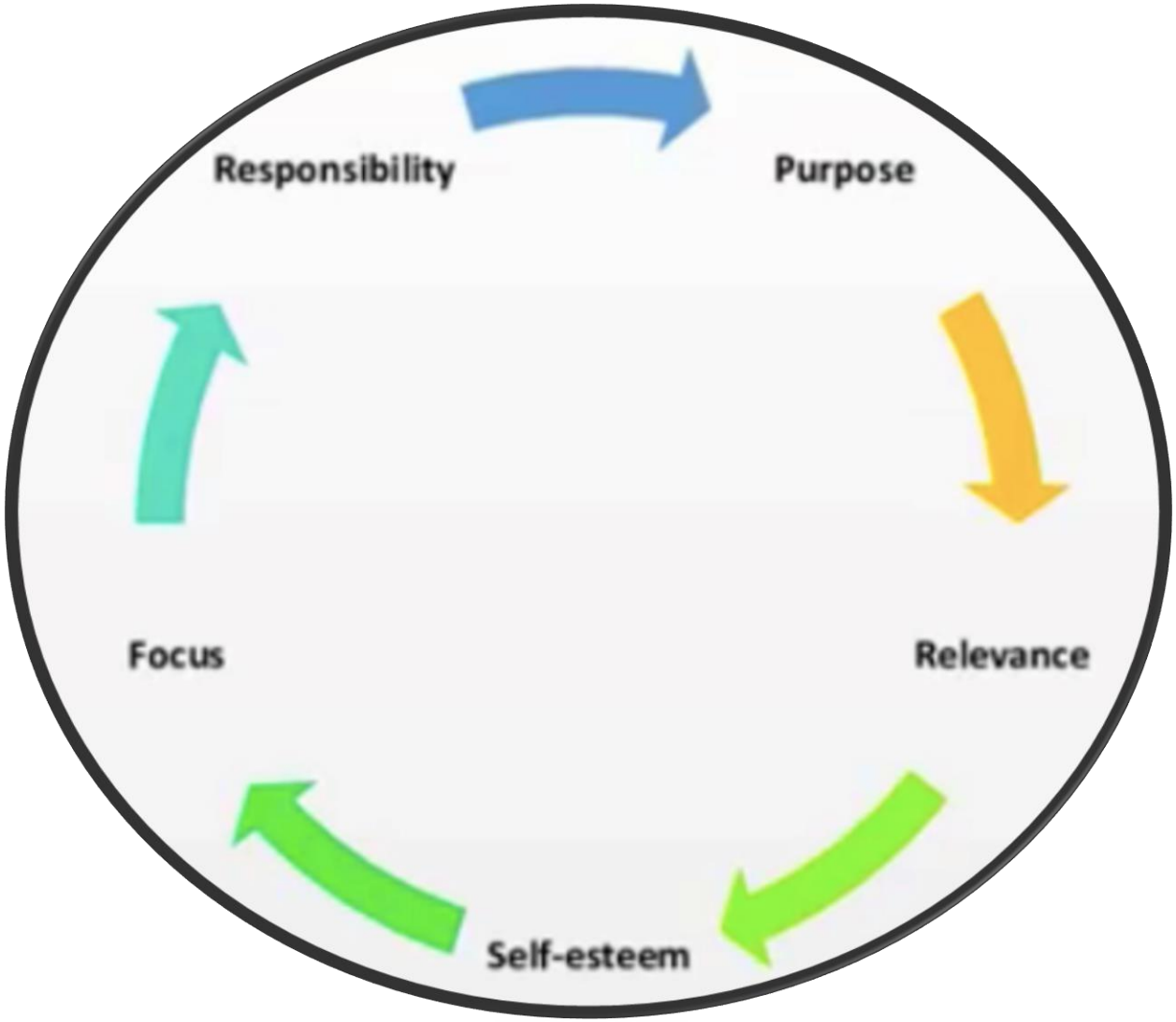
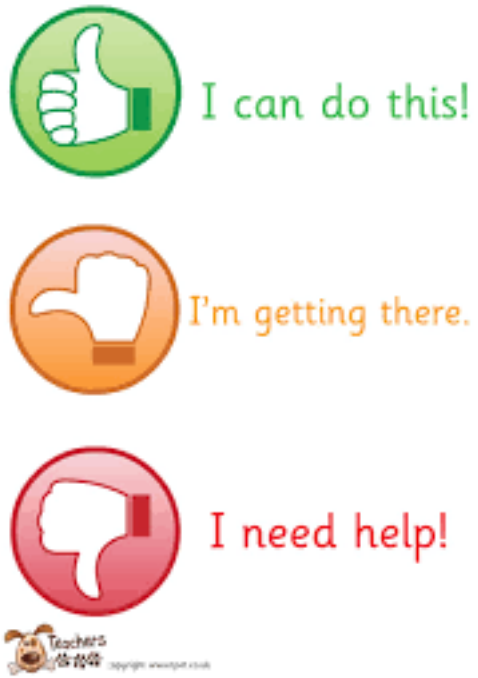
Assessment for learning



Self-Assessment

- Builds metacognitive competence
- Students can tell us a lot
- Creates independent learners
- Assesses both the learning process as well as outcomes



Peer-assessment

- Peer learning
- Sharing ideas, experiences, feedback
- Learning from the peers' mistakes.

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Anxiety: a reason for making mistakes

- Steinberg and Horwitz (1986) found that anxiety affects communication strategies
- Certain grammar points may also be “forgotten”
- Krashen’s Affective Filter
- This affects the validity of the assessment

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Feedback

Feedback

“The most powerful single moderator that enhances achievement is feedback. This does not mean using many tests and providing over-prescriptive directions. It means providing information about how and why the student understands and misunderstands and what directions the student must take to improve”

J. Hattie, Influences on Student Learning

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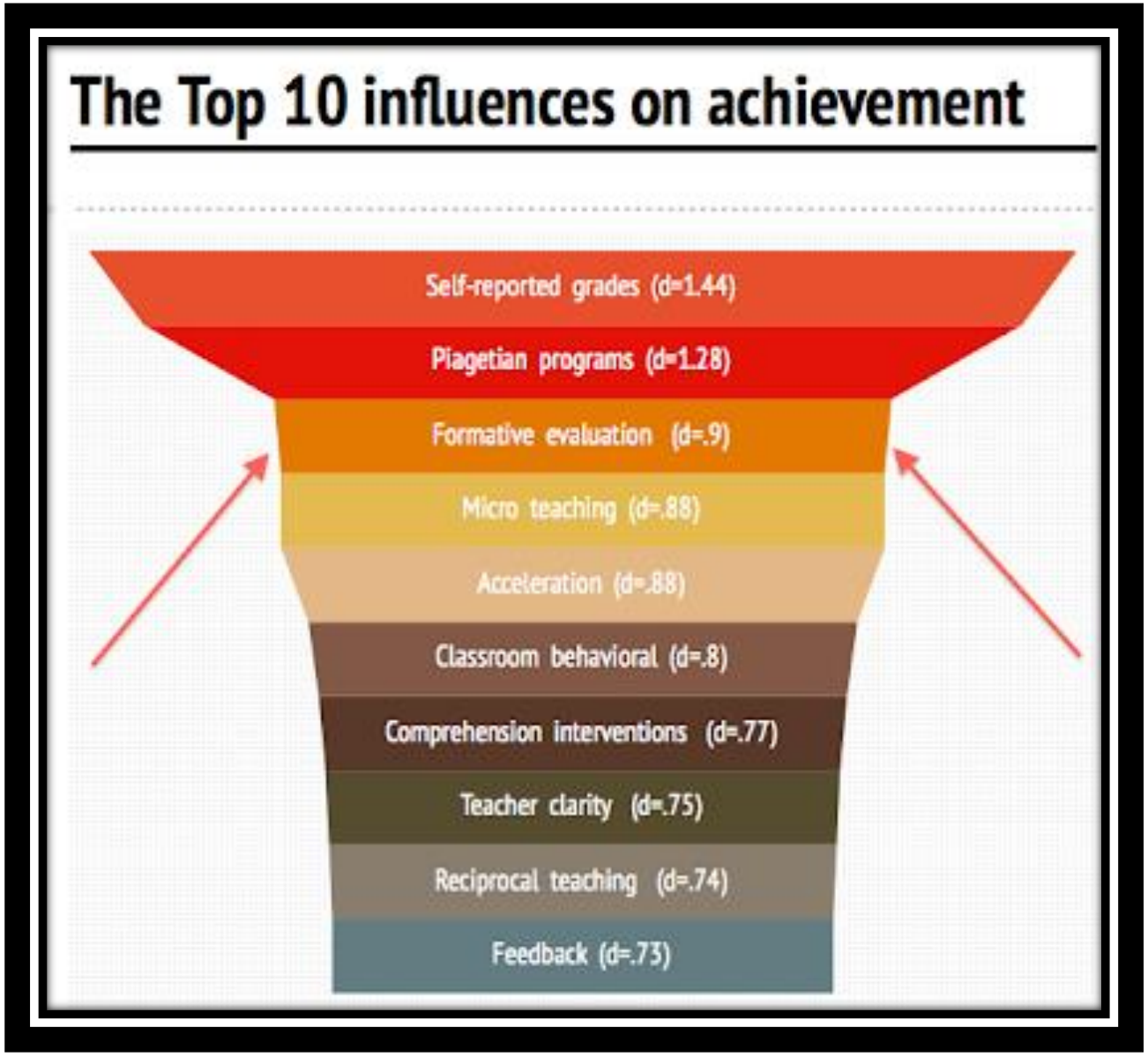
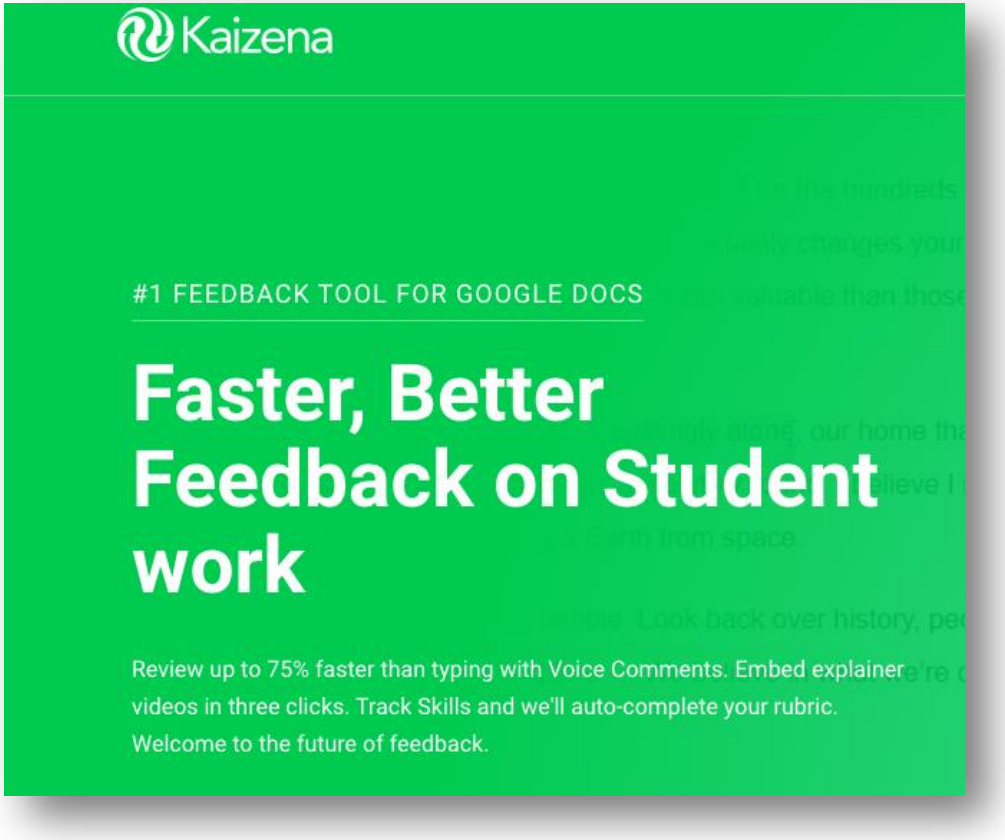
Feedback



Ladder of feedback

Kaizena

Kaizena is an extension or add-on that can be used with Google, Word and Chrome. It allows teachers to leave feedback through voice recording.



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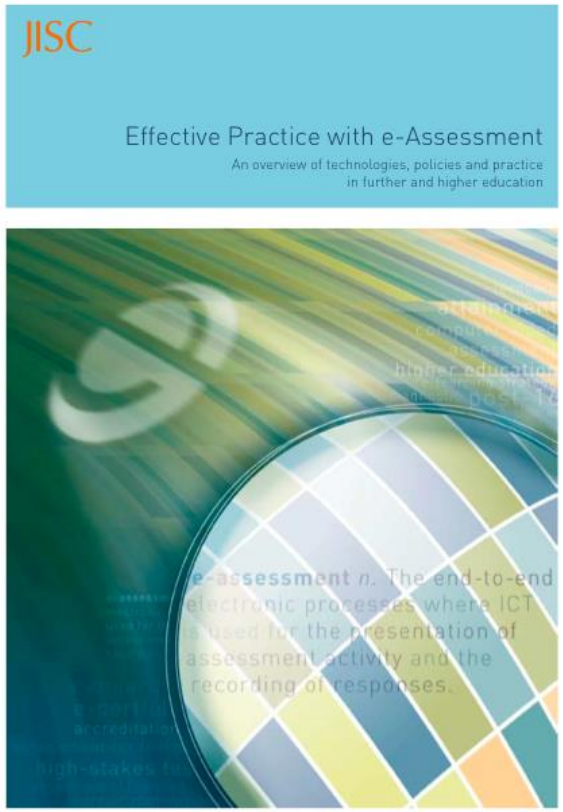
E-assessment

E-Assessment

‘ the end-to-end electronic assessment processes where ICT is used for the presentation of assessment activity, and the recording of responses’.

JISC (2007): UK not-for-profit educational organization for digital services and solutions.



The two components

e-Assessment consists of two components that are interrelated:

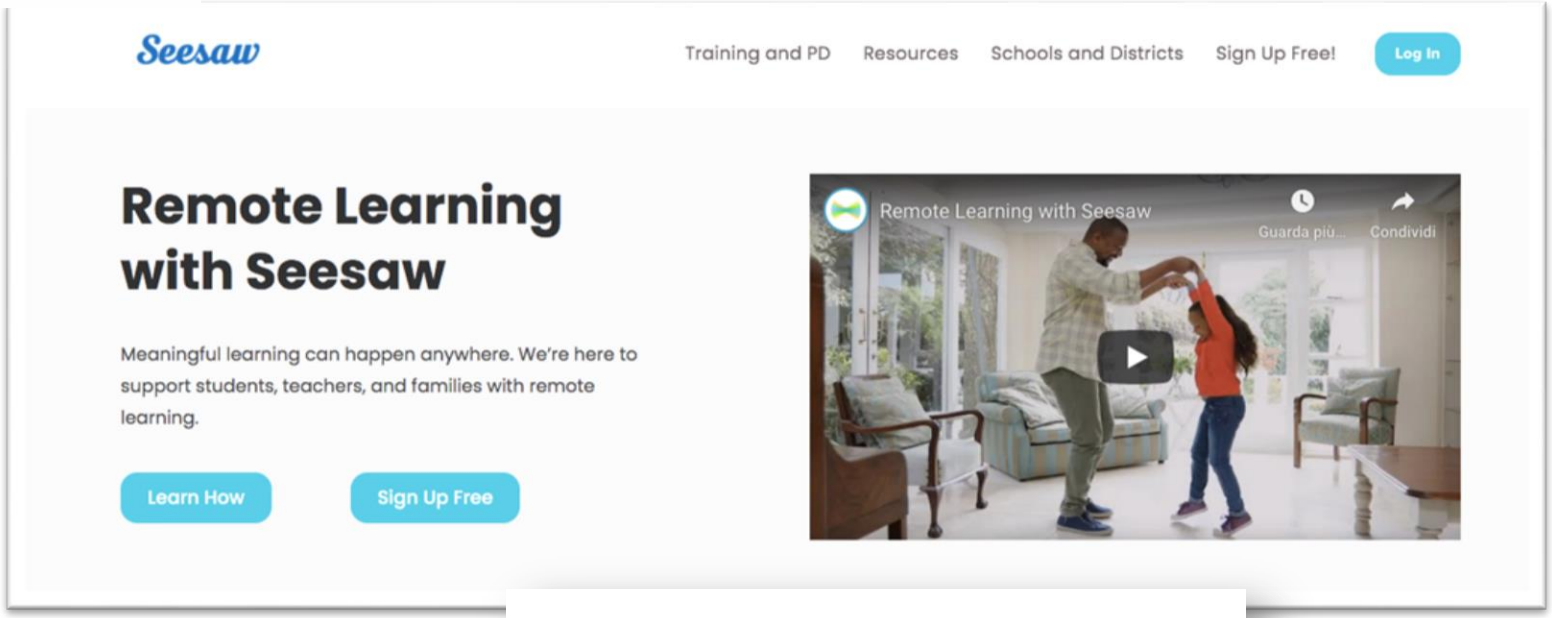
one can not exist without the other.

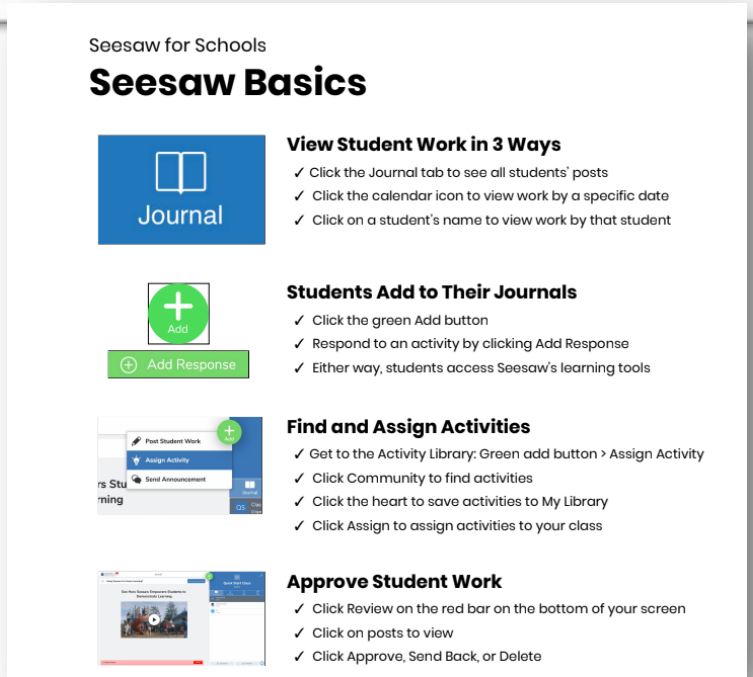
"assessment" component

"e" component

Crisp, G. (2007). The e-assessment handbook, Bloomsbury.

Portfolio: SeeSaw





Portfolio: Mahara

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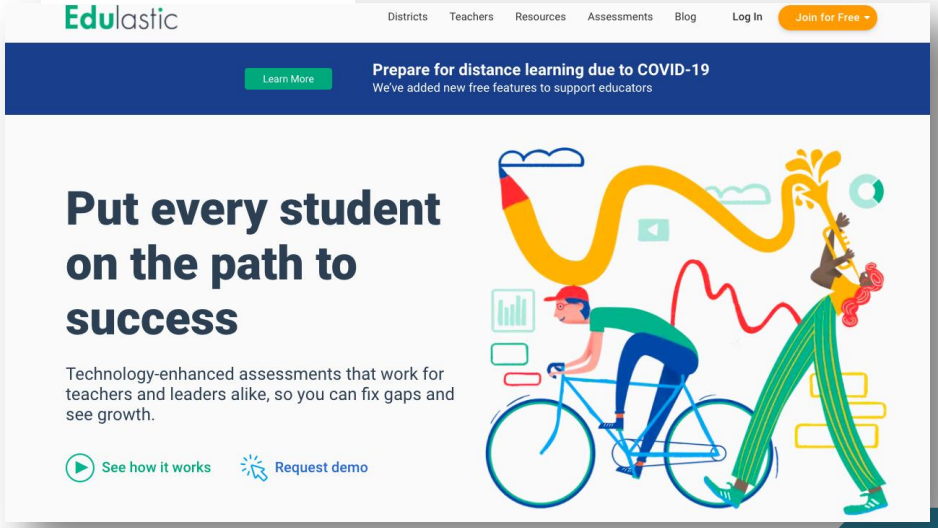
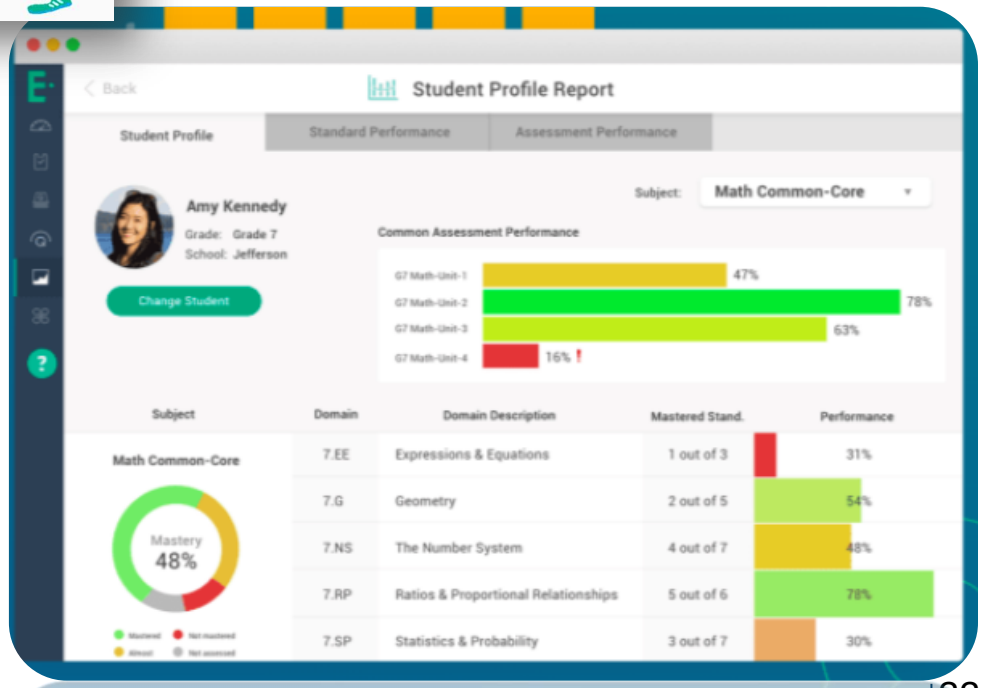
Edulastic





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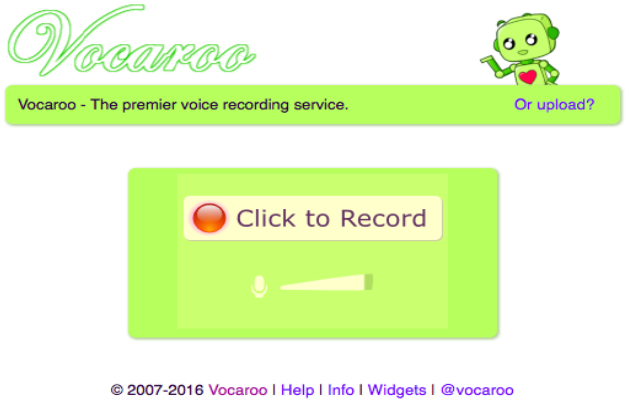
VoiceThread

An online media album that can hold essentially any type of media (images, documents and videos) and allows people to make comments.

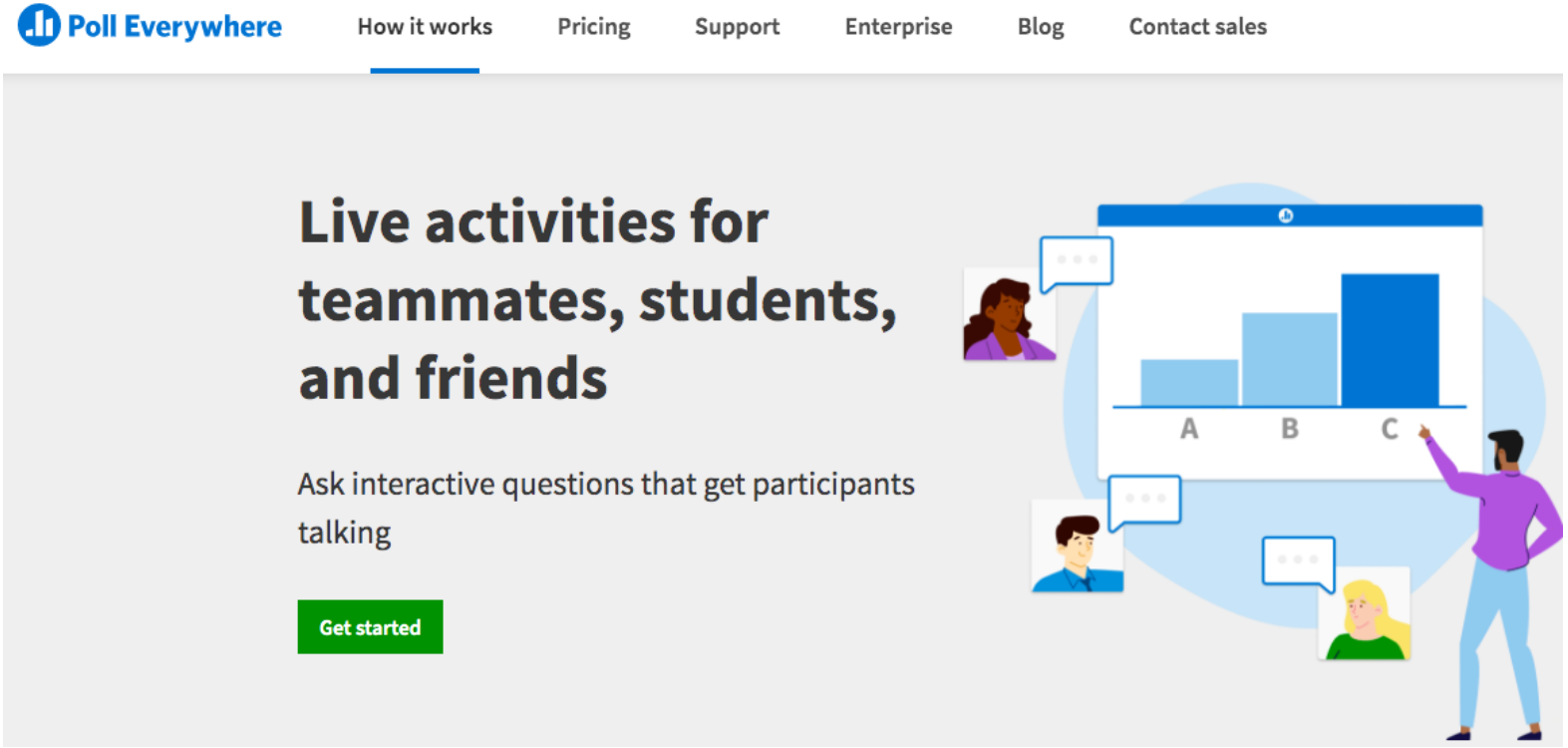
Vocaroo

Vocaroo is a very simple tool that allows students to record their voice for up to five minutes and then send the resulting recording as an email.

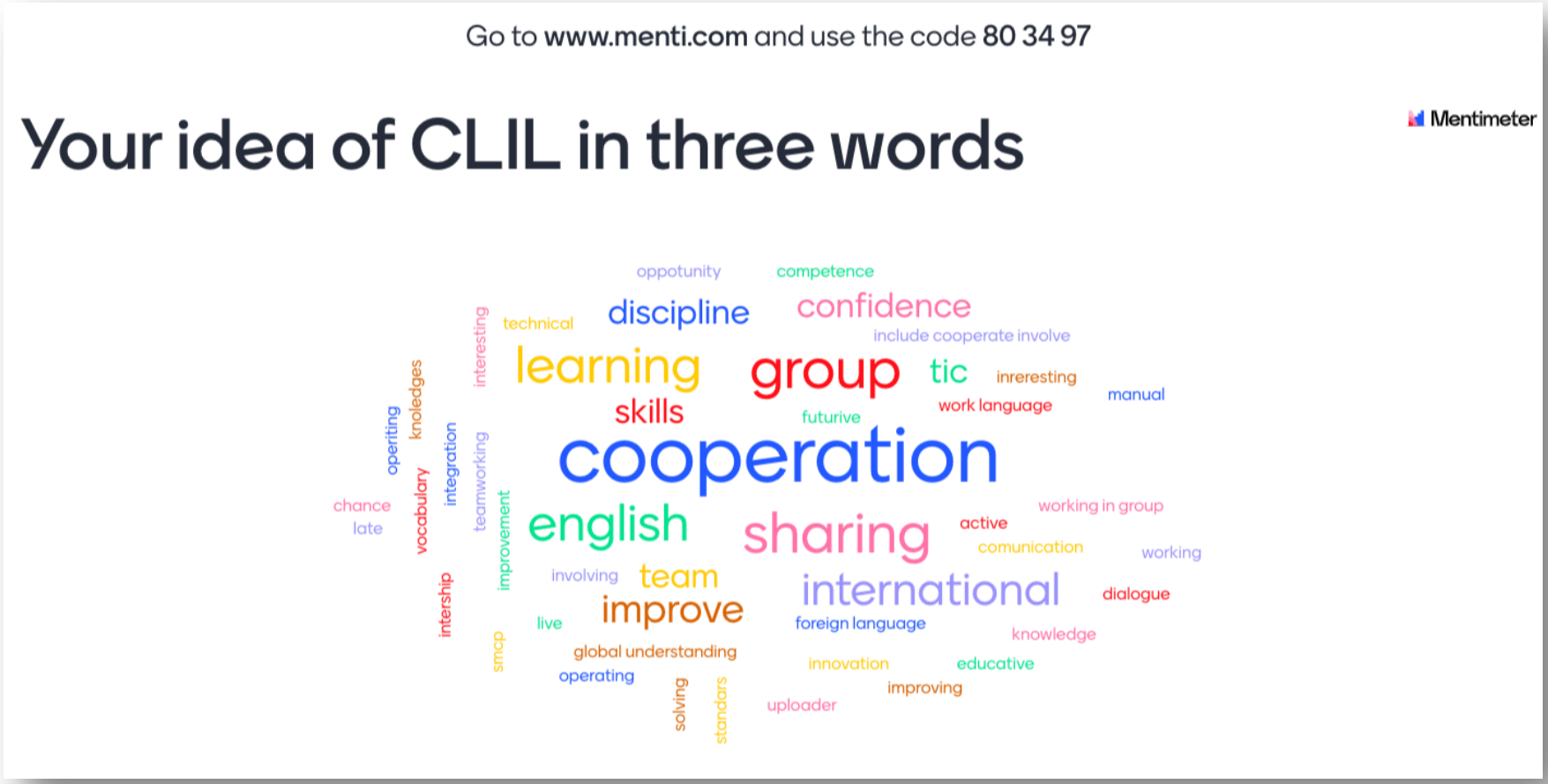


Poll Everywhere

Poll Everywhere is an online question and response application that allows lecturers to post questions to students during a lecture scenario and receive live feedback through students using portable devices that have internet capability.



Mentimeter


Go to www.menti.com and use the code 80 34 97
Your idea of CLIL in three words
Mentimeter
oppotunity
competence
discipline
confidence
technical
interesting
include cooperate involve
learning
group
tic
inreresting
manual
skills
work language
futurive
operiting
knoledges
integration
teamworking
cooperation
vocabulary
chance
late
improvement
working in group
english
sharing
active
comunication
working
involving
team
international
dialogue
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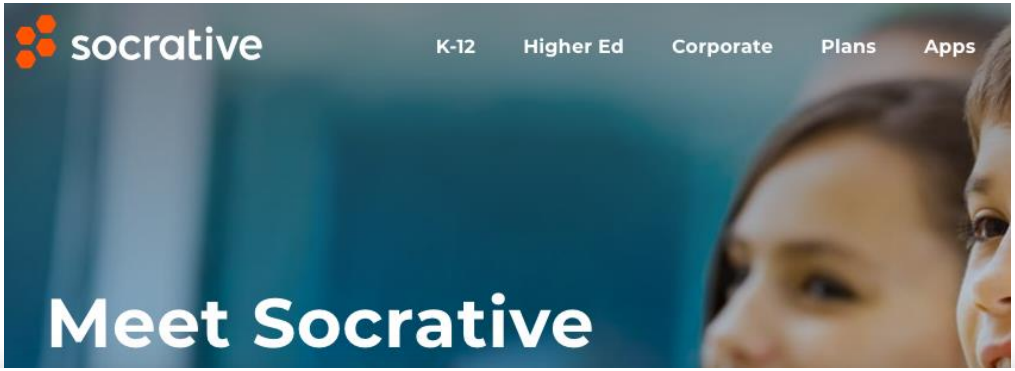
Socrative

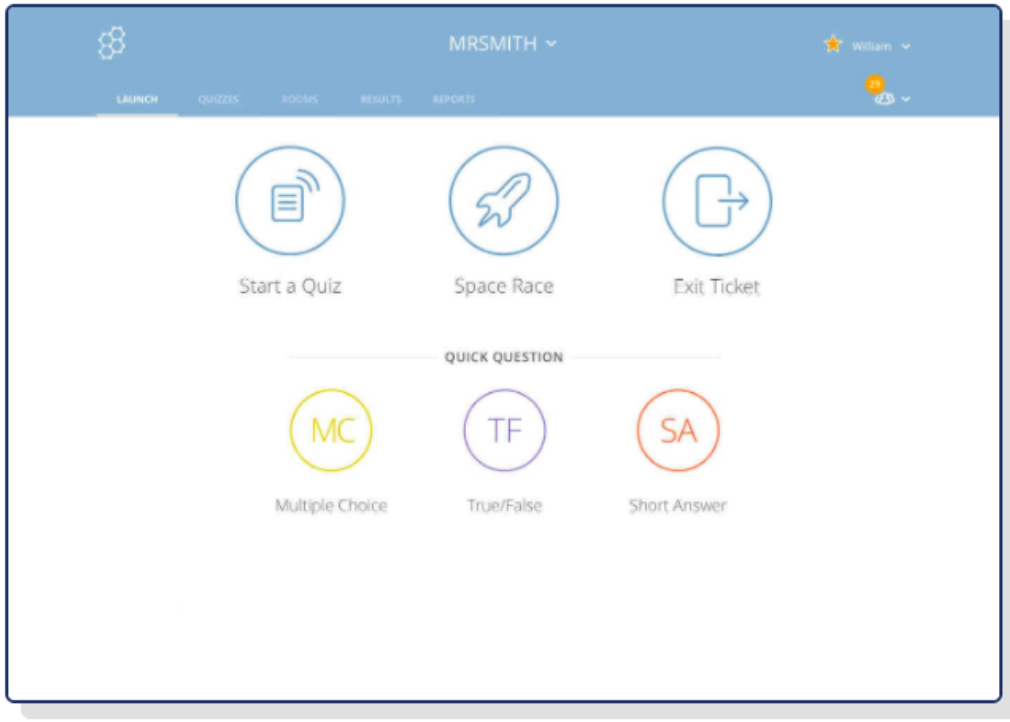


KEY FEATURES

Activities

Quizzes | Quick Question | Class Count

Engage your students as learning happens with your choice of activity type. Launch a quiz, receive exit tickets, or ask a quick question for instant student feedback.



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Rubrics

“Raccoglie le evidenze osservabili delle prestazioni di un soggetto, all’interno di un percorso”

Mario Castoldi

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Language

Accuracy	Consistent grammatical control and appropriate use of vocabulary.	Good grammatical control and generally appropriate use of vocabulary.	A few mistakes in grammar and vocabulary use do not lead to misunders-tanding.	Systematically makes mistakes in grammar and vocabulary use but the message is generally clear.	The systematic grammar mistakes and the narrow range of vocabulary makes the message meaningless.
Fluency and Interaction	Can express him/herself with a natural flow and interact with ease.	Can express him/herself and interact with a good degree of fluency.	Can express him/herself and interact with a reasonable degree of fluency.	Can manage the discourse and the interaction with effort and must be helped.	The communication is totally dependent on repetition, rephrasing and repair.

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CLIL

	Criteria	5 = excellent	4 = good	3 = satisfactory	2 = almost satisfactory	1 = unsatisfactory	Score
CONTENT LANGUAGE	Basic concepts/ principles	Has acquired all the basic concepts and principles of the topic.	Has acquired most of the basic concepts and principles of the topic.	Has acquired some basic concepts and principles of the topic.	Has acquired only a few basic concepts and principles of the topic.	Hasn't acquired none of the basic concepts and principles of the topic.	
	Elaboration /Evaluation	Well structured, correct and comprehensive explanation; excellent personal evaluation.	Generally well structured, correct and adequate explanation; good personal evaluation.	Sufficient explanation, with a limited number of errors; limited personal evaluation.	The explanation shows major deficiencies in terms of logical structuring and formulation.	The explanation is severely deficient in terms of logical structuring and formulation; no personal evaluation.	
	Accuracy	Consistent grammatical control and appropriate use of vocabulary.	Good grammatical control and generally appropriate use of vocabulary.	A few mistakes in grammar and vocabulary use do not lead to misunderstanding.	Systematically makes mistakes in grammar and vocabulary use, but the message is generally clear.	The systematic grammar mistakes and the narrow range of vocabulary make the message meaningless.	
	Fluency & Interaction	Can express him/herself with a natural flow and interact with ease.	Can express him/her self and interact with a good degree of fluency.	Can express him/herself and interact with a reasonable degree of fluency.	Can manage the discourse and the interaction with effort and must be helped.	The communication is totally dependent on repetition, rephrasing and repair.	

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CLIL & ICT

EVALUATION GRID

	SCORE	**4**	**3,5**	**3**	**2,5**	**1,5**
		Excellent	**good**	**satisfactory**	**almost satisfactory**	**unsatisfactory**
CONTENT	***Basic concepts/ Principles/ Creativity/ Personal evaluation***	Has acquired *all the* basic concepts and principles of the topic. Well structured, correct and *comprehensive* explanation; excellent personal evaluation	Has acquired *most of* the basic concepts and principles of the topic. *Generally* well structured, correct and *adequate* explanation; good personal evaluation	Has acquired *some* basic concepts and principles of the topic. *Sufficient* explanation, with a *limited number of errors;* limited personal evaluation	Has acquired *only a few* basic concepts and principles of the topic. The explanation shows *major deficiencies* in terms of logical structuring and formulation	Hasn't acquired *none* of the basic concepts and principles of the topic. The explanation is *severely deficient* in terms of logical structuring and formulation; no personal evaluation
	SCORE	**4**	**3,5**	**3**	**2,5**	**1,5**
		Excellent	**good**	**satisfactory**	**almost satisfactory**	**unsatisfactory**
LANGUAGE	***Accuracy/ Fluency & Interaction***	Consistent *grammatical control* and appropriate use of *vocabulary* Can express him/her self with a *natural flow* and interact *with ease*	Consistent *grammatical control* and appropriate use of *vocabulary* Can express him/her self with a *natural flow* and interact *with ease*	A *few mistakes* in grammar and vocabulary use do not lead to misunderstanding Can express him/her self and interact with *a* degree of fluency	Systematically makes *mistakes* in grammar and vocabulary use but the message is generally clear Can express him/her self and interact with an almost degree of fluency	The systematic grammar mistakes and the narrow *range* of vocabulary makes the message meaningless Can manage the discourse and the interaction *with effort* and must be helped; sometimes the communication is totally dependent on repetition, rephrasing and repair
	SCORE	**2**	**1.5**	**1**	**0.5**	**0**
		Excellent	**good**	**satisfactory**	**almost satisfactory**	**not used ICT**
I C T	***USE of ICT***	Knows very well the tecnologies and handles them with competence and creativity	Knows the tecnologies and handles them with competence	A limited knowledge of the tecnologies and a satisfactory utilization	A little knowledge of the tecnologies and a low- use of them	ICT non used

Self-evaluation grid

STUDENT'S NAME				
CLASS				
L2:				
SUBJECT				
	General issues			
MY EVALUATION	1 lacking	2 adequate	3 good	4 excellent
a. Evaluation of the lesson as a whole				
b. Content acquisition				
c. Concepts development				
d. Involvement in communication				
e. Use of L2				
f. Problem-solving activities				
g. Individual behaviour				
h. Behaviour in the group				
DIFFICULTIES ENCOUNTERED				
WHAT INTERESTED ME MOST				

Peer assessment grid

	I can do this excellently, quite well, well, poorly.	Peer: You can do this.	Comments
a. Use the information offered by the various media critically			
b. Take down notes/ keywords efficiently so I can use them later on			
c. Do some extensive brainstorming on the various texts and narrow these down to the essential strings in a mind map			
d. Produce a text / an outcome according to the task achievements of the assignment (cohesion, coherence, accuracy, fluency)			
e. Stick to the time schedule			
f. Express orally what I heard, read or wrote			
g. Make use of suggestions and feedback from my study mate			
h. Make use of suggestions and feedback from my teacher			
i. Others:			

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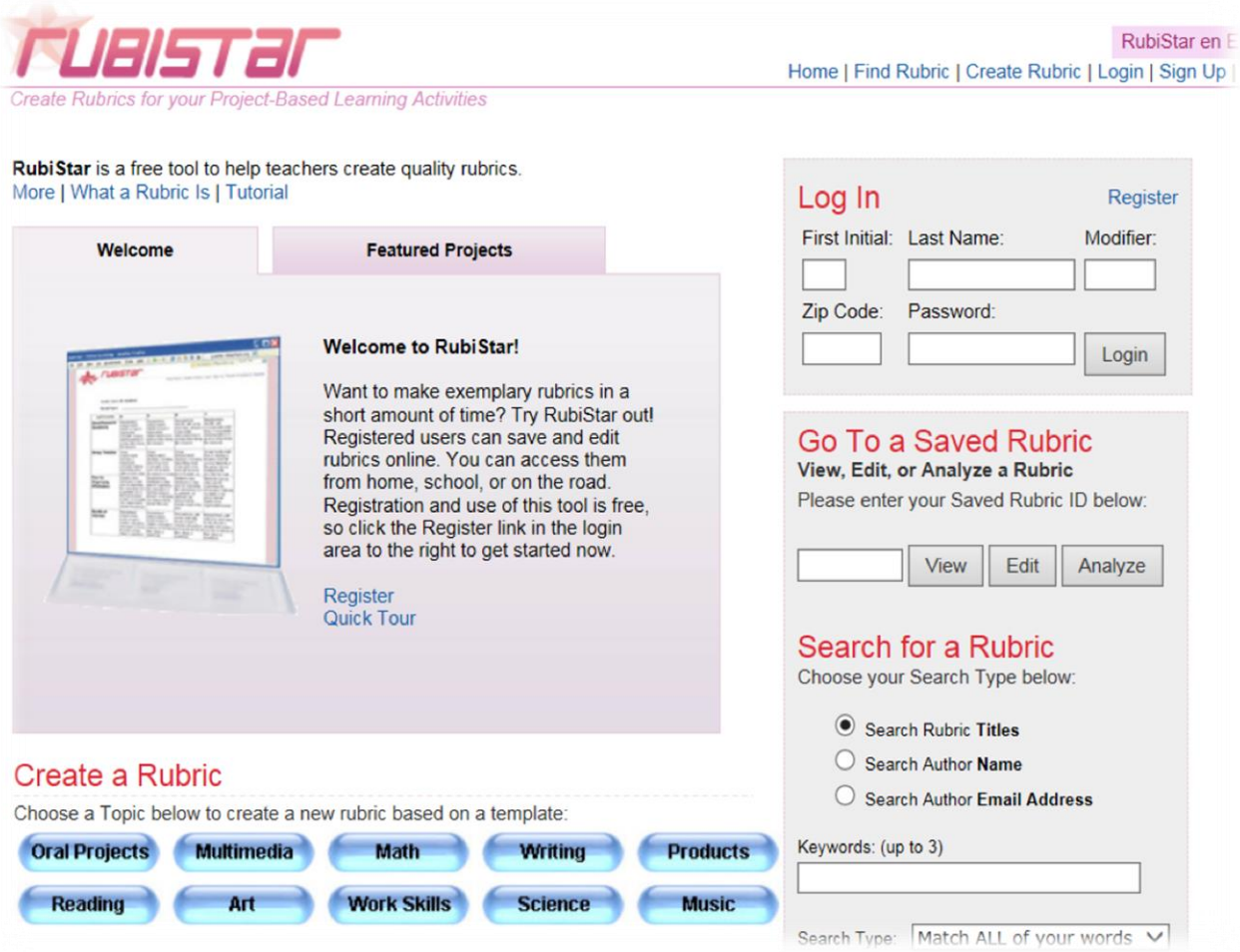
Rubistar



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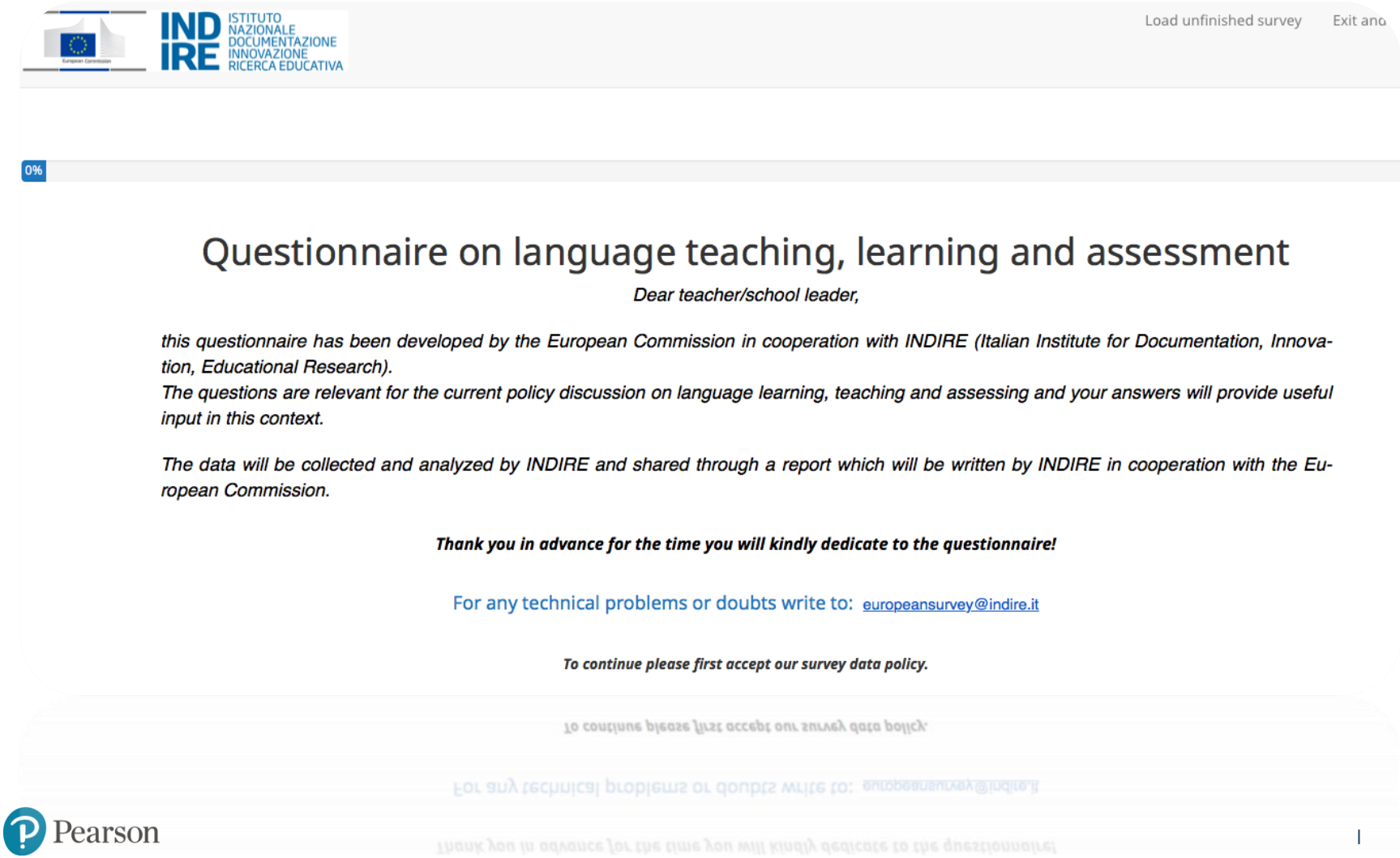
An invitation



” In the depth of winter, I finally learned that there was in me an invincible summer”

Albert Camus
Nobel Prize-winning philosopher

THANK YOU!

letizia.cinganotto@gmail.com

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Informazioni utili

Attestati, materiali, archivio videolezioni, calendario

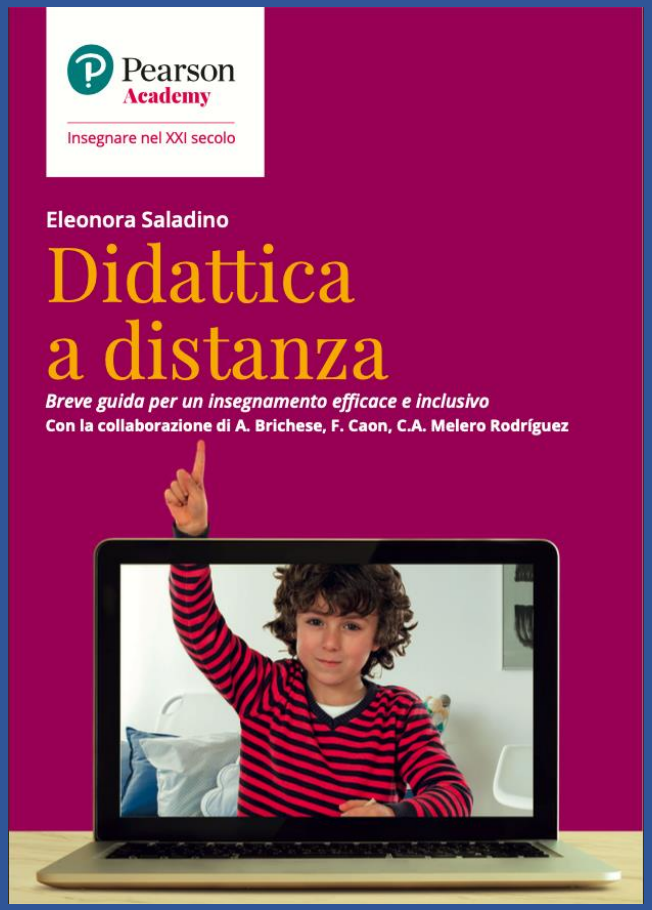
Offerta FORMAZIONE finanziabile anche con DL Cura Italia Art.120 lett.c)

ORIZZONTE VALUTAZIONE

SMART TRAINING	SMART TRAINING PLUS	BASIC TRAINING	CLASSIC TRAINING
SINGOLA SCUOLA	SINGOLA SCUOLA	SINGOLA SCUOLA	SINGOLA SCUOLA
TUTTI I docenti	TUTTI I docenti	TUTTI I docenti	TUTTI I docenti
3 ORE ESPERTO ON LINE Piattaforma eLearning	**6 ORE ESPERTO ON LINE** Piattaforma eLearning	**9 ORE ESPERTO ON LINE** Piattaforma eLearning	**12 ORE ESPERTO ON LINE** Piattaforma eLearning
A partire da **€1.000**	A partire da **€1.500**	A partire da **€2.100**	A partire da **€2.800**

UNITÀ FORMATIVA DI 25 ORE

Offerta EDITORIALE



Per l'acquisto xxxxxxxxxxxxxxxxx

1) Informazioni e supporto

Per informazioni

Scrivi a formazione@pearson.com

Oppure

contatta il tuo consulente personale

pearson.it/consulenti-personali

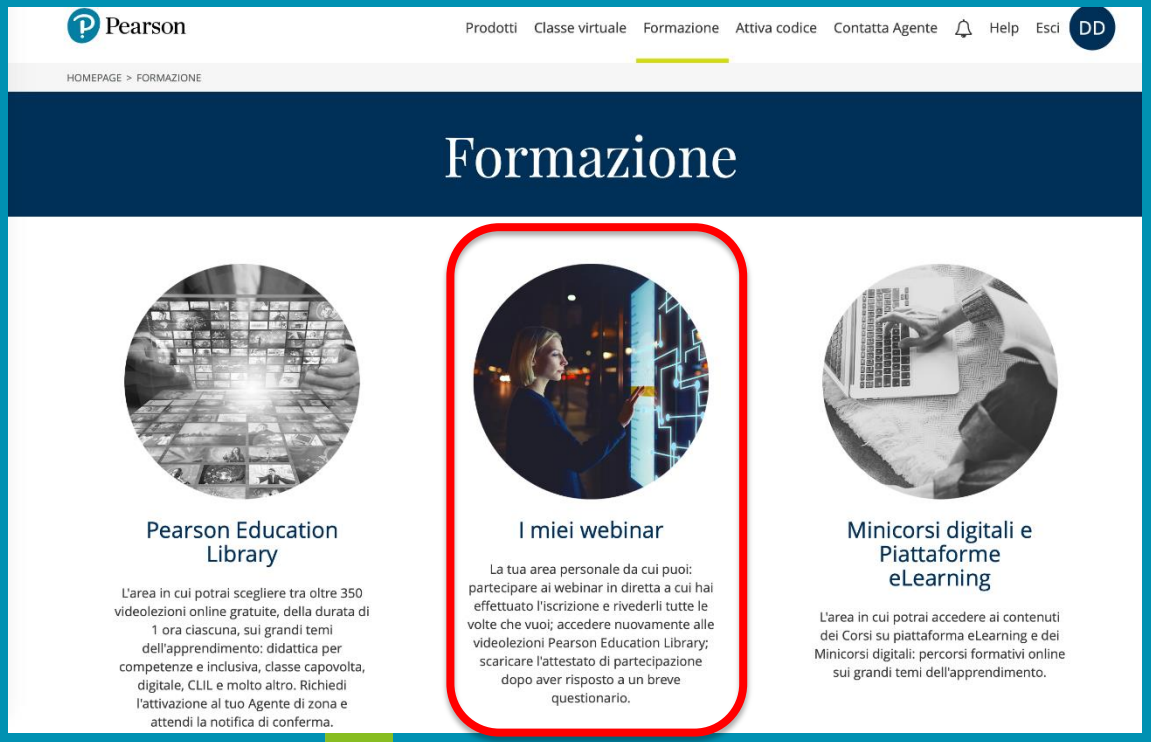
Per problemi tecnici

contatta il nostro supporto pearson.it/supporto

2) Attestati di partecipazione

L'attestato di partecipazione,
valido ai fini della certificazione delle ore di formazione obbligatoria
è previsto solo per gli insegnanti iscritti come docenti a My Pearson Place

Se ti sei iscritto al webinar e hai effettuato il login con la stessa email, troverai automaticamente il questionario nella sezione
I miei webinar



3) Materiali e videolezioni

Tutti i materiali e le videolezioni registrate sono disponibili sulla

Pearson Educational Library

4) Appuntamenti

Troverete tutti i prossimi appuntamenti seguendo il nostro sito:
pearson.it/pearson-academy

5) Seguiteci su Facebook!

Potrete restare aggiornati sui prossimi appuntamenti di formazione, leggere articoli di approfondimento, notizie sulla scuola.
E potrete condividere quello che vi piace o lasciare commenti.

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Grazie

per la partecipazione

IMPARARE SEMPRE

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La registrazione del webinar sarà disponibile nei prossimi giorni