Grade:

Subject:

**Refinement Matrix: LEVEL of Scaffolding**

|  |  |
| --- | --- |
| Level | Evidence |
| No scaffolding in this assignment |  |
| Minimal/moderate scaffolding in this assignment (e.g., scaffolding appears in one section of the assignment, scaffolding appears in less than half of the assignment)  |  |
| Heavy scaffolding in this assignment (e.g., scaffolding is ongoing in the assignment, scaffolding is present in more than half of the assignment)  |  |

**Refinement Matrix: TYPE of Scaffolding**

|  |  |
| --- | --- |
| Type | Evidence |
| This assignment itself is a scaffold (e.g., students complete a graphic organizer, students take notes or annotate a text) |  |
| This assignment is broken down into small bits/chunks (e.g., students work on very small tasks such as a single sentence or a small grammar skill)  |  |
| The heavy cognitive work has already been given to students in this assignment (e.g. the theme or “big idea” has been provided by the teacher, all the steps have been laid out for students) |  |

**Refinement Matrix: Planning Considerations**

|  |  |
| --- | --- |
| Question | Thoughts |
| *What is the purpose of the scaffold? What skill/strategy is being supported?* |  |
| *What is it leading a student towards? What is the BIG/CULMINATING task that the scaffold supports?* |  |
| *Who will need this scaffolding support?* |  |
| *When and how will it be removed?* |  |