THE GOOD CLIL

Self-assessment checklist

(performance-based assessment)

Content / Topic / Objectives

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Relevant topic (innovative, **proactive**...): *Let's build a Roman city*			
The unit is **content-rich** (students can talk, discuss, read, write about rich content			
The activities work towards the achievement of the **subject** objectives (the class is a real "content" class: math, science, art…) = academic skills!			
At the same time, the teaching unit helps students become **competent to "do" things** in English (to compare, to narrate, to discuss… in English)			
The topic and the content addressed are part of the curriculum and, therefore, competence-based. The students are learning **to do**...			
The students are learning the subject-matter through **cognitively challenging activities** (which require reasoning); they are not filling in the gaps all the time.			
The teacher / the materials ask "**good questions**" (which require reasoning, understanding, evaluating…)			

Language

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Input is made comprehensible; ajustments are made when necessary (teacher adapts talk, texts…).			
The *content* (= topic) determines **what language items to be practised** (we are not teaching the past simple just because).			
The teacher has previously **predicted the language** the students will need to carry out the different tasks successfully and, therefore, is aware of the **content-obligatory language** of the topic and the class.			
There are lots of **opportunities for *output*** (the students produce communicative "products", both oral and written).			
There are plenty of **possibilities to speak English** with the teacher, classmates… (the activities foster student-student interaction and teacher-student interaction)			
Support/Scaffolding is provided to help students to **speak** and **interact**			
Support/Scaffolding is provided to help students to read and **understand** oral texts.			

Support/Scaffolding is provided to help students to **write** (the students are provided with language patterns, language frames, vocabulary banks…).			
Activities are written using an **appropriate level of language**			
The linguistic demands of the different activities are **appropriate** to the actual **students' linguistic competence**			
All in all, **language support** is given throughout the different activities. The student never feels lost for words.			
Throughout the sessions, the different tasks go from low-linguistically demanding tasks to **high-linguistically demanding tasks**.			
Code-switching is normal (English-Catalan…), but the teacher and **the students know when the use of L1 is allowed** and when it is expected to use English without excuses			

Other types of support

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The teacher / the materials use **visuals to support comprehension**			
Task instructions are short, concise, clear and comprehensible to the students			

Other strategies

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Activities promote a high degree of **students' participation**			
Peer **collaboration** and/or **cooperative work** are promoted.			
The sessions are **student-centered**; the teacher is not lecturing all the time.			
Some provision is made for **different learning styles** and students with special needs			
ICT is used to facilitate learning and communication and interaction opportunities			
The unit has a comprehensive **final product**, which promotes "communication" (with other classmates, team mates, the teacher, people, the world…).			
Great variety of activities / tasks / the activities cater for **multiple intelligences**.			
The content teacher and the language teacher collaborate inside and/or outside the classroom			

Materials for the students (handouts, worksheets, digital materials…)

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Materials are visually attractive			
User-friendly organization as regards students' materials			