

Student Work Protocols for 2011 Confucius Classrooms Teachers Institute

Participating teachers used the following questions and guidelines to discuss about their student works. The aim of this exercise is to recognize student work examples that can most effectively spark our thinking about what successful student outcomes in a Chinese language class can look like. (Teachers can also use the following guideline as they do their lesson plans)

1. Do the language proficiencies addressed in this task (reading, writing, listening, speaking) support balanced learning for the students?
2. Are cultural, academic, and social skills addressed in this task?
3. If technology/multimedia is included in this task, and does it enhance learning?
4. Is this task authentic (that is, does it have a connection to real world issues and situations)?
5. Does this task involve interactions with others (small group work, native Chinese speakers, students at a partner school)?
6. Does the process of completing this task support and/or require frequent unscripted communication in the target language?
7. Is there a public display of knowledge involved?