

## 15 Formative Questioning Strategies

1. **Wait Time Variations**: Give students time to think after you pose a question to the group. Research shows that giving students 3 to 5 seconds to process a question increases quality and quantity of responses dramatically.
2. **Volleyball, Not Ping Pong**: Changing pattern of interaction from teacher to student to- teacher to student, to student
3. **"Hands Down"**: Students are told NOT to raise their hands when a question is asked. All students should be ready to answer a question, even if the response is, "I don't know."
4. **Hand Signals**: "Fist to Five"- students are taught specific behavioral expectations for each of the numbered fingers. "Thumbs up: I understand, Thumbs sideways: I'm not completely sure, Thumbs down: I do not yet understand.
5. **Response Cards**: Index cards, dry-erase boards, magnetic boards, ABCDE Cards simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Information is used by the teacher to adapt and organize the ensuing discussion or lesson.
6. **Traffic Lighting**: Table tent, traffic cards, cups, or dots to indicate level of understanding or readiness of group
7. **Fact First Questioning**: Moves student thinking beyond recall of information. State the fact and follow it with a why question. Ex. Glucose is a form of food for plants. Why is glucose considered a food for plants?"
8. **Pass the Question**: Provides an opportunity to collaborate with a partner and share in the thinking process. Working in pairs, students write a partial response to a question. When time is up, they exchange their partial responses and finish, modify or add to it as the pair deems necessary.
9. **Commit and Toss**: Quick anonymous way to get different ideas without individuals being identified as having the wrong answer. Students are given a question. After completing their response on a piece of scrap paper, they crumple up the paper into a ball, and upon a signal from the teacher, toss the paper balls around the room. Students shares the response on their "caught" paper, not their own.
10. **Odd one Out**: Students choose which item from the list that does not belong and justify their reason for selecting it. Example: Length, Volume, Temperature, Mass Which one is odd? Why is it the odd one out?
11. **Friendly Talk Probes**: Two-tiered questioning with selected response and justification. Responses are posed as friend responses. Students pick the friend they most agree with and explain why.
12. **Four Corners**: Used with selected response questions to identify groups of students with similar responses.
13. **Juicy Questions**: Using Depth of Knowledge- design questions that elicit understanding: Always consider the level of the questions you are asking. If you ask recall type questions, expect discussions that are less deep in understanding of concepts.
14. **Sticky Bars**: Helps students recognize the range of ideas in the class. Post-It note responses are arranged as a bar graph.
15. **I Used To Think, But Now I Know**: Asks students to compare verbally or in written form their ideas from the beginning of the lesson to their ideas after completing the lesson.