

IV. Questioning Strategies That Elicit Evidence of Student Learning

This dimension focuses on one approach teachers can use to collect evidence of student progress: classroom questioning. Research indicates that teachers who use a range of questioning strategies to collect relevant evidence of student understanding and/or progress toward the learning goals are able to make appropriate instructional adjustments to meet the needs of more students, more often.

This dimension focuses on how teachers sample students while collecting evidence during classroom discussions. The intent is to collect evidence from more students, more often, and more systematically (by collecting from most or all students). Teachers can accomplish this through the use of *all-student responses systems* that require everyone in the class to respond to a question or by first asking a question and then randomly selecting a student to respond. This is contrasted with practice in which teachers ask questions to only a few interested students and then answer their own questions rather than letting the students respond, or when teachers ask questions that limit student thinking. A teacher who has weak questioning strategies loses opportunities to gain valuable insights into student learning. Teachers can also collect evidence of student understanding and/or progress toward the learning goals by noticing the types of questions students ask of the teacher and peers.

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
<p>No classroom questioning was observed.</p> <p>..... or</p> <p>The teacher only asks questions that pertain to classroom routines.</p>	<p>The teacher asks very few questions designed to elicit evidence of the learning goals and to encourage discourse during the lesson.</p> <p>.....</p> <p>The teacher provides inadequate wait time and/or often answers his or her own questions.</p> <p>.....</p> <p>The teacher uses questioning strategies that provide evidence from only a few students or from the same students in the class.</p> <p>.....</p> <p>The evidence collected cannot be used to make meaningful inferences about the class's progress on intended learning outcomes and to adapt/continue instruction.</p>	<p>The teacher asks questions designed to elicit evidence of the learning goals and to encourage classroom discourse at a few points during the lesson, or the teacher asks questions that are not integrated into instruction.</p> <p>.....</p> <p>The teacher <i>infrequently</i> provides adequate wait time. The teacher sometimes answers his or her own questions before students have a chance to respond or even after a student has provided an answer.</p> <p>.....</p> <p>The teacher infrequently uses questioning strategies to collect evidence of learning from a broad sample of students and may implement them in a way that does not support active engagement from most students.</p> <p>.....</p> <p>There is some evidence that the teacher occasionally capitalizes on opportunities to make inferences about student progress and/or to adapt/continue instruction accordingly.</p>	<p>The teacher asks questions designed to elicit evidence of the learning goals and to encourage classroom discourse periodically; or the teacher asks questions more frequently, but the questions are not well integrated into instruction.</p> <p>.....</p> <p>The teacher often provides sufficient wait time. The teacher does not answer his or her own questions before students have a chance to respond or after a student has provided an answer.</p> <p>.....</p> <p>The teacher often uses effective questioning strategies to collect sufficient evidence of learning from all students in systematic ways and in a way that supports active engagement from most students.</p> <p>.....</p> <p>There is clear evidence that the teacher capitalizes on most opportunities to make inferences about student progress and to adapt/continue instruction accordingly.</p>	<p>Throughout the lesson, the teacher asks questions designed to elicit evidence of the learning goals and to encourage classroom discourse; questioning and discussion are seamlessly integrated into instruction.</p> <p>.....</p> <p>The teacher provides sufficient wait time throughout the lesson. The teacher does not answer his or her own questions before students have a chance to respond or after a student has provided an answer.</p> <p>.....</p> <p>The teacher uses effective questioning strategies to collect evidence of learning from all students in systematic ways and in a way that supports active engagement from most or all students.</p> <p>.....</p> <p>There is strong evidence that the teacher effectively uses student responses and student questions to make inferences about student progress and to adjust/continue instruction accordingly throughout the lesson.</p>



When a teacher is using questions to elicit evidence of student understanding, he or she may often directly ask students to explain their reasoning or focus on “why” in order to make their reasoning strategies more explicit. In addition, the teacher’s questions are not exclusively recall or factual questions but instead require higher order thinking from the students and provide evidence of student thinking.



It is possible (although unlikely) for an observed lesson to not include any questioning strategies that elicit evidence of learning. This could be the case if students work independently or in small groups without teacher interaction, or if the teacher only asks questions about routines (e.g., “Do you have your book?”).



At the lower levels of this rubric, questioning strategies are described as being used infrequently. This refers to instances when a teacher is using some questioning techniques that provide opportunities to collect evidence from multiple students at a time or encourage deeper engagement with the content—but not on a regular basis, even when the opportunity to do so exists. For example, a teacher may start a discussion period by asking students to call on the next student to respond in order to engage different students in the discourse, but the teacher quickly lapses back into calling only on the few, most involved students.



Across the levels of the rubric, reference is made to a teacher using questioning strategies to collect evidence of learning from a broad sample of students. (For example, a teacher can use *whiteboards* or *clickers* to collect responses from every student in the class.) However, the rubric also refers to the use of strategies such as *randomly selecting students* to respond to support active engagement from most students. Implementation of questioning strategies can also be done in ways that do not support active engagement from most students, such as calling on a specific student before asking a question, causing the other students to disengage.



Across the levels of the rubric, reference is made to a teacher capitalizing on critical opportunities. As an observer you will often identify incidents in which you might have acted different or taken the discussion in a different direction, but these differences will not have a material impact on student outcomes. The professional judgment to be made here is whether there was a significant or critical opportunity that a teacher ought to have identified and addressed. The result is that missing the opportunity could have a negative impact on student learning. Conversely, capitalizing on the opportunity would have a positive impact on student learning. For example, a student might ask a question that is clearly connected to the learning goals of the lesson and that indicates a misunderstanding or misconception, but the teacher fails to pick up on this and does not address it, nor does the teacher indicate that the issue will be addressed later.



There may be occasions when it is difficult to separate out dimensions III and IV: *Tasks and Activities that Elicit Evidence of Student Learning* versus *Questioning Strategies that Elicit Evidence of Student Learning*. In both instances, the purpose is to elicit evidence of learning, and a teacher may move between both during the course of a lesson.

- For example, a teacher may use individual student whiteboards to collect responses from all students during a quick Q&A session rather than calling on individuals, which could lead to a higher level on this dimension, especially if the teacher uses productive questioning strategies during the entire lesson.
- However, if the teacher arranges students in groups to work on a problem and come up with an agreed upon group answer that they share with the class via whiteboards, this is evidence for the *Tasks and Activities that Elicit Evidence of Student Learning* dimension. The teacher could then use the sharing of group responses as a springboard for a class discussion, or the teacher could provide feedback to each group, depending on the lesson context and goals.
- Although students complete an exit ticket individually and without discussion, the purpose is to collect more and/or better information from most students, so the use of exit tickets is considered part of the *Questioning Strategies that Elicit Evidence of Student Learning* dimension.



You may observe cases of the teacher engaging a small group of students in a discussion while other students are working on separate, independent tasks. Apply the Questioning rubric to the small-group discussion as if the small group were the whole class. While the teacher could score high on this dimension, if the teacher does not collect any evidence of the other students' learning, that will be reflected in the *Use of Evidence to Inform Instruction* dimension.



Additional Notes: _____
