WestEd
excellence in research development, and service

Standard 2	Indicator	Level	Reasons for Level Score
S2. Learning tasks have high cognitive demand for diverse learners	I1. Tasks purposefully employ all students' cognitive abilities and skills	4	Teacher provides an authentic text from Dr. King that contains sophisticated ideas and challenging vocabulary, which he has been teaching in the context of other King speeches. Despite the range of reading levels in the class, all students engage in reading a sophisticated text. They are asked to read the text with partners and in groups to identify the main idea of each paragraph.
	I2. Tasks place appropriate demands on each student	4	Students are all reading complex texts but have various levels of support provided for them to access the text as needed. For example, they have a graphic organizer, they talk in pairs, in small groups, and the teacher and aide sit with students to discuss the texts to support their comprehension, asking text dependent questions. Also, the teacher reads a short section of text aloud to a few students and initiates a conversation about it. The teacher incorporates strategy groups and reading groups to support comprehension.

Standard 2	Indicator	Level	Reasons for Level Score
	I3. Tasks progressively develop all students cognitive abilities and skills	4	The teacher sets up the reading by discussing non-violence and relating it to students' own experiences. He has already made sure that students understand much of the vocabulary in the text. Students read individually, supported by a graphic organizer and discuss their ideas in a "round robin" group. Then the teacher asks for students' ideas, also requiring them to cite parts of the text as evidence in support of their ideas. Within this individual lesson itself, students build their understanding of the text through a series of related, connected activities.
	I4. Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability, or socio-economic status	4	The teacher's provides opportunities for all students' of varying ability levels to analyze complex text. The teacher models high expectations by inviting all students in the class to use the new recording strategy and to participate in the discussion by citing evidence. The teacher shows high expectations that all students can achieve by going (back) to students and giving them the opportunity to expand their thinking (and then supporting it).