

**Table 2.1:**  
**Factors Associated With the Maintenance or Decline of**  
**High-Level-Cognitive Demand**

Maintenance of High-Cognitive-Demand Student Behavior	Decline of High-Cognitive-Demand Student Behavior
<ul style="list-style-type: none"> <li>• Scaffolding of student thinking and reasoning</li> <li>• Pressing for justifications, explanations, or meaning through questions, comments, or feedback</li> <li>• Modeling of high-level performance by teacher or capable students</li> <li>• Selecting tasks that build on students' prior knowledge</li> <li>• Drawing frequent conceptual connections</li> <li>• Providing a means by which students can monitor their own progress</li> <li>• Providing sufficient time to explore</li> </ul>	<ul style="list-style-type: none"> <li>• Routinizing problematic aspects of the task</li> <li>• Failing to hold students accountable for high-level products or processes</li> <li>• Providing insufficient time to wrestle with the demanding aspects of the task or so much time that students drift into off-task behavior</li> <li>• Shifting the emphasis from meaning, concepts, or understanding to the correctness or completeness of the answer</li> <li>• Having classroom management problems</li> <li>• Selecting a task that is inappropriate for a given group of students</li> </ul>

*Source: Adapted from Stein & Smith, 1998, p. 27.*