## **Formative Assessment Strategies**

| Tools for Formative Assessment        |   |  |
|---------------------------------------|---|--|
| Techniques to Check for Understanding |   |  |
| Index Card<br>Summaries/Questions     | Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.   |  |
| Hand Signals                          | Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand and can explain it (e.g., thumbs up) I do not yet understand (e.g., thumbs down) I'm not completely sure about (e.g., wave hand).   |  |
| One Minute Essay                      | A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.  |  |
| Analogy Prompt                        | Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like because  |  |
| Web or Concept Map                    | Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. <a href="http://www.graphic.org/concept.html">http://www.graphic.org/concept.html</a>   |  |
| Misconception Check                   | Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.   |  |
| Student Conference                    | One on one conversation with students to check their level of understanding.  |  |
| 3-Minute Pause                        | The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.  I changed my attitude about  I became more aware of  I was surprised about  I felt  I related to  I empathized with  |  |
| Observation                           | Walk around the classroom and observe students as they work to check for learning.  Strategies include:  • Anecdotal Records  • Conferences  • Checklists   |  |
| Self-Assessment                       | A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.  |  |
| Exit Card                             | Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.  |  |
| Portfolio Check                       | Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities. |  |
| Quiz                                  | Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are:  |  |

| Truc/False     Short Answer     Paper and Pencil     Matching     Extended Response     Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.  Choral Response     In response t o a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.  A-B-C Summaries     Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.  A form of reflection immediately following an activity.  The teacher recates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "list the key concepts just presented."  Inside-Outside Circle  Inside-Outside Circle  Inside-Outside Circle  Numbered Heads Together  Students assigned a number. Memb      |                         | Multiple Choice   |
|--|-------------------------|---|
| Short Answer Paper and Pencil Matching Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.  Choral Response  A-B-C Summaries  Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.  Debriefing  A form of reflection immediately following an activity.  The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "Ust the key concepts just presented."  Inside-Outside Circle  Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.  Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.  One Word Summary  One Word Summary  Think-Pair-Share  Ticket to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulae individual response, and then turn to your partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulae individual response, and then turn to a partner to share  |                         |   |
| Paper and Pencil Matching Extended Response  Students record in a journal their understanding of the topic, concept or lesson taught.  The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.  In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.  A-B-C Summaries  Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.  Debriefing  A form of reflection immediately following an activity:  The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and ask students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."  Inside-Outside Circle  Inside-Outside Circle  Inside Outside Circle  Students are asked to write a summary exhence that have written. Outside circle moves to create new pairs. Repeat.  Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.  One Word Summary  One Word Summary  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  Turn to Your Partner  Tu |                         | · · · · · · · · · · · · · · · · · · ·   |
| * Matching * Extended Response  Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.  Choral Response  A-B-C Summaries  Each student in the class is saisgned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.  Debriefing  A form of reflection immediately following an activity:  The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."  Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.  Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.  One Sentence Summary  One Word Summary  One Word Summary  Think-Pair- Share  Ticket to Leave  Closing activity where students respond in writing or werbally to short assignments.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  How is similar to/different from ?  What are the characteristics/parts of ?  What are the characteristics/parts of ?  What is word with the class.  Oral Questioning  Oral Questioning  Phase declarials can y |                         |   |
| Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught. In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.    A-B-C Summaries  |                         | · ·   |
| Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.    In response   |                         |   |
| The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.  Choral Response  In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.  Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.  Debriefing  A form of reflection immediately following an activity.  The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "Ust the key concepts just presented."  Inside-Outside Circle  Inside-Outside Circle  Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.  Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  Select (or invent) one word which best summarizes a topic.  Think-Pair-Share  Ticket to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  - How is   |                         | ·   |
| topic, lesson or concept that was taught.  In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.  A-B-C Summaries  Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.  A form of reflection immediately following an activity.  The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher ringht say, "List the key concepts just presented."  Inside-Outside Circle  Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.  Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  One Sentence Summary  Think-Pair-Share  Ticket to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  How is   | Journal Entry           |   |
| In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.   Beach student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.   Debriefing  |                         |   |
| Lach students in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.    Debriefing  |                         |   |
| A.BC Summaries  Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.  A form of reflection immediately following an activity.  The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."  Inside-Outside Circle  Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.  Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  Think-Pair-Share  Students think individually, then pair (discuss with partner), then share with the class.  Closing activity where students respond in writing or verbally to short assignments.  Tacher to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulate individual presponse, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  - How issimilar to/different from? - What a ree the characteristics/parts of? - What is the big idea, key concept, moral in? - How does? - What it deas/details can you add to? - What is the big idea, key concept, moral in? - What it deas/details can you add to? - What it words with a wrong with? - What it words with a wrong with? - What it was moral with a passe                                    | Choral Response         |   |
| Select a word starting with that letter that is related to the topic being studied.  |                         |   |
| Debriefing   |                         |   |
| The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."  Inside-Outside Circle    Inside and outside circle sof students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.   Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.   Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.   Students are asked to write a summarizes a topic.  |                         |   |
| Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."    Inside-Outside Circle   | Debriefing              | · · · · · · · · · · · · · · · · · · ·   |
| Inside-Outside Circle  |                         | · · · · · · · · · · · · · · · · · · ·   |
| example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."  Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.  Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  One Word Summary  Select (or invent) one word which best summarizes a topic.  Students think individually, then pair (discuss with partner), then share with the class.  Ticket to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  How is similar to/different from ?  What are the characteristics/parts of ?  How does relate to ?  What is the big idea, key concept, moral in ?  How does relate to ?  What is wrong with ?  What is wrong with ?  What inght you infer from ?  What question are we trying to answer? What problem are we trying to solve?  What are you assuming about ?  What question are we trying to answer? What problem are we trying to solve?  What are you assuming about ?  What might happen if ?  What criteria would you use to judge/evaluate ?  What widence supports ?  How might this be viewed from the perspective of ?  How might this be viewed from the perspective of ?   | Idea Spinner            |   |
| Inside-Outside Circle  Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.  Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  Students think individually, then pair (discuss with partner), then share with the class.  Ticket to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  - How is similar to/different from ?  - What are the characteristics/parts of ?  - In what other ways might we show show/illustrate ?  - What is the big idea, key concept, moral in ?  - What ideas/details can you add to ?  - What ideas/details can you add to ?  - What might you infer from ?  - What question are we trying to answer? What problem are we trying to solve?  - What might you assuming about ?  - What might happen if ?  - What criteria would you use to judge/evaluate ?  - What wight the prove/confirm ?  - How might this be viewed from the perspective of ?  |                         | · · · · · · · · · · · · · · · · · · ·   |
| Inside-Outside Circle  Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.  Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  Select (or invent) one word which best summarizes a topic.  Students think individually, then pair (discuss with partner), then share with the class.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  - How is similar to/different from ? - What are the characteristics/parts of ? - In what other ways might we show show/illustrate ? - What is the big idea, key concept, moral in ? - What ideas/details can you add to ? - What ideas/details can you add to ? - What is wrong with ? - What might you infer from ? - What are you assuming about ? - What might happen if ? - What evidence supports ? - What evidence supports ? - How might we prove/confirm ? - How might the bewelf from the perspective of ?   |                         |   |
| Inside-Outside Circle  students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.  Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  Select (or invent) one word which best summarizes a topic.  Ticket to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  - How issimilar to/different from?  - What are the characteristics/parts of?  - What is the big idea, key concept, moral in?  - What is the big idea, key concept, moral in?  - What is wrong with  - What is wrong with  - What might you infer from?  - What are you assuming about?  - What might happen if?  - What might happen if?  - What evidence supports?  - Whow might twe prove/confirm?  - How might twis be viewed from the perspective of?   |                         |   |
| Mumbered Heads Together   Each student is assigned a number. Members of a group work together to agree on an answer for the group.   |                         | •   |
| Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.    Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.   One Word Summary   | Inside-Outside Circle   |   |
| Answer. The teacher randomly selects one number. Student with that number answers for the group.  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  One Word Summary  Select (or invent) one word which best summarizes a topic.  Think-Pair-Share  Ticket to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  How is similar to/different from?  What are the characteristics/parts of?  In what other ways might we show show/illustrate?  What is the big idea, key concept, moral in?  What is the big idea, key concept, moral in?  How does relate to?  What is wrong with?  What is wrong with?  What is wrong with?  What might you infer from?  What question are we trying to answer? What problem are we trying to solve?  What are you assuming about?  What might happen if?  What evidence supports?  How might this be viewed from the perspective of?  |                         |   |
| answers for the group.  Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.  Select (or invent) one word which best summarizes a topic.  Think-Pair- Share  Students think individually, then pair (discuss with partner), then share with the class.  Ticket to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  - How is similar to/different from ?  - What are the characteristics/parts of ?  - In what other ways might we show show/illustrate ?  - What is the big idea, key concept, moral in ?  - What is the big idea, key concept, moral in ?  - What is wrong with ?  - What is wrong with ?  - What is wrong with ?  - What might you infer from ?  - What onclusions might be drawn from ?  - What question are we trying to answer? What problem are we trying to solve?  - What might happen if ?  - What evidence supports ?  - How might this be viewed from the perspective of ?  |                         |   |
| Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.   Select (or invent) one word which best summarizes a topic.   Think-Pair-Share   Students think individually, then pair (discuss with partner), then share with the class.   Ticket to Leave   Closing activity where students respond in writing or verbally to short assignments.  | Numbered Heads Together | answer. The teacher randomly selects one number. Student with that number                 |
| One Word Summary         Select (or invent) one word which best summarizes a topic.           Think-Pair- Share         Students think individually, then pair (discuss with partner), then share with the class.           Ticket to Leave         Closing activity where students respond in writing or verbally to short assignments.           Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.           - How is similar to/different from ?   |                         | answers for the group.  |
| Select (or invent) one word which best summarizes a topic.   Think-Pair- Share   Students think individually, then pair (discuss with partner), then share with the class.   Ticket to Leave   Closing activity where students respond in writing or verbally to short assignments.   Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.    How is similar to/different from ?   What are the characteristics/parts of ?   In what other ways might we show show/illustrate ?   What is the big idea, key concept, moral in ?   What ideas/details can you add to ?   What ideas/details can you add to ?   What is wrong with ?   What is wrong with ?   What might you infer from ?   What question are we trying to answer? What problem are we trying to solve?   What are you assuming about ?   What criteria would you use to judge/evaluate ?   What evidence supports ?   How might this be viewed from the perspective of ?   How might this be viewed from the perspective of ?   | One Sentence Summary    | Students are asked to write a summary sentence that answers the "who, what where,         |
| Think-Pair- Share Ticket to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  - How is similar to/different from ? - What are the characteristics/parts of ? - In what other ways might we show show/illustrate ? - What is the big idea, key concept, moral in ? - What ideas/details can you add to ? - Give an example of ? - What is wrong with ? - What might you infer from ? - What onclusions might be drawn from ? - What question are we trying to answer? What problem are we trying to solve? - What might happen if ? - What evidence supports ? - What evidence supports ? - How might this be viewed from the perspective of ?   |                         | when, why, how" questions about the topic.  |
| Ticket to Leave  Closing activity where students respond in writing or verbally to short assignments.  Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  - How is similar to/different from ? - What are the characteristics/parts of ? - In what other ways might we show show/illustrate ? - What is the big idea, key concept, moral in ? - How does relate to ? - What ideas/details can you add to ? - Give an example of ? - What is wrong with ? - What might you infer from ? - What conclusions might be drawn from ? - What question are we trying to answer? What problem are we trying to solve? - What might happen if ? - What criteria would you use to judge/evaluate ? - What evidence supports ? - How might we prove/confirm ? - How might this be viewed from the perspective of ?   | One Word Summary        | Select (or invent) one word which best summarizes a topic.                                |
| Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  - How is similar to/different from ? - What are the characteristics/parts of ? - In what other ways might we show show/illustrate ? - What is the big idea, key concept, moral in ? - How does relate to ? - What ideas/details can you add to ? - Give an example of ? - What is wrong with ? - What might you infer from ? - What conclusions might be drawn from ? - What question are we trying to answer? What problem are we trying to solve? - What might happen if ? - What criteria would you use to judge/evaluate ? - What evidence supports ? - How might we prove/confirm ? - How might this be viewed from the perspective of ?  | Think-Pair- Share       | Students think individually, then pair (discuss with partner), then share with the class. |
| turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  - How is similar to/different from ? - What are the characteristics/parts of ? - In what other ways might we show show/illustrate ? - What is the big idea, key concept, moral in ? - How does relate to ? - What ideas/details can you add to ? - What is wrong with ? - What is wrong with ? - What might you infer from ? - What conclusions might be drawn from ? - What question are we trying to answer? What problem are we trying to solve? - What might happen if ? - What criteria would you use to judge/evaluate ? - What evidence supports ? - How might we prove/confirm ? - How might this be viewed from the perspective of ?  | Ticket to Leave         | Closing activity where students respond in writing or verbally to short assignments.      |
| their answers with the class.  - How is similar to/different from ? - What are the characteristics/parts of ? - In what other ways might we show show/illustrate ? - What is the big idea, key concept, moral in ? - How does relate to ? - What ideas/details can you add to ? - Give an example of ? - What is wrong with ? - What might you infer from ? - What might you infer from ? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about ? - What might happen if ? - What criteria would you use to judge/evaluate ? - What evidence supports ? - How might this be viewed from the perspective of ?   |                         | Teacher gives direction to students. Students formulate individual response, and then     |
| their answers with the class.  - How is similar to/different from ? - What are the characteristics/parts of ? - In what other ways might we show show/illustrate ? - What is the big idea, key concept, moral in ? - How does relate to ? - What ideas/details can you add to ? - Give an example of ? - What is wrong with ? - What might you infer from ? - What conclusions might be drawn from ? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about ? - What might happen if ? - What criteria would you use to judge/evaluate ? - What evidence supports ? - How might this be viewed from the perspective of ?  | Turn to Your Partner    | turn to a partner to share their answers. Teacher calls on several random pairs to share  |
| - What are the characteristics/parts of? - In what other ways might we show show/illustrate? - What is the big idea, key concept, moral in? - How does relate to? - What ideas/details can you add to? - Give an example of? - What is wrong with? - What might you infer from? - What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might this be viewed from the perspective of?  |                         | their answers with the class.   |
| - What are the characteristics/parts of? - In what other ways might we show show/illustrate? - What is the big idea, key concept, moral in? - How does relate to? - What ideas/details can you add to? - Give an example of? - What is wrong with? - What might you infer from? - What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might this be viewed from the perspective of?  |                         |   |
| - In what other ways might we show show/illustrate? - What is the big idea, key concept, moral in? - How does relate to? - What ideas/details can you add to? - Give an example of? - What is wrong with? - What might you infer from? - What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?   |                         |   |
| - In what other ways might we show show/illustrate? - What is the big idea, key concept, moral in? - How does relate to? - What ideas/details can you add to? - Give an example of? - What is wrong with? - What might you infer from? - What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?   | Oral Questioning        | - What are the characteristics/parts of?  |
| - How does relate to ? - What ideas/details can you add to ? - Give an example of ? - What is wrong with ? - What is wrong with ? - What might you infer from ? - What conclusions might be drawn from ? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about ? - What might happen if ? - What criteria would you use to judge/evaluate ? - What evidence supports ? - How might we prove/confirm ? - How might this be viewed from the perspective of ?   |                         | - In what other ways might we show show/illustrate?                                       |
| - What ideas/details can you add to? - Give an example of? - What is wrong with? - What might you infer from? - What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?  |                         | - What is the big idea, key concept, moral in?  |
| - Give an example of? - What is wrong with? - What might you infer from? - What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?   |                         |   |
| - Give an example of? - What is wrong with? - What might you infer from? - What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?   |                         | - What ideas/details can you add to?  |
| - What is wrong with? - What might you infer from? - What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?   |                         | - Give an example of?   |
| - What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?  |                         | - What is wrong with?   |
| - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?  |                         | - What might you infer from?  |
| - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?  |                         | - What conclusions might be drawn from?   |
| - What might happen if?  - What criteria would you use to judge/evaluate?  - What evidence supports?  - How might we prove/confirm?  - How might this be viewed from the perspective of?   |                         | - What question are we trying to answer? What problem are we trying to solve?             |
| - What might happen if?  - What criteria would you use to judge/evaluate?  - What evidence supports?  - How might we prove/confirm?  - How might this be viewed from the perspective of?   |                         | - What are you assuming about?  |
| - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?   |                         |   |
| - What evidence supports ? - How might we prove/confirm ? - How might this be viewed from the perspective of ?   |                         | - What criteria would you use to judge/evaluate?  |
| - How might we prove/confirm?  - How might this be viewed from the perspective of?   |                         | - What evidence supports?   |
| - How might this be viewed from the perspective of?  |                         | - How might we prove/confirm?   |
|  |                         |   |
|  |                         | - What alternatives should be considered?   |
| - What approach/strategy could you use to?   |                         |   |