

Standard	Indicator	Level:	Reasons for Evaluation Scores
S2. Learning tasks have high cognitive demand for diverse learners	1. Tasks purposefully employ all students' cognitive abilities and skills	3	Because the teacher is asking the students to apply their understanding of specific literary devices in their writing, she is deepening their learning. From available evidence it appears that this is a substantive task that will employ all students' cognitive abilities and skills. For the teacher to score 4, an evaluator would need more evidence, for example, examining student work and/or talking to students.
	2. Tasks place appropriate demands on each student	3	From available evidence, it appears that the task is at the right level of challenge for the students. For instance, the students are able to provide specific examples of a range of literary devices; the students who indicated that they needed extra help appear able to engage with the task after brief instructional support. More evidence would be needed to evaluate whether the tasks are the right level of challenge for all students. For this reason, the teacher receives a score of 3.

Standard	Indicator	Level:	Reasons for Evaluation Scores
	3. Tasks progressively develop all students' cognitive abilities and skills	3	There appear to be two levels to the task for the students: discussing what constitutes similes, metaphors and analogies (the students have learned about these devices before the present lesson) and then using them in their writing. This seems adequate to advance students' thinking about, and use of, the literary devices.
	4. Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	4	Teacher provides all students with equitable opportunities to achieve by allowing students to make decisions about their own learning. Students have the opportunity to determine where they are in their learning and to seek instructional support based on their understanding.