

STUDENT DISCOURSE AND QUESTIONING: Effective teachers use multiple questioning strategies to guide student learning and promote student discussion to build conceptual knowledge. (AQTS 2.7, 3.1)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> ● <u>DOK</u>: does not use questioning, or questions do not challenge students to the depth of the standard ● <u>Think time</u>: does not honor think time for extended thinking ● <u>Discourse</u>: discourages classroom discussion and debate ● <u>Equity</u>: allows a few students to dominate the discussion or to answer all questions ● <u>Modeling</u>: does not model thinking and/or questioning 	<ul style="list-style-type: none"> ● <u>DOK</u>: asks DOK levels I and II questions ● <u>Think time</u>: gives minimal opportunity for extended thinking ● <u>Discourse</u>: leads classroom discussion with little input from students (mostly teacher-talk) ● <u>Equity</u>: plans for equitable participation by all students, with good participation ● <u>Modeling</u>: sometimes models thinking and/or questioning 	<ul style="list-style-type: none"> ● <u>DOK</u>: questions at the level of the standard (DOK I-IV)/promotes student thinking and connections to prior knowledge ● <u>Think time</u>: implements effective use of think time ● <u>Discourse</u>: facilitates classroom discussion and debate ● <u>Equity</u>: utilizes a plan for equitable participation by all students towards mastery of a standards-based learning target ● <u>Modeling</u>: models thinking and/or questioning to guide learning 	<ul style="list-style-type: none"> ● <u>DOK</u>: provides a model for encouraging discourse and questioning at the level of the standard (DOK I-IV)/promotes student thinking and connections to prior knowledge; uses a variety or series of questions to challenge students, advances high-level thinking and promotes discourse ● <u>Think time</u>: implements effective use of think time and models effective thinking process ● <u>Discourse</u>: facilitates questioning from student to student as well as student to teacher ● <u>Equity</u>: utilizes a plan for equitable participation by all students, differentiates instruction as needed towards mastery of a standards-based learning target ● <u>Modeling</u>: models thinking and/or questioning to guide learning; gradually shifts discourse toward student ownership of the conversation
S T U D E N T S	<ul style="list-style-type: none"> ● <u>DOK</u>: do not attempt to ask/answer questions at any level ● <u>Think time</u>: do not make use of think time to answer questions/formulate answers/share ideas ● <u>Discourse</u>: do not explain their thinking to each other ● <u>Equity</u>: are minimally engaged in discussion, or only a few participate/dominate 	<ul style="list-style-type: none"> ● <u>DOK</u>: ask/answer DOK levels I and II questions only ● <u>Think time</u>: make inconsistent use of think time offering to explain portions of their thinking ● <u>Discourse</u>: are able to explain portions of their thinking to each other and construct weak arguments ● <u>Equity</u>: are mostly engaged in discussion, with little domination 	<ul style="list-style-type: none"> ● <u>DOK</u>: ask/answer teacher and student questions at a variety of DOK levels (I-IV) ● <u>Think time</u>: honor think time to extend thinking and make connections ● <u>Discourse</u>: explain thinking, justify reasoning, and construct strong arguments to each other to master learning goals ● <u>Equity</u>: actively engage in discussions with equitable participation 	<ul style="list-style-type: none"> ● <u>DOK</u>: ask/answer teacher and students questions at a variety of DOK levels (I-IV); refine their own thinking using the thoughts of the teacher and other students ● <u>Think time</u>: use time to formulate questions, initiate topics, and make unsolicited contributions toward standard mastery ● <u>Discourse</u>: use discussion to master learning goals connected to a standard through extended thinking and making connections ● <u>Equity</u>: encourage each other to participate by inviting comments and opinions