Best Practices: Instructional Benchmarks, \(^1\) Citizenship Specific

### Citizenship-Specific Instructional Benchmarks

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<th>Benchmarks Area</th>
<th>Indicators</th>
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| Citizenship content and attention to content-based instruction | - Instructor effectively uses Citizenship Curriculum to define lesson objective, guide instruction, ensure coverage and promote mastery  
- Instructors integrate strategies for scaffolding content, demystifying vocabulary, and building on prior knowledge/life experience |
| Confidence- and skill-building for high-stakes testing     | - Instructor continuously provides positive feedback, review (including genuine opportunities for positive feedback), test-taking strategies, and information/demonstrations of what to expect at the interview/test |
| Communication strategies                                  | - Instructor explicitly teach that learners CAN ask questions during the Citizenship test  
- Instructors teach question language, strategies, e.g., requesting repetition, clarification, or wait-time |
| Written answer and interview response skills              | - Instructor regularly provides practice for writing answers to Citizenship test questions, e.g., dictation, writing test practice, and feedback on critical errors  
- Instructor regularly provides practice for responding to interview questions, e.g., mock interviews |

### General Instructional Benchmarks

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| Learner-centered instruction                              | - Learners have active roles; instructor talk is minimal  
- Instructor assesses lesson in relation to learner needs; adapts accordingly  
- Learners are consistently held to high expectations  
- Learners acquire strategies that help them learn inside and outside the classroom |
| Attention to Adult Learning                               | - Instructor uses authentic language and relates to learners as adults  
- Activities promote critical thinking skills appropriate to educational background  
- Instructor attends to learning styles and abilities |
| Clear activity instructions, modeling                    | - Instructor gives clear, level-appropriate instructions; effectively models  
- Visual presentations are clear (boards, charts, overheads, flip charts, pictures, etc.) |
| Checking understanding and providing feedback             | - Learners demonstrate understanding of instructions  
- Instructor provides adequate repetition or review of material  
- Instructor attends to learner understanding and modifies/scaffolds accordingly |
| Multi-level instruction                                   | - Materials, activities, are leveled for differences in language and academic skills  
- Learners are strategically grouped with like or differently skilled partners |