

Characteristics of Student Work When Cognitive Demand Is Maintained, Increased, or Decreased

Maintain the demand.

- Student work provides evidence that students have met the cognitively challenging aspects of the task.
- **Level 4:** Students provide (at least) adequate explanations.
- **Level 3:** Students provide evidence of engagement in thinking and reasoning, but students' responses require teachers to make inferences about what exactly students understand because no explanations are provided.

Increase the demand.

- **Level 3 to 4:** Students provide explanations, even when the original task did not explicitly prompt for explanations.
- **Level 2 to 3:** Students provide multiple strategies or representations, or there are unique strategies across the set of students' work, even when the original task did not prompt for multiple strategies or representations, or appeared to have a set strategy or procedure.
- In general, increases from Potential to Implementation:
 - Might be evidence of established norms in the classroom
 - Might reflect ideas generated during the lesson (discussions or group work)
 - Might be in response to teacher questioning or feedback during the lesson

Decrease the demand.

- Student work all looks the same or follows a similar template; explanations are similarly worded.
- Students do not provide explanations, or students skip the challenging parts of the task.
- In general, decreases from Potential to Implementation:
 - Might indicate the teacher's feedback, modeling, or questions were too directive
 - Might indicate one student took over during group work