| Decline | Maintenance |
| --- | --- |
| Problematic aspects of the task become routinized | Scaffolding |
| Emphasis is shifted to correctness or completeness | Student provided way to monitor their progressFrequent conceptual connections |
| Not enough time is provided | Sufficient time to explore |
| Classroom management problems prevent engagement | Sustained justification, meaning, questioning, comments, and feedback |
| Inappropriate task | Task builds on prior knowledge |
| Lack of accountability for high-level products | High-level of performance is modeled |