## Cambridge Assessment International Education logo

**CSC Orlando 2023**

**How to use incentives to motivate students and increase success and achievement on assessments in the secondary classroom**

Scaffolding & Rewards Sample

**Objective:** Identify an argument.

This objective might break down to a set of activities like this:

**Activity #1 -** Indicator Words

**Activity #2 -** Therefore Test for Reasons and Conclusions

**Activity #3 -** Non-Arguments

**Activity #4 -** Practice Assessment on Identifying Arguments

**Activity #5 -** Identifying Arguments Assessment

Then one can design a plan to provide positive rewards for each activity as learners build toward success

**Activity #1** - Indicator Words

**Description:** Teacher leads learners in a whole group discussion to complete a skills-based worksheet. Learners will turn in the completed classwork and it should be free of errors.

**Reward:** Full credit assigned

**Activity #2** - Therefore Test for Reasons and Conclusions

**Description:** Learners work in groups of 4 and when everyone agrees on the correct response they raise their hand and the teacher checks one paper. If it is correct everyone gets a stamp on their paper, if not they try again until they find success together.

**Reward:** Stamp

**Activity #3** - Non-Arguments

**Description:** Learners work in pairs and when they are ready for a check the teacher checks both papers. If correct then both students get a reward, if not they try again until they find success together.

**Reward:** Sticker

**Activity #4** - Practice Assessment on Identifying Arguments

**Description:** Learners work individually to complete a task in black or blue ink, then the teacher distributes green ink pens (motivating because traditional red pen grading has a negative connotation, but green is associated with "go" and is regarded as positive). The teacher reviews the correct answers using a mark scheme and students correct their own paper in green pen, grading themselves along the way - focusing on the corrections, not the grade. ALTERNATIVE - Learners work individually to complete a task in black or blue ink. Learners will not include their name, only a numeric identifier as it will be peer graded with green pens. The teacher distributes green ink pens and student graders will sign their name, and carefully use a mark scheme with teacher oversight to mark the papers of a peer (ideally from a different class, but not necessarily) then provide feedback as a positive reward to those anonymous peers.

**Reward:** green pen praise - comments, written praise, constructive feedback

**Activity #5** - Identifying Arguments Assessment

**Description:** This culminating activity will be teacher graded with learners meeting various grading thresholds **Reward:** descriptive feedback and increased confidence in meeting the assessment objective

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**Scaffolding & Rewards Sample**

Objective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity #1 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Activity #2 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Activity #3 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Activity #4 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Activity #5 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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