The European Language Portfolio
A Pedagogical Tool for CLIL Education
LINGUISTIC POLICIES WITHIN THE EUROPEAN UNION

ROSA ÁNGELES MARTÍNEZ FEITO
THE RESEARCH

- SUMMATIVE ASSESSMENT AT THE END OF THE INFANTS CYCLE TO CLIL STUDENTS.

- TWO GROUPS:
  - **GROUP A** USES THE ELP
  - **GROUP B** IS OUR CONTROL GROUP
EUROPEAN LANGUAGE PORTFOLIO

- E.L.P. WAS USED BY GROUP A FOCUSING ON THREE MAIN ASPECTS:
  1. Families
  2. Dossier: Dossier & Biography
  3. Assessment and self assessment (Assessment for Learning): Passport & Biography
FAMILIES

- Contact the families to inform them about the ELP and the CLIL methodology and the objectives to be reached.

- Meetings
- Interviews
- Questionnaire
FAMILIES: information collated from the questionnaire showed

- Parents were not given the information they needed about the Project.
- Parents felt intimidated in the school.
- Parents did not know how to support their children.
- Other issues related to resources at home.
Measures Adopted

- More meetings
- More Interviews
- Open lessons
- Parents taking an active role: recording lessons, taking pictures, helping with displays...
- Information on the website of the school
- School magazines
- Build partnership with parents to support the children
GUIDELINES TO THE FAMILIES

- Digital resources:
  - Web pages
  - CD-roms
  - E-books
  - Books with CD
  - The benefits of watching DVD´s or TV programmes in the target language.
  - CD´s with the songs used in the classroom.
The Travelling Portfolio

FAMILY

SCHOOL

CHILD

ROSÁNGELES MARTÍNEZ FEITO
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ROSA ÁNGELES MARTÍNEZ FEITO
ACTIVITY: FEELINGS
ACTIVITY: THINGS I CAN DO WITH MY HANDS

A

Glue

I can draw. I can clap. I can write. I can paint.

B

Glue

I can count. I can push. I can pull. I can say hello.
# ACTIVITY: HEALTHY EATING

## Good for Teeth

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<th></th>
<th>cheese</th>
<th>candy</th>
<th>fruit</th>
<th>chocolate</th>
<th>vegetable</th>
<th>milk</th>
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</thead>
<tbody>
<tr>
<td><strong>GOOD</strong></td>
<td><img src="image" alt="Smiling Tooth" /></td>
<td><img src="image" alt="Candy" /></td>
<td><img src="image" alt="Fruit" /></td>
<td><img src="image" alt="Chocolate" /></td>
<td><img src="image" alt="Vegetable" /></td>
<td><img src="image" alt="Milk" /></td>
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<td><strong>BAD</strong></td>
<td><img src="image" alt="Frowning Tooth" /></td>
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ASSESSMENT AND SELF-ASSESSMENT
FORMATIVE ASSESSMENT

- Defining the learning intention for the day and establishing routines very clearly.
**ASSESSMENT AND SELF-ASSESSMENT**

**FORMATIVE ASSESSMENT**

- Displays: visual support of songs and stories worked in class, more mediators in our daily practice.

- Thumbs up, down or sideways to express their thoughts

ROSA ÁNGELES MARTÍNEZ FEITO
ASSESSMENT AND SELF-ASSESSMENT FORMATIVE ASSESSMENT

- SELF ASSESSMENT & PEER ASSESSMENT TO BECOME AWARE OF OUR OWN PROCEESS OF LEARNING AND WHAT WE NEED TO DO IN ORDER TO PROGRESS EVERY DAY
DOSSIER

- Children learnt to choose meaningful products.
- The criteria may vary.
- Families help was fundamental

What is there in each dossier?

Rosa Ángeles Martínez Feito
FAMILIES WERE ABLE TO ASSESS THEIR CHILDREN

- **GENERAL RESULTS**
- **FAMILIES QUESTIONNAIRE**
- **RESULTS**
- **Feed-back from the families**