

## B-SURE-2

### *A routine for learning from examples and planning forward*

- *Review the sample work, exemplar, anchor paper, or model.*
- *What features are there that you need to be sure to incorporate in your own work, project, writing?*
- *What features, errors, or mistakes are there that you should avoid and not do in your own work, project, or writing?*

#### **Purpose: What kind of thinking & learning does this routine encourage?**

This routine focuses on analyzing examples to identify salient features, both positive and negative. Awareness of these features then becomes criteria and salient points for planning and assessing one's own work or project.

#### **Application: When and where can it be used?**

This routine can be used to help students identify and develop their understanding of the elements of quality work, whether that be a paper, project, or task. Working from examples (both strong and weak), students identify the features of the work that should or should not bring into their own projects. These elements, once identified become both planning tools as well as self-assessment points, helping students to internalize markers of quality.

#### **Launch: What are some tips for starting and using this routine?**

Within the relevant task, relevant examples (both strong and weak) are identified and shared with students. Examples don't need to be perfect and may in fact include both strong and weak elements. The examples also should not be models of correctness to copy but unique and varied examples of way others approach a similar task. Examples also do not need to be from the exact task at hand (responses to essay question) or from students at the same level. For instance, one might look at published writing or professional advertisements to identify markers of quality and elements to try and incorporate in one's own work.

Have students read through or carefully review the examples. Ask them to look for elements that they find strong that they "want to be sure to" incorporate in their own work as well as things they might want to watch out for or avoid. Having physical copies of the work sample that students can highlight, mark, and annotate can be helpful. After students have individually examined and made note of important features, ask students, "What are some of the things you are seeing in the work that you want to be sure to do, or not do, in your own work?" As students share their findings, record these on the board. For each element shared follow up with some probing questions: Why is that important? What is achieved by doing that? What makes you say that?

Once the class list of "B Sure2's" has been generated, ask students to review the entire list and identify those items that they personally need to be sure to do. Emphasize that while all the items on the class list are important, individuals have certain things that they personally may be working on and need to attend to and other things that they know they already are doing and don't need to be reminded of.

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