

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	4	In her narrative the teacher states that the work student are engaged in is demanding – the reading level of the text is very high, they are reading the texts in their original languages, and they have to organize the documents. The students are asked to pick two aspects of their writing from the DBQ rubric that they would like to have feedback from their peer about. The teacher also tells the students that she wants them to read their thesis aloud to their peer and obtain feedback on that as well. The students provide substantive feedback to each other, completing prompts that the teacher provides and then talking about the feedback in pairs. They students are required to provide evidence for their feedback. While they are engaged in partner feedback, the teacher circulates around the groups asking questions and providing prompts that push the students' thinking.
	2. Tasks place appropriate demands on each student	4	From available evidence, it seems likely that the task of the lesson is at the right level of challenge for each student. All students engage in the sequence of tasks involved in providing feedback to each other in substantive ways to deepen their learning.

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	3. Tasks progressively develop all students' cognitive abilities and skills	4	The students engage in a well-structured, multi-level sequence beginning with identifying the goals for the feedback, followed by reading their thesis and then giving and receiving feedback in relation to their goals. The nature of the feedback the students provide each other appears to be substantive and involves a high level of analysis about their peer's work. At the end of the lesson, the teacher tells the students that they will revise their work based on the feedback they have received during the lesson.