



### 2 Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners

*Indicators*

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p><b>Indicator 1</b> Tasks purposefully employ <b>all</b> students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Student classroom interviews</li> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES)</li> <li>• Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing</li> <li>• Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order)</li> <li>• Cognitive abilities and skills are increasingly content specific as students' learning develops</li> </ul>
<p><b>Indicator 2</b> Tasks place appropriate demands on each student</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Student work</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks require cognitive effort from <b>all</b> students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard)</li> <li>• Tasks should not be "one-size fits all"</li> </ul>
<p><b>Indicator 3</b> Tasks progressively develop <b>all</b> students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Lesson plans</li> <li>• Teacher notes</li> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher designs and structures tasks that allow for deep rather than superficial learning</li> <li>• Tasks are not discrete but connected to a larger sequence of learning</li> <li>• Tasks are connected to overall goals of the lesson, unit, or standard</li> <li>• Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time?</li> </ul>
<p><b>Indicator 4</b> Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Lesson plans</li> <li>• Teacher notes</li> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher serves all students well regardless of family background, socio-economic status, or ability.</li> <li>• Teacher has an expectation that all children can achieve at high levels,</li> <li>• The teacher takes an active role in ensuring that students have equitable opportunities to achieve</li> </ul>



### 2 Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners *Performance Levels*

Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 2 Tasks place appropriate demands on each student	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
<b>Level 4</b> Teacher engages <b>all</b> students with <b>relevant and substantive</b> tasks that <b>effectively</b> support deep learning of subject-matter content and processes	<b>Level 4</b> Teacher provides tasks at the <b>appropriate</b> level of challenge for <b>every</b> student, <b>effectively</b> enabling <b>each</b> student to advance his/her learning of subject-matter content and processes	<b>Level 4</b> Teacher <b>effectively</b> structures <b>multi-leveled</b> tasks that advance <b>all</b> students' thinking and/or skills <b>in connected steps</b> during the course of a lesson <b>and</b> across multiple lessons	<b>Level 4</b> Teacher models and demonstrates the <b>highest</b> expectation that <b>all</b> children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve.
<b>Level 3</b> Teacher engages <b>most</b> students with <b>generally relevant and worthwhile</b> tasks that <b>adequately</b> support deep learning of subject-matter content and processes	<b>Level 3</b> Teacher provides tasks at a <b>generally appropriate</b> level of challenge for <b>most</b> students, <b>largely</b> enabling <b>most</b> students to advance their learning of subject-matter content and processes	<b>Level 3</b> Teacher <b>adequately</b> structures tasks with <b>more than one level</b> that advance <b>most</b> students' thinking and/or skills <b>in connected steps</b> during the course of a lesson <b>and/or</b> across multiple lessons	<b>Level 3</b> Teacher models and demonstrates <b>high</b> expectations that <b>all</b> children can learn at high levels regardless of family background, socio-economic status, or ability.
<b>Level 2</b> Teacher engages <b>most</b> students with tasks that <b>inadequately</b> support deep learning of subject-matter content and processes	<b>Level 2</b> Teacher provides tasks at an <b>appropriate</b> level of challenge for <b>few</b> students, <b>minimally</b> enabling <b>most</b> students to advance their learning of subject-matter content and processes	<b>Level 2</b> Teacher structures a <b>single task at one level</b> that <b>minimally</b> advance <b>all</b> students' thinking and/or skills during the course of a lesson <b>and/or</b> across multiple lessons	<b>Level 2</b> Teacher demonstrates <b>minimal</b> expectations that children can learn at high levels regardless of family background, socio-economic status, or ability.
<b>Level 1</b> Teacher <b>does not</b> engage students with <b>any</b> tasks that support deep learning of subject-matter content and processes	<b>Level 1</b> Teacher provides <b>no, or almost no</b> tasks at an appropriate level of challenge for <b>any</b> students, enabling <b>no, or almost no</b> students to advance their learning of subject-matter content and processes	<b>Level 1</b> Teacher <b>does not</b> structure leveled tasks that advance <b>any</b> student's thinking <b>and/or</b> skills <b>in connected steps</b> during the course of a lesson <b>and/or</b> across multiple lessons	<b>Level 1</b> Teacher demonstrates <b>little</b> expectation that children can learn at high levels regardless of family background, socio-economic status, or ability.