

INSTRUCTIONAL PRIORITIES

Techniques to Increase Student Achievement and Engagement

Classroom Positive Interventions & Supports (PBIS)

Effect Size: .52

Explicit Instruction (I do, We do, Y'all Do, You do)

Effect Size: .57

Instructional Hierarchy (Acquisition, Automaticity, Application)

Effect Size: .57

Systematic Vocabulary Development

Effect Size: .67

Maximizing Opportunities to Respond (OTR)

Effect Size: .60

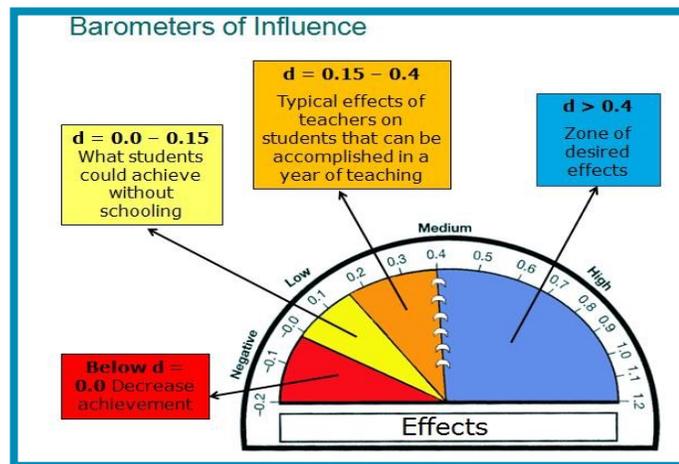
Feedback Cycle

Effect Size: .75

Scaffolded Instruction & Grouping

Effect Size: .49

Our time with students is limited and valuable. Every minute we spend with them should be spent using the practices that are most likely to be successful. This requires us to shift our perspective from looking at instructional practices that work to looking at what instructional practices work BEST.



Works Best?

Meta-analysis offer the strongest evidence base for determining what works best. "A Meta-analysis is a summary, or synthesis of relevant research findings. It looks at all of the individual studies done on a particular topic and summarizes them." (Marzano, 2000). A meta-analysis is simply, a study of studies. Meta-analysis explain the results across studies examined using effect size (ES). Average effects for instruction is 0.20 to 0.40 growth per year (Hattie, 2009). Thus the hinge point for determining what works best is 0.40. Instructional practices above the 0.40 have a high likelihood of increasing learning than those practices below the hinge-point (Hattie, 2009).



INSTRUCTIONAL PRIORITIES

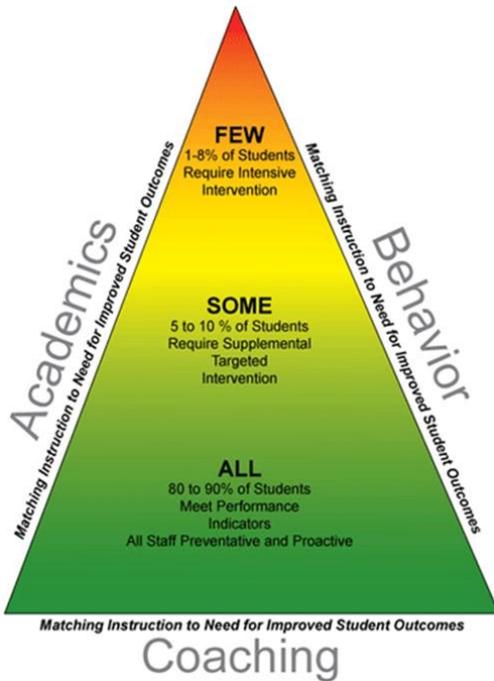
Techniques to increase Student Achievement and Engagement

Overview

Priority	Critical Actions for Educators
Classroom Positive Behavioral Interventions and Supports (PBIS)	<ul style="list-style-type: none"> *Clearly identify behavior expectations and explicitly teach them to your students. *Implement reinforcement system for appropriate behavior and routinely evaluate the system for effectiveness. *Recognize students for positive behavior. *Systematically correct problem behaviors.
Explicit Instruction (I do, We do, Y'all do, You do)	<ul style="list-style-type: none"> *Give clear, straightforward, and unequivocal directions. *Explain, demonstrate and model. Introduce skills in a specific and logical order. Support this sequence of instruction in your lesson plans. *Break skills down into manageable steps. Review frequently. *Demonstrate the skills for students and give opportunity to practice skills independently.
Instructional Hierarchy: Acquisition, Automaticity, then Application (AAA)	<ul style="list-style-type: none"> *Explicitly teach a skill to students by explaining, demonstrating, and modeling. *Build the skill through practice and use, to gain automaticity. *Provide students with multiple opportunities to apply the skill.
Systematic Vocabulary Development	<ul style="list-style-type: none"> *Explicitly teach critical vocabulary before students are expected to use it in context. *Teach students to say, define, and use critical vocabulary in discreet steps. *Explicitly teach common academic vocabulary across all content areas.
Maximizing Opportunities to Respond (OTR)	<ul style="list-style-type: none"> *Actively engage ALL students in learning; students are active when they are saying, writing, or doing. *Pace instruction to allow for frequent student responses. *Call on a wide variety of students throughout each period.
Feedback Cycle	<ul style="list-style-type: none"> *Provide timely prompts that indicate when students have done something correctly or incorrectly. *Give students the opportunity to use the feedback to continue their learning process. *End feedback with the student performing the skill correctly and receiving positive acknowledgement.
Scaffolded Instruction and Grouping Structures	<ul style="list-style-type: none"> *Present information at various levels of difficulty. *Use data to identify needs and create small groups to target specific skills. *Frequently analyze current data and move students within groups depending on their changing needs.

CLASSROOM PBIS

Effect Size: 0.52



Critical Actions for Educators

- *Clearly identify behavior expectations and explicitly teach them to students.
- *Implement reinforcement system for appropriate behavior and routinely evaluate the system for effectiveness.
- *Recognize students for positive behavior.
- *Systematically correct problem behaviors.

The heart of classroom management is developing routines and organizing environments that promote student success through the active teaching of positive social behaviors.

A well-implemented positive classroom management system will:

- Increase positive behavior in students
- Help students feel more positive towards their teacher, administrator and school
- Help students feel safer in school
- Increase time for academic instruction and decrease teacher time spent correcting problem behaviors

PBIS, or Positive Behavioral Interventions and Supports, is an evidence-based system that helps define the key components of a well-managed classroom. The key components include:

- Clearly establishing classroom rules
- Explicitly teaching rules
- Reinforcing positive behaviors and correcting negative behaviors
- Creating a supportive classroom



CLASSROOM PBIS

Effect Size: 0.52

Key Component	Definition
<p>Clearly Establishing Student Rules</p>	<ul style="list-style-type: none"> • Select 3-5 positively stated and easily remembered rules that align with the school- wide rules <ul style="list-style-type: none"> • For example: If the school-wide rules are to Be Safe, Be Kind, Be Responsible. It is appropriate to adopt these same rules for your classroom, and add one or two additional rules that fit the needs of your setting if necessary. It is important to explicitly describe what these rules look like in your classroom. • Publicly post rules in the classroom in a prominent location. • Determine which routines are needed for your classroom (a routine is a set of skills explicitly taught to students to help them be successful with following the rules). Examples may include: <ul style="list-style-type: none"> • Walking in the hallway • Classroom exit • Starting and ending class • Sharpening pencils • Going to the restroom • Transitioning from one activity to the next • Technology use in the classroom
<p>Explicitly Teaching Rules</p>	<ul style="list-style-type: none"> • Explicitly teach classroom rules and routines to students. <ul style="list-style-type: none"> • Define and model positive examples and non-examples of what the rules look like in the classroom. • Have students model and practice performing the desired behaviors. • Provide positive feedback and corrective feedback as needed during practice of the desired behaviors. • Review and practice the rules with students throughout the school year. <ul style="list-style-type: none"> • Rules should be reviewed more comprehensively at the beginning of each year, after significant breaks in the school schedule (e.g. Thanksgiving, Winter, Spring), and as needed. • Example Routine <ul style="list-style-type: none"> • Classroom exit: Describe and model the routine to students, have students practice lining up, and going back to their seats. It is important that 100% of students demonstrate the behavior correctly. This may require multiple practice opportunities while providing positive and corrective feedback.

CLASSROOM PBIS

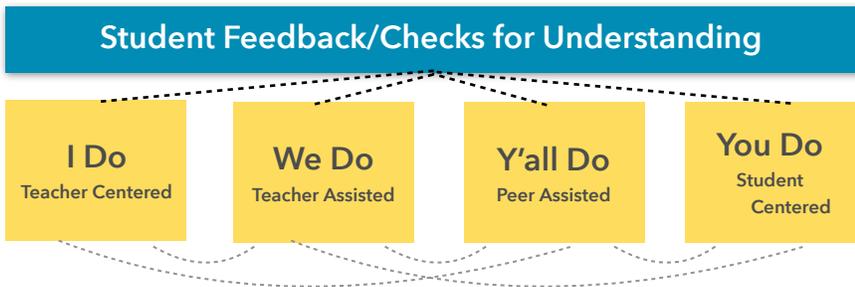
Effect Size: 0.52

Key Component	Definition
<p>Reinforcing Positive Behaviors and Correcting Negative Behaviors</p>	<ul style="list-style-type: none"> • It is important to publicly recognize positive behavior, while individually providing corrective feedback when needed. Students should be monitored closely while in the classroom and feedback should be given often. Public positive statements often prompt other students to exhibit the desired behavior. <ul style="list-style-type: none"> • Example: "I really like the way Sarah is waiting for instructions. She has her materials ready, and she's sitting quietly at her desk." • When correcting negative behavior, provide a precision request to students (whole group) to describe desired behavior. Based on student response, provide positive feedback to the group. If undesired behaviors continue follow-up with a statement of the desired behavior directed to the target student in a private manner as needed. Give the student an opportunity to comply and perform the behavior correctly, and then reward the student with positive feedback. <ul style="list-style-type: none"> • Example: "I need everyone to be in their seats, have materials ready, and wait quietly for instructions." Teacher observes Sarah talking during the transition, so he/she approaches Sarah quietly. "Sarah, the rule in our class is to wait quietly for instructions. I need you to show me how you sit quietly for instructions." While Sarah is performing the desired behavior, you might say, "Sarah, I appreciate how you are waiting quietly. Great job."
<p>Creating a Supportive Classroom</p>	<p>Creating a safe and respectful learning environment allows students to feel supported while learning. It is necessary for teachers to find opportunities to establish positive connections with all students. A teacher's daily interactions influence the students' perception of safety and sense of trust. Considerations for creating a supportive classroom include:</p> <ul style="list-style-type: none"> • Make personal connections with students • Help students feel like they belong • Establish clear classroom norms to demonstrate respect for others • Create consistent rules, routines, and arrangements (fosters predictability) • Weave positive feedback into daily interactions with students and parents • Be available for students (e.g. to ask questions, seek guidance) • Actively listen • Set a positive tone for learning and problem solving • Be aware of your personal emotions, assumptions, and biases and how they may impact your interactions with students

EXPLICIT INSTRUCTION

Effect Size: 0.57

Explicit instruction is a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students.



The model is generally characterized with the following components: I Do, We Do, Y'all Do, and You Do. Teachers use student feedback to determine how to progress through the model. For instance, if students are in the “We Do” phase, and the teacher has determined that students aren’t understanding, they should move back to the “I Do” phase to provide more examples.

Explicit Instruction	
I Do (Modeling)	Demonstrate & Describe Use Think-Alouds Involve Students
We Do (Guided Practice)	Heavily Scaffolded with Prompts <ul style="list-style-type: none"> • Tell them what to do. • Ask them what to do. • Remind them what to do. Continual Checks for Understanding
Y'all Do (Group Practice)	Practice Skill in Small Groups/Partners Continual Checks for Understanding Use Precision Partnering
You Do (Individual Practice)	Monitored Individual Practice Show Mastery of Skill

Critical Actions for Educators

- *Give clear, straightforward, and unequivocal directions.
- *Explain, demonstrate and model. Introduce skills in a specific and logical order. Support this sequence of instruction in your lesson plans.
- *Break skills down into manageable steps. Review frequently.
- *Demonstrate the skills for students and then give the opportunity to practice skills independently.
- * I do, We Do, Y'all Do, You Do.



INSTRUCTIONAL HIERARCHY

Effect Size: 0.57

Critical Actions for Educators

- *Explicitly teach a skill to students by explaining, demonstrating, and modeling.
- *Build the skill through practice and use, to gain automaticity.
- *Provide students with multiple opportunities to apply the skill.

Learners follow predictable stages. To begin, the learner is usually halting and uncertain as she tries to use a new skill. With feedback and a lot of practice, the learner becomes increasingly accurate, then automatic (fluent), and confident in using the skill.

Acquisition, automaticity, and application are progressive stages of the instructional hierarchy. Each stage requires its own set of pedagogical approaches and assessment strategies.

The learning stages, along with the goal of each phase and the teacher and student actions present in each stage are listed in the table below.



Accurate at Skill

- If no, teach skill.
- If yes, move to automaticity.



Automatic at Skill

- If no, teach automaticity.
- If yes, move to application.



Able to Apply Skill

- If no, teach application.
- If yes, move to higher level/concept or repeat cycle with new knowledge.

INSTRUCTIONAL HIERARCHY

Effect Size: 0.57

Learning Stage	Goal	Teacher and Student Actions
<p style="text-align: center;">Acquisition</p> <ul style="list-style-type: none"> • First learning stage • Teacher feedback to increase accuracy • Typically associated with DOK 1 	<p>The student can perform the skill accurately with little adult support.</p> <p>If goal met proceed to automaticity stage; if not teach skill.</p>	<ul style="list-style-type: none"> • Teacher actively demonstrates target skill • Teacher uses 'think-aloud' strategy-- especially for thinking skills that are otherwise covert • Student has models of correct performance to consult as needed (e.g., correctly completed math problems on board) • Student gets feedback about correct performance • Student receives praise, encouragement for effort • Students take notes, outlines, points
<p style="text-align: center;">Automaticity</p> <ul style="list-style-type: none"> • Builds habits and fluent skills through repetition and deliberate practice with timely and descriptive feedback • Typically associated with DOK 2 	<p>The student has learned skill well enough to retain, to combine with other skills, and is as fluent as peers.</p> <p>If observed proceed to application; if not continue or move back to acquisition.</p>	<ul style="list-style-type: none"> • Teacher structures learning activities to give student opportunity for active (observable) responding • Student has frequent opportunities to drill (direct repetition of target skill) and practice (blending target skill with other skills to solve problems) • Student gets feedback on fluency and accuracy of performance • Student receives praise, encouragement for increased fluency
<p style="text-align: center;">Application</p> <ul style="list-style-type: none"> • Applying knowledge or skills to relevant application • Typically associated with DOK 3 & 4 	<p>The student uses the skill across situations and settings solving real life problems.</p> <p>If observed, move to new skills and knowledge or move to a higher level concept; if not observed try again or go back to building automaticity.</p>	<ul style="list-style-type: none"> • Teacher structures academic tasks to require that the student use the target skill regularly in assignments • Student receives encouragement, praise for using skill in new settings, situations • Teacher works with parents to identify tasks that the student can do outside of school to practice target skill • Teacher helps student to articulate the 'big ideas' or core element(s) of target skill that the student can modify to face novel tasks, situations • Encourage student to set own goals for adapting skill to new and challenging situations.

EXPLICIT VOCABULARY

Effect Size: 0.57

Explicit vocabulary instruction is clear, concise vocabulary instruction presenting the meaning and contextual examples of a word through multiple exposures. It is not the traditional procedure of having students copy a list of words, looking up words, copying definitions, or memorizing definitions.

Systematic vocabulary instruction increases reading comprehension, allows for greater access to content material, increases growth in vocabulary knowledge, and supports struggling readers.

Effective vocabulary/academic language instruction comes down to:

- Connection: Connect the new word to what the student knows, which helps to build the “semantic network” in the brain.
- Use: Academic speaking and writing is constructed as we apply it, not by simply memorizing.

Teacher should explicitly teach words that are:

- Based on essential concepts
- Unknown
- Critical to the future
- Difficult to obtain independently (or through context)

Critical Actions for Educators

- *Explicitly teach critical vocabulary before students are expected to use it in context.
- *Teach students to say, define, and use critical vocabulary in discreet steps.
- *Explicitly teach common academic vocabulary across all content areas.



Basic Instructional Protocol

- | | |
|--|---|
| 1. Introduce the word | 5. Check students’ understanding |
| 2. Provide student friendly definition of the word | 6. Deepen students’ understanding |
| 3. Identify word parts, families, and origin | 7. Check students’ understanding |
| 4. Illustrate word with examples | 8. Review and coach use (possible extensions) |

OPPORTUNITIES TO RESPOND

Effect Size: 0.57

Critical Actions for Educators

- *Actively engage ALL students in learning; students are active if they are saying, writing, or doing.
- *Pace instruction to allow for frequent student responses.
- *Call on a wide variety of students throughout each period.



Maximizing the opportunities to respond in a classroom increases students engagements. Engagement allows for positive interactions between teacher and student, creates opportunities for teachers to provide authentic feedback on learning, and decreases inappropriate student behavior.

Students are engaged through opportunities to respond when they are saying, writing, or doing (Feldman). When tied to learning objectives, these opportunities give the teacher and students feedback on their learning and understanding.

Engagement opportunities can be focused on an individual student or a group of students. Each of these approaches has different purposes. The teacher may choose to use a group OTR to minimize the risk the student feels in responding and to increase engagement for all students. Through group OTRs, students not only receive feedback from the teacher, but their peers as well as they hear and see other student responses. When seeking individual student understanding, teachers may choose to use individual OTRs.

Opportunities to respond can be verbal or non-verbal. Verbal responses help students to summarize and share their thoughts with others while non-verbal responses can increase writing skills or give students the opportunity to move around the room.

Structured Non-Verbal	Structured Verbal	Structured Writing	Structured Reading
<ul style="list-style-type: none"> • Cold Calling (Teacher Chosen) • Cold Calling (Random) • Choral Response • Think Pair Share • Precision Partner • Small Group Discussion 	<ul style="list-style-type: none"> • Hand Signals • Point at Something • 4 Corners • Response Cards • White Boards • Student Response System 	<ul style="list-style-type: none"> • Note-Taking: Cloze, Cornell • Graphic Organizer • Sentence Starter/ Quick Write • White Boards • Summarizing • Technology 	<ul style="list-style-type: none"> • Partner Reading w/ Comprehension Strategy • Choral Reading • Cloze Reading Guide • Model Reading Strategies • Task for each Reading Segment

FEEDBACK

BETWEEN TEACHERS & STUDENTS

Effect Size: 0.75

Feedback lets the learner know whether or not a task was performed correctly, and how it might be improved. Feedback is most effective when it is clear, purposeful, compatible with prior knowledge, immediate, and non-threatening.

Feedback from Students:

Educational research indicates that feedback is one of the most powerful drivers of student achievement. John Hattie’s synthesis of the overall effect size of feedback is very high (ES = .75). He states that feedback from students as to what they understand, when they are not engaged, where they make errors, and when they have misconceptions helps make student learning visible to the teacher.

Feedback to Students:

Positive academic and behavioral feedback, or teacher praise has been statistically correlated with student on-task behavior (Apter, Arnold & Stinson, 2010) and has strong empirical support for both increasing academic and behavioral performance and decreasing problem behaviors (Gable, Hester, Rock & Hughes, 2009). With regard to reprimands and corrective feedback, there is a continued assertion that teachers maintain a ratio of praise to correction at 3:1 or 4:1 (Gable, Hester, Rock, & Hughes, 2009; Stichter, Lewis, & Wittaker, 2009).

Feedback Types:

Critical Actions for Educators

- *Provide timely prompts that indicate when students have done something correctly or incorrectly.
- *Give students the opportunity to use the feedback to continue their learning process.
- *End feedback with the student performing the skill correctly and receiving positive acknowledgement.

Type	Description	Example	Non-Example
Positive	Teacher indicates that a target academic or social behavior is correct.	“Correct! 7 X 4 is 28”	“Johnny, pick up your pencil off the floor please
Corrective	Teacher indicates that a behavior is incorrect.	“That’s not quite right, let me give you another clue . . . ”	“Try harder on your math worksheet; I know you can do better.”
Harsh	Teacher shows frustration or is critical of the student.	I can’t believe you still can’t figure this out!	“Let me give you another clue . . . ”
Neutral	Teacher redirects the student or describes what she would like the student to do.	“Johnny, turn to page 4 and start reading.”	“Nice work! You really showed justification for your reasons.”

FEEDBACK CYCLE

Effect Size: 0.75

	Example	Non-Example
Corrective Sequence	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student responds incorrectly • Teacher indicates that the response was not correct and provides an opportunity for correction • Student gives correct response • Teacher affirms that response was correct 	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student responds incorrectly • Teacher indicates that the response was not correct but does not provide an opportunity for the student to answer correctly
Expansive Sequence	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is a partial response or could be expanded into a higher quality response • Teacher affirms response and provides guidance for expansion/refinement • Student revises or elaborates upon previous response • Teacher acknowledges response as an improvement 	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is a partial response or could be expanded into a higher quality response • Teacher affirms response but does not provide guidance for expansion/refinement
Challenge Sequence	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is fully correct • Teacher affirms student response and asks a more difficult question on the same topic as a follow up • Student answers • Teacher responds with positive or corrective feedback 	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is fully correct • Teacher affirms student response but does not ask a more difficult question on the same topic as a follow up

SCAFFOLDING & GROUPING

Effect Size: 0.57

Scaffolding is a process in which students are given support until they can apply new skills and strategies independently (Rosenshine & Meister, 1992). When students are learning new or challenging task, they are given more assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students. Thus, as the students assume more responsibility for learning, the teacher provides less support.

Structure of the Scaffolded Classroom:

The organization of the scaffolded classroom includes whole group, small group (skill-based or station teaching), partners, and independent work. The scaffolding supports that will be put in place for diverse learners should include interventions for striving and accelerated learners. When using small groups, identify the groups as skill-based or station teaching. Skill-based groups are organized homogeneously based upon the needs of students. Station teaching groups are organized heterogeneously to create diverse groups.

Critical Actions for Educators

- *Present information at various levels of difficulty.
- *Use data to identify needs and create small groups to target specific skills.
- *Frequently analyze current data and move students within groups depending on their changing needs.

Types of Scaffolds

Scaffold	Ways to use Scaffolds in an Instructional Setting
Advance Organizers	Tools used to introduce new content and tasks to help student learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Checklists	Prepare a list of items required, things to be done, or points to be considered; used as a reminder as the student proceeds through the learning task.
Collaborative Grouping	Having students work in partners or small groups with students who can support/model students who may struggle with content.
Concept and Mind Maps	Maps that show relationships: Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task or concept.
Cue Cards	Prepared cards given to individual groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formula to associate with a problem; concepts to define.
Examples	Samples, specimens, illustrations, problems, modeling: Real objects; illustrative problems used to represent something. Demonstrate and model how to do something, giving an example of what it should look like.
Explanations	More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.

Scaffold	Ways to use Scaffolds in an Instructional Setting
Handouts	Prepared handouts that contain task and content-related information, but with less detail and room for student note taking.
Images and Multimedia	Providing an image or other graphic representation, such as a video, that represents the word(s)/concept(s) being taught in conjunction with the explicit vocabulary routine can help to support students in learning new vocabulary and concepts. Images help provide a non-linguistic representation and allow students to recall the term more readily. This technique can be used with any Reading Street Vocabulary (Amazing Words, Story/Lesson Vocabulary), Math Vocabulary, or Content Vocabulary or concepts.
Manipulatives	Manipulatives, such as markers, toothpicks, blocks, or coins, are used to support hands-on learning and provide concrete models to help students solve problems and develop concepts. The students can manipulate the items to increase their understanding and come to accurate conclusions. May also include virtual manipulatives.
Pair-Share	Pose a problem, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Providing think time increase the quality of the response.
Precision Partnering	Strategically appointed partners with assigned roles.
Previewing Text	Before reading a text, preview the text by providing students with an overview/synopsis of the text. This will allow students to know what to expect when they are reading and give them background knowledge to help them understand the text.
Prompts	A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements and questions such as "Go," "Stop," "It's right there," "Tell me now," "What toolbar menu item would you press to insert an image?" "Tell me why the character acted that way."
Question Cards	Prepared cards with content and task-specific <i>questions</i> given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.
Question Stems	Incomplete sentences which students complete: Encourages deep thinking by using higher order "What if" questions.
Realia	Anytime the real object, concept, or phenomena can be presented with the actual object helps to support learners in acquiring new ideas and concepts. For example, when teaching about the three types of rocks, having examples of those types for students to see and touch can help them to make deeper connections.
Rubrics	A rubric is an easily applicable form of authentic assessment. A rubric simply lists a set of criteria, which defines and describes the important components of the work being planned or evaluated.
Sentence Frames	Sentence frames provide an opportunity for students to use key vocabulary while providing a structure that may be higher than what they could produce on their own. For example, if students are to compare two ocean creatures, they might say something like "Whales have lungs, but fish have gills." In the preceding sentence, the simple frame is "_____ have _____, but _____ have _____." Note the sentence can be filled in with any content; this differs from cloze sentences that often have only a few possibilities.
Setting & Reviewing Objectives	Providing students with a purpose and intended outcome will help students to know what to focus their attention on and what they should be learning. Having student self-assess their progress towards the objectives at the end of the lesson will provide the teacher with information on their current levels of understanding.
Socratic Seminar	<p>The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Seminar, participants systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. The group conversation assists participants in constructing meaning through disciplined analysis, interpretation, listening, and participation.</p> <p>Prepare several questions in advance in addition to questions that students may bring to class. Questions should lead participants into the core ideas and values and to the use of the text in their answers. Questions must be open-ended, reflect genuine curiosity, and have no "one-right answer."</p>
Stories	Stories relate complex and abstract material to situations more familiar with students: Recite stories to inspire and motivate learners.
Student Work Exemplars	Providing students with example student work samples can provide models for students to use to support their development of the skill. For example, an anchor paper for a writing assignment of how a sample student responded to the assignment previously will provide an example of what the assignment looks like.
Visual Scaffolds	Pointing to call attention to an object; representational gestures (holding cured hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.