

Checklist and Exemplar Worksheets

Checklists & Exemplars act as a basis for dialogue

A form of Feed Up. Clear success criteria for students	Checklist	Exemplar (Content)
	☒ [A] State the stand clearly i.e., useful or not useful ☒ [M] Message / Basic Inference of the source shows relevance to the issue statement / question focus ☒ [M] Does not copy or paraphrase any details from the source as message ☒ [E] Evidence quoted is <u>accurate</u> in supporting the message / basic inference ☒ Provides specific <u>explanation</u> of how evidence supports the author's message / basic inference <u>in your own words</u> ☒ [R] Provides a reason by making an explicit link of message / basic inference to the utility of the source <i>Note to teachers:</i> • [R] Reason is not compulsory if the stand is useful. All students need to do is to support the stand with IEE. • [R] Reason is needed when students take the stand that the source is <u>not useful</u>. There is a need to <u>explain why</u> the source is not useful by providing a reason e.g., what the source fails to provide.	[A] State stand clearly Source A is <u>useful</u> as evidence about the measures taken to ensure racial harmony in Singapore. Source A tells me that there are <u>appropriate and effective</u> measures taken to ensure racial harmony in Singapore. This is evident from "I've always said there is racism in Singapore, but we are a better society than most other multi-racial societies that I know of." and "there is a fairly strict law framework in Singapore. When it is serious, investigations are conducted but we have to be careful in the way we exercise the power." [E] Accurate Evidence This tells me that Singapore has put in place <u>effective</u> measure to ensure racial harmony because the legal measures put in place to deter people from causing racial tensions has made Singapore a more harmonious society as compared to other diverse societies. <u>Thus</u>, EXPLANATION Source A is useful because this source provides details about the type of measures put in place to ensure racial harmony in Singapore. [R] Reason

Checklists and exemplars act as a basis of dialogue by:

- Providing structure to students' responses
- Providing definition of 'success'

Checklists clearly state the requirements of a good response, with an exemplar given at the side to show students what it might look like. In class, teachers go through the worksheet and get students to annotate/highlight as the teacher explains the different criteria.

Once they are familiar with this routine, a variation would be to get students to co-construct the checklist based on the exemplar given, giving them a greater voice in the classroom.