**Factors associated with the maintenance and decline**

**of high-level demand**

***Factors associated with the Decline of High-Level Cognitive Demands***

1. **Problematic aspects of the task routinized (e.g., students press the teacher to reduce the complexity of the task by specifying explicit procedures or steps to perform; the teacher “takes over” the thinking and reasoning and tells students how to do the problem).**
2. **The teacher/lesson shifts the emphasis from meaning, concepts or understanding to the correctness or completeness of the answer.**
3. **Not enough time is provided to wrestle with the demanding aspects of the task or too much time is allowed and students drift into off-task behavior.**
4. **Classroom management problems prevent sustained engagement in high-level cognitive activities.**
5. **Inappropriateness of the task for a given group of students (e.g., students do not engage in high-level cognitive activities due to lack of interest, motivation or prior knowledge needed to perform; task expectations not clear enough to put students in the right cognitive space).**
6. **Students are not held accountable for high-level products or processes (e.g., although asked to explain their thinking, unclear or incorrect student explanations are accepted; students are given the impression that their work will not “count” toward a grade).**

***Factors associated with the Maintenance of High-Level Cognitive Demands***

1. **Scaffolding of student reasoning and thinking.**
2. **Students are provided with means of monitoring their own progress.**
3. **Teacher or capable students model high-level performance.**
4. **Sustained press for justification, explanations and/or meaning through teacher questioning, comments and/or feedback.**
5. **Tasks build on students’ prior knowledge.**
6. **Teacher/lesson draws frequent conceptual connections.**
7. **Sufficient time to explore (not too little, not too much).**