CLIL self-assessment grid for history/civics and mathematics

based on the Language descriptors for CLIL LOTE and the project *Language skills for successful subject learning CEFR linked descriptors for mathematics and history/civics*

Listening

	Pre-A1	A1	A2	B1	B2
Understand factual information and explanations	I can recognize some familiar words, such as numbers, prices, dates, and days of the week in a very short and simple presentation provided that it is delivered slowly and clearly and is accompanied by visuals or manual gestures to support understanding. I can understand simple and short songs.	I can identify the main idea and key words in a simple presentation and select specific information. I can understand a very simple description of an object or a place. I can follow a short text if listened to several times.	I can grasp the main point of short, clear, simple presentations or explanations by teachers and peers, if people speak slowly and clearly and time is allowed for repetition.	I can follow straightforward presentations and explanations by teachers and peers on subject related issues.	I can follow elaborate presentations and explanations by teachers and peers on subject related issues.
Understand instructions and directions	I can follow short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., when they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.	I can follow a range of simple consecutive instructions and directions from teachers and peers when these are provided clearly and slowly and when they are supported with gestures.	I can follow simple and clear instructions from teachers and peers on what to do when it is conducted clearly and slowly.	I can follow straightforward instructions and directions from teachers and peers on how to solve a task.	I can follow detailed instructions and directions from teachers or peers on how to solve a task. I can follow (lengthy) complex instructions and directions.

Understand opinions	I can understand whether a person is for or against something when they speak slowly, clearly and use very simple and familiar vocabulary supported with pictures and/or manual gestures and repeated if necessary.	I can understand whether a person is for or against something when they speak slowly and clearly and use familiar vocabulary supported with pictures and/or manual gestures.	I can understand whether a person is for or against something provided what is said is slowly and clearly articulated.	I can understand the main points of views expressed in class conversations and clear discussions on historical and social issues.	I can understand detailed points of views expressed in class conversations and discussions on historical and social issues.
Understand arguments and reasoning	I can understand the simplest explanations when they are very brief and they consist of familiar words and pictures.	I can understand the main point expressed in a very brief and simple explanation when it is slowly and clearly articulated and repeated if necessary.	I can understand the main point in simple explanations provided speech is slowly and clearly articulated.	I can understand straightforward arguments and reasoning (for example on historical and social issues or on how to prove something in mathematics).	I can understand detailed lines of argumentation and reasoning, even when it involves several steps, different perspectives, and both concrete and abstract topics (for example on historical and social issues or on how to prove something in mathematics).
Follow subject related conversations and discussions	I can recognize words when listening to a simple conversation with people talking very slowly and very clearly and time is allowed for repetition.	I can understand words and expressions when listening to simple subject-related conversations if people use simple and short sentences, talk slowly and clearly and time is allowed for repetition.	I can follow simple subject related routine conversations if people speak slowly and clearly and time is allowed for repetition.	I can follow clear straightforward subject related conversations.	I can follow elaborate conversations on subject related issues.
Understand audio recorded materials (including videos)	I can recognise familiar words, names and numbers in a simple audio/audio-visual text delivered very slowly and clearly.	I can identify the main topic and some key words in a simple audio/audio-visual text delivered very slowly and clearly.	I can understand and isolate the main point from short, recorded passages, delivered slowly and clearly, dealing with well-known subject related issues.	I can understand the main points of recordings, in clear, slow standard speech, dealing with subject related issues.	I can understand most recorded audio and video recorded materials, in standard speech, dealing with subject related issues, and identify speaker viewpoints and attitudes.

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Reading

	Pre-A1	A1	A2	B1	B2
Understand factual information and explanations	I can understand the simplest informational material that consists of familiar words and pictures, or an illustrated text formulated in very simple, everyday words.	I can understand the key idea of short and simple factual texts using mostly familiar vocabulary.	I can understand the most important information in short, simple factual teaching materials on familiar topics.	I can identify main conclusions in clearly written argumentative teaching materials. I can deduce the meaning of words and sentences from a context when the topic is familiar. I can understand the main points in simple factual texts, if they follow a clear structure and the topic is familiar (e.g. Stone Age, French Revolution, mathematical texts)	I can understand in detail factual texts on a wide range of both abstract and concrete topics in teaching materials.
Understand written instructions and tasks in teaching materials	I can understand very short and simple routine instructions/tasks in teaching materials especially if there are illustrations.	I can understand very simple routine instructions/tasks in teaching materials that use simple and familiar vocabulary.	I can understand simple routine instructions/tasks in teaching materials.	I can understand clearly written straightforward instructions/tasks in teaching materials.	I can understand lengthy, complex instructions/ tasks in teaching materials, also when it involves several steps.
Understand opinions	I can understand if the author is for or against when reading subject-related simple sentences with familiar words accompanied with visuals.	I can understand if the author is for or against when reading subject-related simple sentences with familiar words.	I can understand whether an author is for or against something when reading short, simple paragraphs.	I can identify different views on historical and social issues in straightforward teaching materials.	I can understand articles and reports concerned with course related topics in which the writers adopt specific stances or detailed points of views.

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Understand arguments and reasoning	No descriptors available	I can skim a short and simple text to identify the main point.	I can understand the main point in simple explanations.	I can understand the general line of argument in straightforward teaching materials (e.g. in a proof).	I can follow detailed lines of argumentation and reasoning concerning abstract and concrete topics in teaching materials even when it involves several steps or different perspectives. (for example on historical and social issues or on how to prove something in mathematics).
Find and localise information	I can identify basic information about places, times and prices on posters, flyers, infographics and charts.	I can find and localise specific information in teaching materials and in short descriptions about a subject-related topic written with simple words and supported with illustrations and/or pictures.	I can find and localise specific, predictable information in simple teaching materials and on the Internet.	I can scan longer, clearly structured texts in order to locate specific, relevant information.	I can scan quickly through relatively long, complex texts and decide if closer study is worthwhile.
Read and analyse graphically represented information in tables, graphs, maps, charts, symbols, as well as photographs, paintings and drawings	I can find some information about a subject-related topic on maps, graphs, infographics, and pictures if the information required consists of very simple and familiar vocabulary.	I can find information about a subject-related topic on maps, graphs, infographics.and pictures if the information required consists of mostly familiar vocabulary.	I can identify basic information communicated in simple tables, graphs, maps, charts.	I can understand specific information and identify facts from tables, graphs, maps and charts.	I can analyse tables, graphs, maps and charts and make inferences about the data.

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Speaking

	Pre-A1	A1	A2	B1	B2
Describe	When it is prepared in advance I can give a simple and brief description of an object or picture while showing it to others by using few words and very simple phrases.	I can describe activities and/or events by using modelled phrases and simple sentence patterns and familiar vocabulary, prepared in advance if needed.	I can describe events, activities in a simple list of points.	I can pass on information and briefly describe events, observations and processes. I can describe in a straightforward way how I am thinking when solving a task. I can briefly describe a visual representation (a graph, a figure, a table, a drawing etc.), pointing out important features.	I can pass on information and briefly describe events, observations and processes. I can describe in detail how I'm thinking when solving a task. I can give clear, detailed descriptions of events, observations and processes. I can describe a visual representation (a graph, a figure, a table, a drawing etc.) in detail, pointing out both important features and significant details.
Explain	I can explain how to do something by using isolated words and basic expressions supported with pictures when it is prepared in advance.	I can explain how to do something by using modelled language and simple sentence patterns supported with pictures, prepared in advance if needed.	I can explain how to do something or what has been done in simple sentences.	I can explain and give reasons for why things, related to history/civics or mathematics, are the way they are, and why something is a problem in a straightforward way.	I can give the advantages and disadvantages of various solutions and options. I can explain different phenomena (for instance historical or mathematical processes), results or views on topical issues clearly.

State facts, outline, give an account of something	I can make simple and very brief statements about familiar subject-related issues by using isolated words and memorised chunks of language.	I can talk about subject-related issues by using modelled language and simple sentence patterns, prepared in advance.	I can make brief statements about subject related issues.	I can give a short account of plans and actions. I can give a brief outline of an issue or a problem.	I can give an account of or outline an issue or a problem clearly.
Express opinions, discuss	I can say whether I am for or against something by using isolated words and gestures.	I can say whether I am for or against something by using modelled phrases and simple sentence patterns.	I can say, in a simple way, what I think about something, or whether I am for or against something.	I can explain, in a straightforward way. why I am for or against something	I can argue for my points of view and discuss the pros and cons of opposing positions or ways of solving a task in detail. I can discuss and explain my attitude towards a topical issue and make hypotheses. I can develop a clear coherent argument, linking ideas logically and expanding and supporting my points with appropriate examples.
Summarise	I can identify and repeat a few familiar key words and phrases from what the teacher has said.	I can express the gist of what the teacher has said by selecting and repeating a few key words and phrases.	I can pick out and reproduce key words, phrases or short sentences from what teachers or peers have said.	I can provide a brief explanation of a conclusion drawn. I can briefly summarise a group work.	I can summarise quite precisely something that has been said or written.
Define	I can repeat a few key words that are part of a short and simple	I can repeat a brief and simple definition given by the teacher for a subject-	I can reproduce a definition for a mathematical or	I can define a mathematical or historical concept in a	I can define mathematical or historical concepts in a

	definition given by the teacher for a subject-related concept.	related concept by using modelled phrases.	historical concept in a brief and simple way.	straightforward way.	detailed way. I can support a definition with examples.
Evaluate, interpret	I can state whether something is good or bad, easy or difficult by using single words and memorised language chunks.	I can state whether something is good or bad, easy or difficult by using modelled phrases and simple sentence patterns.	I can state whether something is good or bad, positive or negative in simple sentences.	I can give some reasons for why a source is reliable, or why something is an advantage or a problem.	I can evaluate different sources or ideas and solutions to a problem. I can speculate about causes, consequences and hypothetical situations.
Compare and contrast	I can compare familiar places, objects, people, quantities by using single words and rehearsed utterances.	I can compare familiar places, objects, people, quantities, etc. by using modelled phrases and simple sentence patterns.	I can use simple descriptive language to make brief statements to compare objects and alternatives.	I can compare and contrast different alternatives and solutions in a straightforward way.	I can compare and contrast alternatives, solutions, views, sources etc. in a thorough way.
Make oneself understood and clear up misunderstandings /misconceptions	I can say that I do not understand something or that something is not right by using single words and memorised language; I can point to something and ask what it is.	I can ask simple modelled questions about a visual prompt, text, a topic or an experience and use gestures to support language.	If I get some help, I can make myself understood using simple language. I can say I do not understand, or that something is not right.	I can check that the teacher and classmates understand what I'm saying or that I have understood someone correctly and explain why I do not understand. I can make myself understood by the teacher and classmates in most situations.	I can check that I understand, repeat and reformulate.
Talk to teachers and classmates	I can exchange very simple information with the teacher and peers by using single words and memorised language	I can have a short routine conversation with teacher and peers about familiar topics by using modelled phrases and	I can have short, simple routine conversations with classmates if people speak slowly and clearly and time is allowed for	I can participate in most conversations on topics dealt with in class, if the others speak clearly and in standard dialects.	I can enter unprepared into conversation on subject matter topics. I can exchange detailed information on topics

	chunks when addressed clearly, slowly and directly.	simple sentence patterns and time is allowed for repetition.	repetition.		dealt with in class. I can participate spontaneously in extended discussions on subject matter topics, for example with a teacher.
Ask for clarification	I can indicate with words and rehearsed utterances using gestures and signalled requests that I do not understand.	I can indicate that I do not understand by using modelled language.	I can say I don't follow. I can ask for clarification when I don't understand.	I can ask someone to clarify or elaborate what they have just said.	I can ask follow-up questions to check I have understood, and get clarification of ambiguous points.
Respond to what other people say	I can respond to what the teacher and peers say by using single words and gestures, so long as these. are addressed clearly, slowly and directly.	I can respond to what the teacher and peers say by using single words or modelled language.	I can respond in a simple way to what the teacher and classmates say.	I can respond in a straightforward way to what the teacher and classmates say.	I can react to attitudes, opinions and views in class discussions in an appropriate way.
Interact in team work	I can ask questions and provide answers on familiar subject-related topics by using single words and gestures to reinforce the information.	I can ask questions and provide answers on familiar subject-related topics by using modelled phrases and simple sentence patterns.	I can ask and answer simple questions on subject topics that I know well.	I can help to solve practical problems that arise, e.g. while working on a project, explain my opinion and ask for classmates' views.	I can contribute to project work by reporting and explaining detailed information on topics that I find interesting. I can help organise the work, give feedback to team members and suggest how to proceed with the work.
Give a presentation or talk about subject matter issues in	I can give a very brief, simple, and rehearsed presentation on a familiar subject-related	I can give a very short, simple and rehearsed presentation on a familiar subject-related	I can give a short, rehearsed and simple presentation on a topic or talk about a topic the	I can give a prepared, straightforward presentation on a subject topic or talk about a	I can give a clear and systematically developed presentation on a subject topic, for example

class	topic by using single words and memorised phrases accompanied by visuals.	topic in class by using modelled phrases and simple sentence patterns accompanied by visuals.	class has worked with.	topic, for example different types of calculations, a historical period or a current social issue, and answer clear questions if there is time for repetition.	present different methods for calculations or historical/ current conflicts from different points of view, and highlight and emphasise important points. I can depart spontaneously from a prepared plan in a presentation and follow up points raised by classmates or the teacher.

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Writing

	Pre-A1	A1	A2	B1	B2
Describe	I can write very short and simple descriptions of events and activities by using short phrases with the use of a dictionary.	I can write very short and simple descriptions of events and activities by using modelled phrases and simple sentence patterns.	I can write very short, basic descriptions of events and activities.	I can pass on information and briefly describe events, observations and processes. I can briefly describe a visual representation (a graph, a figure, a table, a drawing etc.), pointing out important features. I can describe how I'm thinking when solving a task in a straightforward way.	I can pass on detailed information. I can give clear detailed descriptions of events, observations and processes. I can describe a visual representation (a graph, a figure, a table, a drawing etc.) in detail, pointing out both important features and significant details. Can describe in detail how I'm thinking when solving a task.
Explain	I can explain how to do something by using single words or short phrases and sentences with reference to a dictionary.	I can explain the steps of a process by writing a few simple instructions in the correct sequence.	I can explain how to do something or what has been done in a simple way.	I can explain and give reasons for why things, related to history/ civics or mathematics, are the way they are, and why something is a problem in a straightforward way.	I can explain different phenomena (for instance historical or mathematical processes), results or views on topical issues clearly. I can give the advantages and disadvantages of various solutions and options.
State facts, outline, give an account of something	I can give basic information in writing with the use of a dictionary.	I can follow given prompts to write a few simple sentences about a subject-related topic.	I can make brief statements about subject related issues.	I can give a short account of plans and actions. I can give a brief outline of an issue or a problem.	I can give an account of or outline an issue or a problem clearly.

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Define	I can reproduce a very short and simple definition for a subject-related topic by using key words or combinations of simple words.	I can reproduce a definition for a subject-related topic by using formulaic expressions and combinations of simple words.	I can reproduce a definition for a mathematical or historical concept in a brief and simple way.	I can define mathematical or historical concepts in writing in a straightforward way.	I can define mathematical or historical concepts in writing in a detailed way. I can support a definition with detailed illustrations and examples.
Organise	I can write a very brief and simple text by following a basic pattern given, with the use of a dictionary.	I can use example texts and / or prompts to generate a brief and simple text by using formulaic expressions and combinations of simple words.	I can write a brief text copying a basic pattern	I can organise the text with an introduction, main part and an ending.	I can produce continuous writing which is generally intelligible throughout and organise the text in a structured and logical way.
Evaluate, interpret	I can state whether something is good or bad, positive or negative by using single vocabulary items.	I can state whether something is good or bad, positive or negative by using modelled phrases and simple sentence patterns.	I can state whether something is good or bad, positive or negative in simple sentences.	I can give some reasons for why a source is reliable, or why something is an advantage or a problem.	I can evaluate different sources or ideas and solutions to a problem. I can make hypotheses about causes, consequences and hypothetical situations.
Compare and contrast	I can compare familiar places, objects, people, quantities by using single vocabulary items perhaps with the use of a dictionary.	I can compare familiar places, objects, people, quantities by using simple descriptive language, modelled phrases and simple sentence patterns.	I can use simple descriptive language to make brief statements about and compare objects and alternatives.	I can compare and contrast different alternatives and solutions in a straightforward way.	I can compare and contrast alternatives, solutions, views, sources etc. in a thorough way
Work with forms, tables, charts, graphs	I can label familiar places, objects and people in maps, charts, pictures and posters perhaps with the use of a dictionary.	I can write simple captions for charts, graphs, pictures responding to subject-related tasks.	I can put basic information into forms, lists or charts responding to subject tasks.	I can fill in forms and charts with relative detailed information responding to subject tasks. I can create tables, charts etc. and organise information in a straightforward way.	I can create tables, charts etc. and organise information, for instance comparing and contrasting information, with recipients in mind.