Here are twelve progressive layers of scaffolding that teachers might employ to help students achieve high quality—and beauty—in their work.

1. **Assignment.** “Make a poster showing what you have learned about ancient Greece.”
   
   **What kind of work might you expect from students? What else would they need?**

2. **Components.** “Your poster must be 2 ft. by 3 ft. It must represent culture, politics, religion, or architecture. It must include an example of how that aspect of ancient Greece affects our culture today. There must be a title and captions for each illustration/photo explaining why it is important. There must be a map of ancient Greece.”
   
   **How might this poster be higher quality than the first? Would describing the components be enough?**

3. **Characteristics of a quality product.** “Your poster must be organized, balanced, creative, and pleasing to the eye. It must use color, space and borders effectively.”
   
   **How would this help increase the quality? What else would be needed?**

4. **Models.** Use samples of exemplary student work to show what quality looks like. What does “organized” look like? Balance? How can color enhance meaning? What is effective use of space?

5. **Design rubric.** Describe different levels of quality. Look at student work and professional models to name the attributes of weak and strong work. Identify 4, 3, 2, and 1 levels.

6. **Mini-lessons and workshops.** Teach skills needed to complete the product. Offer lessons on organization, relevant content, balance and color, word choice, sentence fluency, etc.

7. **Self-assessment.** Help students assume responsibility for their own learning. They can assess themselves on the rubric.

8. **Feedback from others.** Students can learn how to give effective feedback, based on the rubric, that is kind, helpful, and specific.

9. **Multiple drafts.** Students focus revision on one aspect at a time. They get feedback after each revision.

10. **Conference with teacher.** Students get feedback from the teacher before producing final drafts.

11. **Exhibition.** Publicly display work to peers, to the community, to experts in the field.

12. **Reflection.** What did I do well? Where did I meet the learning targets? Where did I fall short? What do I need to work on to reach them next time?