

FEAP 3f.-Employ higher-order questioning techniques

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>All questions are of the “recitation” type, such as “What is 3 x 4?” (D)</p> <p>The teacher asks a question for which the answer is on the board; students respond by reading it. (D)</p> <p>The teacher calls only upon students who have their hands up. (D)</p> <p>When the teacher asks a question and the student answers it, there is no follow-up such as “why did you answer in that way” or “how did you get that answer?”</p>	<p>Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” (D)</p> <p>The teacher asks: “Who has an idea about this?” but only the usual three students offer comments. (D)</p> <p>The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond or makes a comment directly to the teacher. (D)</p> <p>The teacher says, “When recording your questions while reading, think about how that helps you better comprehend the story.”</p>	<p>The teacher asks, “What might have happened if the colonists had not prevailed in the American war for independence?” (D)</p> <p>The teacher uses the plural form in asking questions, such as “What are some things you think might contribute to . . . ?” (D)</p> <p>The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary. (D)</p> <p>After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class. (D)</p> <p>The teacher has the following problem on the board. . . . “Use the materials at your table to determine whether or not they can conduct electricity.”</p> <p>The art teacher asks, “Given what we learned this semester, what criteria would you use to evaluate a Monet’s Water Lillies?”</p> <p>The students are asked to sort pictures into piles of living and non-living things.</p> <p>The teacher asks students to look at advertisements and examine the strength of support presented for a claim.</p>	<p>A student asks, “How many ways are there to get this answer?” (D)</p> <p>A student says to a classmate: “I don’t think I agree with you on this, because . . .” (D)</p> <p>A student asks of other students: “Does anyone have another idea how we might figure this out?” (D)</p> <p>Student asks “What if . . . ?” (D)</p> <p>The teacher says, “For homework tonight, respond to a post on the class blog asking if you think Romeo and Juliet are justified in maintaining a relationship.”</p> <p>The teacher asks, “Could you please explain what you mean when you say the plot is similar to the story we read last week?”</p> <p>Given several types of materials, the students were asked to evaluate them to determine which is the best conductor of electricity.</p> <p>The teacher continually says, “Share your answer and be prepared to explain your thinking.” (D)</p> <p>Teachers ask students to use “All Write Round Robin” to make a list of ways they would use probabilities to make fair decisions. (D)</p> <p>The question on the board in statistics class says, “A model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? Think about this and be prepared to discuss your response when class starts.</p>

FEAP 3f.-Employ higher-order questioning techniques

Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Resources:

http://www.ehow.com/info_8095080_higher-order-thinking-activities-school.html

<http://www.literacyconnections.com/Schiller.php>

http://www.ascd.org/publications/books/104428/chapters/Higher-Order_Thinking.aspx

Asking Questions -Bloom's *Thinking* Prompts

www.msad54.org/district/literacyspecialist/pdf/blooms.pdf

<http://blog.calicospanish.com/2012/01/06/how-to-develop-students-higher-order-thinking-skills.html>

<http://xnet.rrc.mb.ca/glenh/hots.htm>(middle of page)

<http://teaching.uncc.edu/articles-books/best-practice-articles/instructional-methods/promoting-higher-thinking>

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=28&ved=0CGUQFjAHOBQ&url=http%3A%2F%2Fwww.nsead.org%2Fdownloads%2FEffective_Questioning09_%282%29.doc&ei=XnbuT9ilKKK36wHMreiYBg&usq=AFQjCNFEEQGYNaYdJDsFKapIAMJ0jhU9fg&sig2=1cvhASSr5EhJUHFpQfxBTQ