Appendix: Diagnostic Assessment tasks

ARTICULATION TASK:

What does *scaffolding* mean in the context of teaching?

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| *See criteria for coding of responses in methodology section* |

RECOGNITION TASKS

1. Indicate whether you think the following statements about scaffolding are TRUE or FALSE by placing a CROSS (X) in the appropriate block.

|  |  |  |
| --- | --- | --- |
|  | TRUE | FALSE |
| 1. A teacher who scaffolds designs tasks that learners are able to manage on their own.
 |  | X |
| 1. The provision of scaffolding should mean that learners don’t feel frustrated or overwhelmed when completing classwork tasks.
 | X |  |
| 1. Scaffolding provides learners with as much support as they need until they can do the task on their own.
 | X |  |
| 1. Teachers scaffold when they expect learners to complete tasks at their level of ability.
 |  | X |
| 1. Scaffolds are provided so that learners avoid making common mistakes when doing the tasks.
 | X |  |
| 1. Learners can provide scaffolds for their own learning.
 |  | X |
| 1. With scaffolding, children can complete tasks that they wouldn’t be able to do by themselves.
 | X |  |
| 1. A teacher may provide more scaffolding to some learners than others so that all of them can complete a task successfully.
 | X |  |
| 1. The teacher who uses scaffolding lets learners try a task by themselves and only helps them when asked to do so.
 |  | X |
| 1. Scaffolding is reduced over time so that learners can manage similar tasks more independently.
 | X |  |
| 1. Successful scaffolding depends on the teacher having a good knowledge of the abilities of learners.
 | X |  |
| 1. For a teacher to design scaffolding effectively, he/she needs clearly to understand the cognitive demands of the task.
 | X |  |

1. Which of the following examples of teacher support do you think are examples of scaffolding? Provide reason/s for your answer in the space provided.

|  |  |  |
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|  | Is this an example of scaffolding?  | Reason/s |
| 1. Introduce and explain the meaning of difficult words in a reading passage before learners read it.
 | *YES* | *Scaffolding provides enough support so that all learners are able to complete the same task.* |
| 1. Different reading texts (some basic and others more advanced) are provided to learners with different reading abilities.
 | *NO* | *Scaffolding provides enough support so that all learners are able to complete the same task.* |
| 1. Break a task into several smaller steps, and asking learners to complete one step at a time.
 | *YES* | *It reduces the complexity of the task* |
| 1. Demonstrate how to solve a mathematic problem, before learners solve similar problems in partners or on their own.
 | *YES* | *Modelling of a pathway towards solving a problem* |
| 1. Group learners according to their abilities and allocate different activities for each group to complete.
 | *NO* | *Scaffolding provides enough support so that all learners are able to complete the same task.* |
| 1. The headings and structure of a graphic organizer (e.g. concept map or table of comparison) are provided to children as a frame for their classwork.
 | *YES* | *It reduces the complexity of the task* |
| 1. Give learners questions that help them focus attention on relevant parts of a reading text.
 | *YES* | *It reduces the complexity of the task* |
| 1. Give learners a topic to research as an independent self-study project.
 | *NO* | *No social mediation in the learning.* |