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QUESTIONING TECHNIQUES

Questions can be powerful tools for generating and promoting learning. They can also give us insights as to what directions our instruction should take. However, like any tool, if they are used incorrectly, they can do more harm than good. When questions expose students as wrong or not knowing, they can actually undermine the learning process, so use them carefully.

Effective questioning techniques often include asking students to first develop responses individually and then share those in small groups before developing a group response representing consensus.

Effective questions...

- Promote learning
- Engage all students
- Expose student “knowledge”
- Manage “levels of concern” and energy
- Generate correct responses that may vary in depth and breadth
- Promote mental engagement, practice, and/or success opportunities with every important point
- Occur often
- Provide insight into students’ knowledge, understanding and/or thinking
- Provide insights to the teacher as to possible best next steps for promoting learning
- Give students opportunities for learner-controlled feedback at least every few minutes
Accountable Questioning

What if every student actually interacted with every question asked by a teacher? What if every student actually learned a good answer for every question a teacher asks? Shouldn’t every question that is important to be asked result in every student learning the answer? There are several typical questioning techniques prevalent in classrooms, some more effective than others. Most, if not all of them would be effective in one on one situations, but in a classroom situation, most techniques result in some students learning and many others only hearing an answer, some with learning and some with just the sound of the answer passing through the air.

Accountable Questioning is any form of questioning in which all students interact with and learn good answers. With Accountable Questioning, every student actually participates in some form of interaction processing a good response. For this to work well, the questioning process must ensure safety for the learner while at the same time it must ensure accountability for actual mental processing with a good response. Every student must feel safe from embarrassment while answering and/or working with the question and the process must hold every student accountable for at least learning a good answer to every question.

Well Intentioned Questioning is any form of questioning that intends for all students to learn good answers but that result in many students only hearing answers and many not even listening or processing an answer even though they are in the room.

Well Intentioned but often NOT effective questioning techniques

- Ask, Pause, Call

  - Theoretically, “Ask, Pause, Call” works in the following manner with the hope that by calling the name after think time is provided, all students will feel enough accountability and have enough time to develop a good response:
    - Ask – The teacher poses a question to the class.
    - Pause – The teacher pauses for 3 to 10 seconds with the hope that the students will use the time to think about the question and silently develop an answer.
    - Call – The teacher calls on a student. As that student answers, all other students are listening to see if the answer they developed matches with what the called upon student is saying. The teacher then affirms or corrects the verbal answer and all students mentally note what the teacher has said.
students are right, did they learn? If students are wrong or incomplete, how many of them shift from paying attention to becoming focused on their embarrassment? If students are not called on, can we conclude that they were truly paying attention and learning good responses?

☐ Who can tell me… or who would like to volunteer to tell me?

This approach is fast, comfortable and safe, but are all the students who don’t volunteer paying attention and actively processing good answers in order to learn them?

☐ Call a name, then ask the question.

This approach has the teacher calling a student’s name before asking the question. The students get warning a question is coming. Of course, if the student answers correctly, can we really depend on all the other students mentally processing the answer and learning a good answer? How many of the other students quit paying attention because they are off the hook? How many students actually drift off anyway because they know there is little chance they will be called on?

☐ Ask a question and wait for blurters.

This is the fastest way to embed questions in a lesson and keep the lesson moving at a rapid clip, but the only students answering are the ones who already know the answer. Aren’t many of the others sitting with their minds wandering? Is the pace so fast that maybe students who want to learn only get to hear the answer and they don’t get to actually process and learn the answer?

Accountable Questioning is Effective Questioning because every student processes every answer every time.

It is important that all students interact with every question and every answer, and it is even more important that all students learn a good answer to every question as it is asked. Imagine how much teaching and learning could actually accelerate throughout a year if students did learn good answers EVERY time a question is asked.

Share, Compare, Repair

What if teachers asked questions of the whole class to be addressed in small groups? What if groups interacted with one another? What if the teacher ensured Learning Support Stations of some kind for every question so that every person and every group could interact in a “share, compare, repair” mode until everyone in the classroom had processed a correct answer? What if Share, Repair, Compare were done so well that every student learned good responses and no one had to be called upon? How much easier might subsequent lessons be if all this were to happen?
Scaffolding to Successful Complex Questioning

Developing deep, insightful responses to complex, higher order questions requires both the essential background knowledge and the skills to access and apply any necessary additional knowledge or skills. Often times students’ shallow and limited responses to deep questions lead to frustration for us and embarrassment and shut-down by the students. When we deliberately build in scaffolding questions and activities to ensure appropriate background knowledge and skills, participation and depth both improve significantly.

Questions to Help Questioning

For the subject matter being addressed, decide if it would be best to ...

1. Use open-ended questions to provide for more thought and to provide processing opportunities for a wider range of students?
   OR

2. Use closed response questions because anything more would be too much for such simple content?

3. Ask
   a. Direct questions such as, “How should we proceed with this challenge?”
   b. Direct but more open questions such as, “How might we proceed with this challenge?” or “What might be an effective and efficient way to proceed with this challenge?”
   c. Deflected questions such as, “If we were to ask other classes, how do you think they would suggest we proceed with this challenge?” (This is safer to respond to and will potentially generate more responses.)

Effective Questions Do Not

- Embarrass
- Generate incapacitating fear
- Fail to provide instructional guidance
- Produce incorrect responses
- Publicly expose students’ lack of knowledge or skill
- Result in one student answering
- Enable disengagement and passive listening
Effective questions often include words and phrases such as

- Might
- Could
- Be
- What if
- Someone else
- An expert

Effective Questioning Tips

- Learning how to ask questions this way takes time. At first, be prepared to be a bit awkward; but with practice, the uncomfortable feelings and stilted delivery will disappear.
- Set a goal for how many processing questions you plan to ask in one lesson.
- Script the important questions in your lesson plans so you will be sure to get the responses you need for the lesson to work.
- Write important processing questions on overhead transparencies for students (and you) to refer to while responding.
- Make a symbol to use as a quick reminder in your lesson plans.
- Draw your symbol or hang a small poster near the clock in your classroom. Use the visual as a reminder to ask processing questions throughout the day. (A side benefit – kids will ask what the sign means and help remind you to let them process!)
- Make a small “cheat sheet” of processing question prompts that you will use often. Tape the sheet to your overhead or another place where you will see it as a reminder.
- Ask questions after each point is made.
- Move from ask, pause, call, to asking all to answer in groups.
- If students cannot answer appropriately, consider doing the following:
  - deflect the question
  - rephrase the question
  - give additional support
  - use Defend My Claim activity

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Effective questions often ask for

1. Benefits
2. Solutions
3. Possibilities
4. Approaches
5. Patterns
6. Causes
7. Connections
8. Similarities
9. Differences
10. Implications
11. Inferences
12. Predictions
13. Extensions
14. Links
15. Critical attributes
16. Decisions
17. Rationale
18. Probabilities

Goal: effectively expose what students know, think, or believe by asking what others might say in response to a question or prompt.
Effective Questioning Graphical Overview

**Enriching & Exposing QUESTIONS**
Answered by All Responses Shared in Groups

- What Did You Hear? Open-ended
- Projecting and Predicting
- Asked with Every Important Point or Step
- Worded to Keep Everyone Potentially Right though Maybe NOT Correct

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**Fostering Deep Responses from ALL**
Before expecting students to share deep insights, thoughts, or “school” content, facilitate the process with student valued content.

1. Ask ALL students to record their own or their deflected responses to a question on paper or white boards.
2. Have students pass papers, read and add.
3. Depending on the context, maybe repeat step 2.
4. Have students pass papers, read, add and decide what they are comfortable sharing as, “Someone thinks…”
5. When needed, ask students to share in groups what’s on their papers and make sure everyone has at least 1 good response.
6. Select one or two volunteers to share one response from their paper(s).
7. Shift to “Pop Corn on…”

Students Need to Feel Safe to Engage
Questions
that are
Important Enough to be Asked
are Important Enough that
EVERYONE PARTICIPATE
and LEARN Good Answers

Safe & Enriching
Questions
are • Open-ended
• Projected
• Deflected
Use Questions to Teach Every Student Every Answer!

9 Critical Questioning Tools

- Deflected Questions
- Deflected Responses
- Open-ended Questions
- Total Response Questions
- Response Journals or Boards
- Interactive Notes
- Mutually Assured Correct Responses
- Whole Group Questions, Share, Compare, Repair in Small Groups
- Every Point Processing

Promote 100% Knowing “the” or “a” Correct Response
Everyone Participates in Every Question

Answers are Shared Compared & Repaired in Groups

Have ALL Develop Answers in Groups

As needed ... Invite students to share what they've heard

What did you hear someone say?

"I heard ... " Students Share What They Heard
Example Effective Questions

- What are possible benefits of using effective questions?
- What questions might someone need to have answered?
- Describe how others you know might answer question three on our study sheet.
- Explain how you think most students in my other class would solve this equation.
- What might be effective questions teachers could use to promote and assess thinking?
- What might be the results of suddenly slowing the earth's rotation by three hours per day?
- What might teachers suggest are the critical attributes of effective questions that cause them to be more helpful than typical classroom questions?
- How might experts/novices compare golf and baseball swings?

Questions to involve every student in answering

In groups of ____, ...

- What might be the benefits of __________?
- How might what I said be explained better?
- Help me prepare for my next class. What questions might they have about __________?
- What might someone think is the correct answer to __________?
- What questions might someone need to have answered?
- What are reasons people might give for claiming __________ is important?
- What are some possible cautions with __________?
- What might my next class doubt about __________?
- What are some similarities and differences between ____ and ____ that someone might detect?
- What might be a good next step?
- What are some possible benefits for __________?
- What might be some implications of __________?
- How might some people use __________?
- What answer do you think my next class would give for the question __________?
- What questions might people need to have answered?
- What questions might someone probably have about __________?
- What did you hear someone say about __________?
- Defend my claim that __________.
- Explain what I just tried to say/do.
- How might students who are trying hard to succeed proceed?
Questions That Protect Students, Increase Accountability and Engagement and Improve Depth and Breadth of Responses at the Same Time

Along with the wording of our questions, several additional steps used together can greatly impact participation in the classroom.

First, ask students to develop responses individually. Giving them a small amount of time to jot their initial ideas on a scrap of paper or collect their thoughts will increase the likelihood they will share their thinking.

Ask students to share those thoughts in small groups with the people seated near them. By sharing, students can check their opinions before “going public” in front of the entire class. Plus, instead of one student answering while the rest of the class sits silent (and often disengaged) more students are participating in the lesson.

Ask students to report to the large group. Effectively expose what students know, think, or believe by asking what someone might say in response to a question or prompt. Move to teaching students to respond by saying, “I heard someone say...”

Once this process is embedded in the classroom, engagement increases greatly because students know they won’t be exposed as being incorrect. They are safe to share their learning successfully in discussions.
Use the Action-Driven Question Chart to Design Effective Question Frames

<table>
<thead>
<tr>
<th>Action-Driven Questions</th>
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<tbody>
<tr>
<td>What might others describe for</td>
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<td>How could my next class explain about</td>
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<td>Why my last class solve in</td>
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<td>struggle justify</td>
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### Results-Driven Questions

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<th>What</th>
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### Example Questions and Directives

<table>
<thead>
<tr>
<th>Example Questions - In your groups, please decide...</th>
<th>Example Directives - In your groups, please...</th>
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<tbody>
<tr>
<td>What might be a good next step?</td>
<td>Decide on what might be a good next step.</td>
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<tr>
<td>How might my next hour class suggest we proceed?</td>
<td>Predict what my next class will say is the best way to proceed.</td>
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<td>How do you think my last hour class did this?</td>
<td>Come up with your best guess as to how my last class did this.</td>
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<tr>
<td>What do you think Mr. Jones’ students would probably say are the probable implications of _____?</td>
<td>Speculate as to what Mr. Jones’ students would say are the probable implications of _____.</td>
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<tr>
<td>What questions will my next class probably have about this?</td>
<td>Guess what questions you think my next class will have about this.</td>
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<tr>
<td>What do you think my next class will struggle with most in today’s lesson?</td>
<td>Help me prepare for my next class. Decide what you and your partners think my next class will struggle with most from today’s lesson.</td>
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<tr>
<td>How might ____ be explained better than I explained it?</td>
<td>Develop a brief explanation of ____ that is better than the way I explained it.</td>
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<tr>
<td>Who do you think most people would think...?</td>
<td>Decide what you think most people would think...</td>
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</table>
Complete Sentence Responses

Purpose
To increase learning and retention of all students.

Quick PEAK
When teachers ask questions during instruction, the students respond in complete sentences giving meaning to their answers. For example, an answer of, “George Washington” tells and reinforces little to nothing on its own, but an answer of, “George Washington was the first constitutional president of the United States,” provides meaningful information, and in this case, information that might even cause curiosity in some.

Explanation
Teach your students how to respond to every question in complete sentences, and expect it. Having students respond in complete sentences enhances learning by putting the answer in its context. Accepting single word or short phrase answers allows students to respond without connecting the answers to the question and eliminates an opportunity for students to express and therefore enhance memory of the complete response.

Single words and phrases removed from expressions of complete thoughts have little to no meaning for those who “pop in” hearing what is transpiring. For example, the word “eight” by itself has very little meaning, and it probably does not convey the entire thought a teacher might have prompted for, unless she was asking how many things might be present … and if so, we still don’t know how many of “what.” When asking students what three plus five equals, a response of “eight” does not connect the question and the answer. Having students answer with a complete mathematical sentence of “three plus five equals eight” will accelerate the learning of the math fact. For even greater learning, lead the class in a choral repetition of the complete sentence response.

When asking questions, many times teachers ask several questions in succession. Students in a situation such as this with answers that are not expressed in complete sentences may become confused. Complete sentences connect the correct information and reinforce the learning that is taking place.
Defend My Claim

Purpose
To cause processing of the CORRECT answer to a question by students when there is a good chance many don’t know the CORRECT response.

When to use “Defend My Claim”
Whenever you want to ask a question to generate deep processing – particularly if you believe many students do not have a correct response. Make a claim that something is true or something is not and have them defend it.

Quick PEAK
Rather than ask a question that will result in many students not knowing the CORRECT answer or a CORRECT response, the teacher states the answer or a CORRECT response to the question in the form of, “Defend my claim that ________________________ is true (or false or …) with deep, meaningful and convincing evidence. Even if you don’t agree with my claim, please develop as strong a defense as you can.”

Procedure
1. Frame your claim so that many students will have basic knowledge of the general issue or claim.
2. Say to the students, “Defend my claim that _________________________. Make sure to develop at least three strong, convincing statements that defend my claim and show that I am right.” Some example situations include the following:
   - a. Using the quadratic formula to solve this equation is the easiest way to do it. Make sure to provide as many mathematically correct and sound reasons as you can.
   - b. Alliteration in a slogan can increase many people’s memory of it …
   - c. The Monroe Doctrine played an important role in the United States being where it is today.
   - d. The proximity of Canada and the Bahamas may have impacted the outcome of the Revolutionary war.
   - e. 279 divided by 3 is 93.
   - f. All Quiet on the Western Front is an example of Post Modern literature.
   - g. The moral of the story is ________________________.
   - h. What comes next will probably be ________________.
   - i. ________________ is a logical or correct course of action?

Note: If there is a fairly good chance that several students would prefer to argue against your claim, consider the following options:
- If arguing for or against your claim could both be beneficial to their learning, then provide the choice.
- If arguing against your claim would be counter-productive, then say to the students something like, "Even if you disagree with me, which is certainly okay, please defend my claim knowing that you still have a right to disagree.

**Magic 3**

Use Magic 3 choral repetition for complete sentence answers that not everyone knows. Prompt students to repeat the complete sentence with you and in unison when you say go. Then prompt students to repeat the sentence again, maybe in an angry voice. Then prompt students to repeat the sentence a third time, maybe in a whisper. Repeating the sentence three times accelerates learning since repetition is one way for learning to occur. This also allows for reluctant learners to join in after observing the safety of a group response. At the very least, reluctant speakers may say it in their head on the third round.
Mirror Questioning

Purpose
To keep students “tuned in” and not day dreaming by rapidly involving them in rapid fire questions for processing new information in quick, small bursts.

Quick PEAK
As information is presented to students one point-at-a-time, the teacher rapidly asks the students to repeat back to the teacher (mirror) what was said with each point. Students repeat the information they have just heard in a choral response, such as: “Ice cream is yummy.” “Ice cream is what?” “Ice cream is yummy.”

Preparation and Materials
- Procedures or information that is carefully planned so it can be presented in rapid sound bites for the students to “mirror” back as asked with each one.
- Visuals to enhance the lesson.

Procedures
1. Prepare a series of informational statements that are relatively short, such as “Adjectives describe nouns.”
2. After saying a small bit of information, pose a “mirror” question such as: “Adjectives describe what?”
3. Say the response as you encourage students to say it with you. “Adjectives describe nouns.” If students give one word responses such as, “nouns,” Ask them to “Say
it again in a complete sentence,” if it is appropriate ... or follow with a question such as “What describes nouns?”

4. Continue with the lesson, deliberately keeping to short phrases, steps, or directions. Stop with each short important point, ask the mirror questions, and have the students respond.

5. Ask the students to repeat the response by adding, “I can’t hear you” or “Say it again” or “Say what?”

**Going Further**

Once students have repeated the information, have students do something with the information that has been shared. Give an example of an adjective with a noun such as “bouncy ball.”–The exchange may sound like this:

**Teacher:** “Bouncy describes ball. What describes ball?”

**Students and Teacher:** “Bouncy.”

**Teacher:** “Bouncy is an adjective. What is Bouncy?”

**Students and Teacher:** “Bouncy is an adjective.”

Give another example of a noun/adjective combination. Repeat questioning. Then give students several examples and ask them to identify the adjectives and what they describe with their shoulder partners or people in their group.

**Remember:** Be playful with students and allow some students to only listen or mouth the answers if they choose. This is not a do or die, just another method to allow students to process and encourage active engagement in the content.

**Self-Correcting Questioning Loops**

In order to keep students feeling confident enough to continue to engage deeply, and in order to engage students in developing conceptual understanding, it is important to use questioning strategies that take students deeper and deeper while providing feedback opportunities (see section on feedback).

1. Pose an open-ended question for students to think about and jot any notes that might help them develop a joint response with others.

2. Have students develop a joint response in groups of two to three – rephrase the question as needed to provide correcting guidance.

3. Have the students split up and develop new groups of two to three to develop a joint response – rephrase the question as needed to help with correcting guidance.

4. Repeat step three as needed until all groups have successfully arrived at a deep, well thought through response.
Total Response Questioning

Purpose
To significantly increase learning during direct instruction through question support systems that result in virtually every student overtly responding correctly to each question.

Rationale
- If questions are worth asking, then it is important for all learners to know their answers.
- Students learn and retain more if they are asked a question after each point and step.
- When teachers break important, complex questions into a series of enabling questions, more students can and will interact with the content.
- When individuals are called on to answer questions, many aren’t paying attention and/or are not listening to the answers or learning the answers given by others.
- When teachers call for volunteers to answer questions, students who don’t know the answers seldom learn the answers.
- When students access answers to questions and then represent the answer in another form, their learning increases.

Quick PEAK
This approach to questioning revolves around four critical components.

1. Students have writing or drawing materials available for recording the correct answer to each question.
2. The teacher asks questions frequently with each point made, or step shown/described. Each of them provides building blocks toward the students responding to subsequent deeper or broader questions.
3. The teacher deliberately provides correct answers in places where students can go and learn them, and/or the teacher depends on students who know the answers to quickly spread them by talking or showing.
4. Every student overtly records and/or chorally shouts CORRECT responses to important questions and prompts.
Procedure

1. Make sure that students have paper and writing instruments, individual white boards, Response Journals, Interactive Notes or other means of recording CORRECT answers to questions.

2. Work toward eliminating or reducing rhetorical and other questions that are really not important for the students to answer.

3. Strive to ask questions that you want students to know the answers.

4. Strive to increase the questions you ask or prompts you use to…
   a. Surface important information that has been addressed before or that can be readily accessed in classroom support resources.
      • Who is the…?
      • Who was…?
      • What is the…?
      • How did…?
      • What is a good description of…?
      • What is a probable reason for…?
      • What are the characteristics of…?
      • What are/were the critical attributes of…?
      • What was the cause of…?
      • What was the impact of…?
   b. Spread knowledge or deeper understanding after each important point.
      • What did I just say?
      • How could what I just said be explained better?
        How is… like…?
      • How is… different from…?
      • How might… be best used?
      • How might knowing… be important to people?
      • How could knowing this be of benefit?
      • Say what I just said a different way.
   c. Spread knowledge or understanding of procedures or processes after each step or part of a step.
      • How did I just do what I did?
      • What did I just do?
      • Why did I just do what I did?
      • What should I do next?
      • What is a probable good next step?
      • What are some probable advantages to what I just did?
5. Lead your question or prompt with, “Make sure everyone has written out and can tell me without looking, in a complete sentence, the same answer to the following question…”

6. As soon as you have stated the question or prompt, remind students to SPREAD THE CORRECT ANSWER by…
   a. Get up and get the CORRECT response from a Learning Support Station or other resource and then share the CORRECT response with others to record.
   b. Come up and see the CORRECT response from where you, the teacher, have just written or drawn it where you are right after asking the question.

7. Keep the students moving, checking, talking, sharing, recording until every student has written or drawn the correct response. Consider following up with a Choral Shout or several choral repetitions with the CORRECT response.

Most Common Uses

Curriculum Use

- Facts

Pre-Instruction of Curriculum Before its Unit Begins

- Sprinkle: Very brief student interaction with content—30 seconds to 2 minutes
- Shower: Brief student interaction with content—2 to 10 minutes

Total Vocal Response – TVR

Purpose

In a fun, interactive way, to have every student vocalizing complete, correct answers to questions during instruction. This works best with important facts and formulas. Total Vocal Response makes a shift from checking for knowledge to ensuring all students have the knowledge.

Quick PEAK

As the teachers pose questions throughout instruction, they shift from a “question” format to a “direct the response” format. For example, instead of the teacher asking, “What is the primary source of energy for photosynthesis?” He/she would instead direct, “Make sure everyone in the room has learned and is ready to tell me the primary source of energy for photosynthesis, on signal, in a complete sentence, all at once.” Then, when the signal (the launch button) is pushed, the students quickly check with the teacher or other places where the answer may be heard and share with classmates, double checking until they are certain all students are ready to state the same correct response in choral repetition lead by the teacher.
Procedure

1. Think through a question in advance that you want every student to know and be able to answer. Think through what a good, simple, complete answer would be.

2. Direct the students to make sure everyone has learned and can say together the same correct response, on signal, in a complete sentence.

3. Make it clear to students that they may get the answer from you by talking directly to you as in conversation. Also make it clear that the students should not yell or expect you or anyone else to yell the response. This is to be active, not excessively loud.

4. Push the launch button for students to get up and get the requested information.

5. Remind students to double check and help others as they obtain the correct information from you and elsewhere.

6. When all students seem to be ready with the correct sentence, ask them to say it aloud with you in a complete sentence. With younger students, make it fun for them by doing things like asking them to tell the “bugs in the rug.”

7. Follow up with choral repetition to ensure all students are saying the same correct answer.

Most Common Uses

Curriculum

- Facts
- Procedures and Skills

Pre-instruction

- Shower
Ultimate Questioning Starts

1. Start asking students to develop answers to questions in groups.
2. Start asking deflected questions that include everyone.
3. Start asking open-ended questions.
4. Start asking groups to develop answers and share, compare and repair using other groups or learning support systems.
5. Start asking students to answer by saying, “I heard someone say…. “
6. Start asking questions to cause learning.
7. Start asking questions after every point or step.
8. Start expecting answers to be complete sentences.
9. Start asking questions to be answered in groups to keep students paying attention.
10. Start asking students what questions they believe someone might need to have answered.

Ultimate Questioning Stops

1. Stop asking a question, pausing, and then calling on one student.
2. Stop calling on a student and then asking a question.
3. Stop asking for volunteers to answer a question.
4. Stop asking if anyone can add to an answer.
5. Stop asking if anyone has another answer.
6. Stop asking if anyone has a better answer.
7. Stop asking single answer, narrow questions.
8. Stop asking a question and drawing a name to determine who is to answer.
9. Stop throwing objects to the student who is to give an answer.
10. Stop accepting answers less than complete thoughts/sentences.
11. Stop asking questions in ways that cause students to be publicly wrong or incomplete.
12. Stop asking questions without support mechanisms students can use to ensure they are correct.
13. Stop asking questions to see if students know an answer.
14. Stop going on for more than a few minutes without asking a processing question.
15. Stop asking questions of a student you know is not paying attention.
16. Stop asking students what questions they have.
Warming Up with Simple Questioning

When giving students a set of multiple prompts, questions or problems, arrange them from easiest to most difficult. This makes it a more positive experience for struggling students and reduces the probability that some of the weaker students might shut down with frustration. For students “on the edge,” it provides a warm-up they need so they can succeed with the more difficult ones as they move along. For the more advanced students who don’t need the easier items, encourage them to start at the end or somewhere in the middle and work both ways.

Locate and State Questions

Purpose

To increase practice and interaction with correct answers to questions while also providing a vehicle for teaching students how to locate information in text.

Quick PEAK

Students are each given a list of questions based on using text. They are given a response sheet, or asked to make their own, and then they respond to the prompts.

In addition to providing responses to text-based questions, students document where in the text the response or information leading to it is located. The students respond in complete sentences to increase their learning and retention.

Procedure

1. Select questions for which it is important for the students to know the answer and for which the students can locate what they need within the text. Consider providing a response sheet to students.

2. Provide each student or group of students with a list of questions or prompts. If students work in groups, each student must complete the task.

3. Ask the students to respond to the prompts as follows:
   a. Document either where the response is in the text, or where the information is that leads to the response with page number(s), paragraph(s), graphic(s) or page quadrant(s), and sentence(s) number(s).

   b. Provide the correct response in a complete sentence or paragraph that conveys meaning.
4. When applicable, ask students to explain how they determined their responses.

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<tr>
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**Learning Support Options**

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**Most Common Uses**

**Curriculum Use**

- Facts
- Building conceptual knowledge

**Focused Instruction of Current Content**

- Rigorous instruction supported by pre-instruction

**Post Instruction—Distributed Practice and Incremental Development**

- drips: Revisited interaction with content at the previous levels of rigor
- Drips: Deeper and/or broader interactions with the content
- DRIPS: Interactions that are significantly deeper and broader
CAUTION! Watch Your Step!

In a perfect world, we won't see:

- Students answering questions incorrectly
- Only one student accountable for engaging in a question
- Teachers calling on students to answer questions
- Teachers NOT engaging ALL students in each question
- Questions that don’t overtly cause involvement by ALL learners
- Closed questions without language that converts them to ensure correct responses
- Ask, call
- Ask, pause, call
- Ask, wait for blurters
- Volunteers taken to answer posed questions
- Students directly answering questions without deflection in their response
IN A PERFECT WORLD

Questioning Practices

Effective questioning can promote learning, and unfortunately ineffective questioning approaches and techniques often stifle and limit learning. Effective questions are enriching, extending, exposing and protecting for all learners. Effective questions engage all learners in developing responses, NOT just one student who is called upon to answer the question.

Questions are used to promote learning, inform, and engage, and they are NOT used to catch or embarrass – nor do they do so even unintentionally.

Specific teacher behaviors we see in a perfect world include:

1. The teacher uses open-ended questions. This includes rewording closed questions to make them open-ended.
2. Deflected questions are used to make engagement in the question safe.
3. Every student participates in every question and response – more than covertly.
4. Questions are posed to the entire class for students and groups of students to ensure everyone has correct responses.
5. Teachers call for deflected responses such as, “I heard someone say…”
6. Self-correcting loops are utilized along with deflected responses to ensure full, safe, developmentally appropriate, ultimately correct and meaningful answers by every student. Every student participates meaningfully in the development of every response, and every student shows ultimately the correct response to every question.
7. The teacher gives warning before calling on students in addition to using strategies to ensure students will be correct when or if they are called upon.
8. The teacher only calls on students after ensuring everyone is correct.