**Scaffolding for Higher Order Thinking**

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# Scaffold for analyse

***Analyse*** – identify components and the relationship between them; draw out and relate implications.

**How can you use your analytical frameworks to SUPPORT your argument?**

|  |  |
| --- | --- |
| Topic to be analysed: | **Points to note:**Statement of topic taken from the question.Preview of components and the relationships. |
| Component Elaboration and support:Component Elaboration and support: | Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate each component. |
| RelationshipPoint: Elaboration and support: | Use linking words between each point such as *therefore, thus, as a result, leading to*, in order to illustrate the relationship between each of the components.  |
| ComponentElaboration and support:ComponentElaboration and support: | Identifying and explaining the relationship between the various components is essential in answering these questions.  |
| RelationshipPoint: Elaboration and support: |  |
| Implications **of the relationship between each of these components:** | The implications of the relationship (what happens/what effect it has) can be dealt with in each of the paragraphs or as a concluding paragraph. |

# Scaffold for compare

***Compare*** – show how things are similar or different.

**How can you use your analytical frameworks to SUPPORT your argument?**

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| Issue to be compared: | **Points to note:**Identify the things to be compared from the question.Preview each point you will raise.  |
| SimilaritiesPoint: Elaboration and support:Point:Elaboration and support:Point:Elaboration and support: | Topic sentence at the beginning of each point followed by explanation and relevant examples to illustrate point.Use linking words between each point such as: *also, in addition similarly, another similarity is”.* |
| DifferencesPoint: Elaboration and support:Point: Elaboration and support:Point: Elaboration and support: | *For instance”, “This can be seen in”, “An example of this is”* and “*for example”* can be used to start sentences that provide examples for your points. |
| **Conclusion and judgement:** | Must make a judgement related to the similarities and differences in the topic. |

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| **Issue to be evaluated:** | **Points to note:**Statement of topic to be evaluated.Preview of points for and against your judgement (without using “I”). |
| **Point for**: Elaboration and support:Point for:Elaboration and support:**Point against:**Elaboration and support:Point against: Elaboration and support: | Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.Points could also be advantages and disadvantages instead of for and against.Use linking words such as: *therefore, because, however, for instance, for example, as a result.* |
| **Criteria used to assess** points for and against: | Criteria used to make a judgement could be used during the points for and against the argument to illustrate these more clearly. |
| **Conclusion and judgement**: | Brief summary of points for and against. |

# Scaffold for evaluate

***Evaluate*** - make a judgement based on criteria; determine the value of.

**How can you use your analytical frameworks to SUPPORT your argument?**

Scaffold for critically evaluate

***Critically evaluate*** – add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to *evaluate.*

***Evaluate*** - make a judgement based on criteria; determine the value of.

**How can you use your analytical frameworks to SUPPORT your argument?**

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| --- | --- |
| Issue to be critically evaluated: | **Points to note:**Statement of topic to be critically evaluated.Preview of points for and against and concluding judgement. |
| Point for: Elaboration and support:Point for:Elaboration and support:Point against:Elaboration and support:Point against: Elaboration and support: | Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.Points could also be advantages and disadvantages instead of for and against.Use linking words (such as: therefore, because, however, for instance, for example, as a result). |
| Criteria used to assess points for and against: | Criteria used to make a judgement could be used during the points for and against to illustrate unclear reference more clearly. |
| Conclusion and judgement: | Brief summary of points for and against.Must make a judgement at the end either for OR against the argument and draw conclusions regarding about support for or against issue through the use of a criteria. |