APPENDIX D Summary of Scaffolding in Days 1-3

	Pair One (DA & PA)	Pair Two (LM&EB)	Pair Three (RF&AW)	Pair Four (WR&KN)	Pair Five (AT&RN)	Pair Six (AC&CD)	DAY SUMMARY
DAV					, , , , ,		
DAY ONE	Start in Plan, but move quickly to build, and use all three modes including 2 short periods of test. Teacher provides much conceptual, some task and util. Peers provide conceptual. Tools provide a few qual/quant and multiple rep. Ignores Because/Description.	Start in Plan, mostly plan with some build in between. Tool scaff only mandatory codes Teacher provides some conceptual, utility, and a little task. Peer infrequent, conceptual.	Start in Plan, then built, test. Use of all three modes. Some teacher conceptual, utility, task. Little peer. Tool mandatory only, with one qual-quant instance.	Start Plan, then between build.plan, end with test. Some use of tool multiple reps. Some peer conceptual and utility. Small amount of teacher Concept/util/task.	Start Plan, build, test, then a series of cycles between the three. (test mode 8X). No peer scaff. Tool mandatory plus some representation scaffs.Regular teacher scaff, all but content, most often in test mode.	Start Plan, two longer cycles of P/B/T, with last test being very short. A little peer, conceptual and content. Tool mostly mandatory, one representation. Teacher, some of conceptual and task, distributed in small bits, and one strategy.	Not all use test on first day, but most do. A lot of teacher scaffolding occurs around test mode. Use of peer scaffolding appears heavily dependent on the pair relationship (ask each other vs. ask teacher) Teacher regularly involved with every pair, some push, some pull. Evidence for non-mandatory tool codes is slim.
DAY TWO	Start in plan and build, but use all three modes. Time spent in each mode is shorter than day 1. Teacher provides conceptual, like day one. Peers and Tool are also as day 1. Tech prob in mid	Almost all build, with a chunk of test in the middle, and one plan. Consistent teacher conceptual and util. No peer. Little tool, one good use of multiple reps.	NO DATA AVAIL	Start in Test, then alternate between Build and Test. Teacher Tool Peer conceptual and one strategy.	Start Plan, then move through all three modes. Teacher provides much conceptual and some others. Peer conceptual and some utility and content. Tool mandatory only.	Start Test, mostly Test, with short times in Plan to modify. Teacher provides some conceptual. One peer.	None start in plan. There is much more testing. Peers provide conceptual scaffolding as model is shaped. Teacher conceptual scaffolding is most frequent in test mode.
DAY THREE	Almost entirely Test and Build. One Peer conceptual. Teacher provides much conceptual, and a little of each teacher scaff. Tool provides multiple reps in test mode.	Start with test, half test half build. Teacher conceptual, utility, and task, consistently. Some multiple rep tool scaff. A lot of teacher/research involvement, no peer scaff.	Start in build, then test, then build, then test. A little peer, including content. One teacher intervention (requested).	Start in Plan, then move through all three modes in cycles. Minimal teacher and peer scaffolding this day.	Shorter session, they Plan,Build,Test. This pair is not interested in further refining of model. Teacher provides some utility. Peer provides	Start Test, short periods of Build and Plan. Teacher provides all scaffolds but strategy. No peer scaffold. Tool provides multiple representations. Considerable off-task and technical problems.	Time spent in any mode continues to shorten. Peer scaffolding is less common. Teacher conceptual scaffolding continues to be frequent.
SUM- MARY	This pair tested on day 1, continued developing on day 2, spent third day refining based on testing. Peer scaffolding was minimal after day 1. Teacher scaffolds common all 3 days. Tends to ignoreB/D.	This pair followed a "classic" pattern, Day 1 mostly Plan, then Day 2 Build, then Day 3 Test. Peer scaff is less common with this pair, and they get a lot of teacher/researcher interaction. Modest model	This pair tested on the first day, and seemed to have a clear goal for their model early on. The get/use less scaffolding overall.	This pair was very iterative, moving through modes in cycles, and not lingering in any one mode. They sought little teacher help.	This pair moved through short cycles in each mode, even from day one, and was "done" with their model on day 2.	This pair tested on first day and did a lot of testing overall. There was very little peer scaffolding with this pair.	All but one pair tested on first day. More modes are used more frequently for shorter times as the days progress. Peer scaffolding drops off over three days. Pairs vary on use of peer and seeking of teacher.

APPENDIX D Summary of Scaffolding in Days 1-3