

Explanation

This exercise provides students with tools to compare their work with examples. First, it's important to consider quality criteria together: what are the requirements for a good assignment, which components should it include, and when would the group consider it satisfactory? These quality criteria then need to be translated into quality awareness: how does the student's own work compare to the examples, and what are the specific strengths and areas for improvement.

This exercise can be completed either in class or individually as part of a self-study assignment.

Preparation

In class:

Students will need the following materials during class:

- printed version of the assignment
- printed versions of two examples of different quality
- printed placemat (A3) per group of 4
- printed form 'working with exemplars - classroom'
- rubric (printed or on the digital board)
- evt. whiteboard or flap-over

Individual self-study assignment

Students will need the following materials:

- first version of the assignment
- rubric
- form 'working with exemplars - individual' form

During class

The teacher takes the students step-by-step through the following process.

Step 1: Quality criteria

- Divide the students into groups of four. Each group receives a placemat. Students who prepared the assignment at home should be grouped together. Students who didn't prepare should also be grouped together. These students can participate, but they will only have the two examples for the assignment and no work of their own.

- Each group thinks about the skill, topic, or element they'll be assessing. Students do this based on the rubric.
- The students each write down which criteria they consider important, in their own area of the placemat (each student has their own box on the outside).
- Once every student has done this, the group of four will reach a consensus on the most important quality criteria. These can be written in the middle part of the placemat.

During class (continued)

- Each group will discuss their criteria in a plenary session, and a list of criteria will be created based on the input of all the groups. Ultimately, aim for a maximum of four criteria (more than that would make the rest of the steps confusing for the students) that you collectively consider most important for this skill, topic, or component. You can write down the four criteria on the whiteboard or flipchart, or have students write them down directly on the form.

Step 2: Analyzing examples

- The students work in groups on the examples. Two students work on example 1, two students on example 2. Then, the students in the groups discuss both examples and fill in the form.
- First, they analyze the examples based on the established criteria list. Have students review all the criteria for both examples and rate them based on quality: excellent, good, less good, or weak. They will put this on the form, with a short explanation. Each student completes the tables based on the group discussion.

Step 3: Analyzing your own work and comparing with examples

- In the same way as in step 2, students will now also (individually) analyse their own work based on the criteria list.
- So for each of the criteria they have to write down what they think the quality is: excellent, good, less good, weak.
- Ask students to briefly explain this as well: what do they observe in their own work, and why do they give themselves this assessment? Discuss this with the group. Students who haven't prepared the assignment beforehand cannot follow step 3.

Step 4: Arrange

- Next, each student will rank the works from strongest to weakest. They will consider both the two examples and their own work. A matrix is included in the form for this purpose. Make sure students also write down their reasoning for their ranking. What makes one example better than the other? What are they basing their judgment on?

Step 5: Action points

- The student formulates concrete action points and/or points for improvement to adapt his or her own work.